



Views of Youth Regarding Sexual Abuse Prevention Education, Dangers on the Internet and the Boys and Girls Club

FINAL REPORT

Submitted to:

Claire Winchester
PrévAction
claire.winchester@cogeco.ca

EKOS RESEARCH ASSOCIATES INC.

January 2009

EKOS RESEARCH ASSOCIATES

Ottawa Office

359 Kent Street, Suite 300

Ottawa, Ontario

K2P 0R6

Tel: (613) 235 7215

Fax: (613) 235 8498

E-mail: pobox@ekos.com

Toronto Office

480 University Avenue, Suite 1006

Toronto, Ontario

M5G 1V2

Tel: (416) 598 8002

Fax: (416) 598 2543

E-mail: toronto@ekos.com

www.ekos.com

ACKNOWLEDGEMENTS

We would like to thank Claire Winchester (Research Coordinator, PrevAction), Richard Allaire (Chair, PrevAction) and Diane Kuipers (Executive Director, Boys and Girls Club of Cornwall) for all of their hard work and assistance in this project. It was their time and dedication to this study that made the research possible. We would also like to thank the many schools who volunteered their time and energy to the study. Without the involvement of the Principals, Vice-Principals and other staff at these schools the research would not have been possible. Finally, but perhaps most of all, we would like to extend our sincerest thanks to the grade 4 to 12 students, as well as the parents, who volunteered their time, and shared with us their thoughts and ideas.

TABLE OF CONTENTS

Executive Summary	iii
1. Introduction	1
1.1 Background.....	1
1.2 Methodology.....	2
1.3 A Note on Qualitative Research.....	3
2. Detailed Findings	5
2.1 Perceptions of Nature and Prevalence of Sexual Abuse.....	5
2.2 Perceived Need for Prevention Education Programming.....	8
2.3 Sources of Information on Sexual Abuse	12
2.4 Sexual Abuse and the Internet.....	20
2.5 The Boys and Girls Club.....	27
3. Conclusions and Recommendations	39
3.1 Sexual Abuse Prevention Education.....	39
3.2 Online Predators.....	41
3.3 Boys and Girls Club.....	41
3.4 Recommendations.....	42

APPENDIX A: Moderator’s Guide (English and French) – Grade 7-12

APPENDIX B: Survey Questionnaire (English and French) – Grade 7-12

APPENDIX C: Moderator’s Guide (English and French) – Grade 4-6

APPENDIX D: Interview Guide (English) – Parents of Youth Grade 1-10

APPENDIX E: Detailed Suggestions of Activities – Boys and Girls Club

APPENDIX F: Survey Results – Detailed Tables (under separate cover)

EXECUTIVE SUMMARY

PrévAction commissioned EKOS Research Associates to undertake research in the community that will contribute to the development of their five-year plan. The current report presents findings from discussions and a paper and pencil survey held with students in grades 7 to 12 attending English and French, Catholic and public schools located in the Cornwall area. The discussions and survey centred on the prevention of sexual abuse and examined views that pertain to helping the community move forward with the appropriate educational programs, activities, resources and support. Parents of youth between the ages of 6 and 15 were also interviewed.

Additional information was also captured on behalf of the Boys and Girls Club, who were interested in finding out how youth spend their time, what help they may need with homework and whether they are interested in the types of activities offered by their four main pillars: physical activity, and health and safety; leadership, growth and empowerment; learning and career development; and, community programs. Questions were placed on the survey questionnaire and in the discussion guide for youth attending grades 7 through 12, as well as in the questions posed to parents. In addition, three separate focus groups were held at an English primary school in the Cornwall area. These groups were attended by youth in grades 4, 5 and 6.

The following key findings and recommendations for improvement emerged from this study:

- The research points to a reasonably high level of general awareness of sexual abuse, but from limited sources. Although most youth hear some stories in the media, only some students reported receiving information in school and fewer still speak with their parents on the topic.
- The overwhelming majority of students believe it is highly important to share this type of information with young people and are personally open to receiving more information.
- While many agree that information should be disseminated to young children about sexual abuse, they believe it should be presented in a manner that is age appropriate and sensitive to the possibility of some victims being made uncomfortable.
- While students consider television shows and movies to be one source of information on sexual abuse, they also see their parents and schools as highly appropriate.
- Students expressed a number of good ideas on how to assist parents and schools to be more prepared to converse with and inform youth (e.g., more information for parents and using specific teachers and guest speakers at school).
- A number of students indicated that they had attended a presentation put on by the Red Cross, which is aimed at grade 7 to 8 students. Overall survey results indicate a higher level of awareness and concern for sexual abuse among grade 7 and 8 student, suggesting that the

Red Cross program is having some impact on raising the overall awareness of youth in the community;

- The research points a spotlight on a very limited level of awareness regarding help and resources for victims of sexual abuse, reducing the chances that youth experiencing sexual abuse (or knowing someone who is experiencing it) will get help.
- While students see online predators as a serious problem, not all consider it to be an immediate threat to their age group (i.e., older students). This cavalier attitude leaves some youth more vulnerable to the possibility of harm.
- The flow of information on sexual abuse is not constant from primary school to the end of secondary school, leaving some without the reminder needed to enforce the message of good protection habits online.
- Programs should be designed to assist key stakeholders (e.g., parents, teachers, community groups) in the community with the information and support they need to facilitate discussion with youth.
- Awareness of the Boys and Girls Club (BGC) is generally lower among the older youth, but higher among the grade 4 to 6s. The overwhelming majority of students were receptive to the idea of the BGC, once it was explained to them. The Cornwall BGC could benefit from an effective marketing campaign to raise awareness of its programs and activities with both youth and parents.
- The Cornwall BGC's programs should be mindful of age appropriateness.

1. INTRODUCTION

1.1 BACKGROUND

The Government of Ontario established the Cornwall Public Inquiry on April 14th, 2005, under the *Public Inquiries Act*. The mandate of the Commission was to inquire into and report on the events surrounding allegations of abuse of young people in Cornwall by examining the response of the justice system and other public institutions to the allegations. The Commission sought, not only to make recommendations to improve the response in similar circumstances, but also to inquire into and report on processes, services and programs to encourage community healing and reconciliation in the community.¹

The Phase 2 Advisory Panel of the Cornwall Public Inquiry was specifically mandated to promote healing and reconciliation in the community. Over the course of the many Phase 2 Advisory Panel meetings in 2006, a citizens group called PrévAction emerged. This group considers itself as a bridge and a catalyst in the transformation relay from advisory panel work to fieldwork, arising from Phase 2 community meetings. PrévAction is made up of individuals who have come together to provide leadership to the community development work that is required in Cornwall and surrounding areas following the inquiry. PrévAction aspires to undertake work that will continue beyond the life of the inquiry. Members of the group are therefore in the process of assembling a five-year strategic community development plan to support healing and reconciliation activities in Cornwall, Stormont, Dundas and Glengarry.²

PrévAction commissioned EKOS Research Associates to undertake research in the community that will contribute to the development of their five-year plan. The current report presents findings from discussions, as well as a self-administered survey, held with students in grades 7 to 12 from five distinct schools located in the Cornwall area. The discussions centred on the prevention of sexual abuse and examined views that pertain to helping the community move forward with the appropriate educational programs, activities, resources and support. A small set of parents (5) were also interviewed by telephone, covering the same topics. Within this context, the key suggestions presented in this report are based on the comments made by research participants in the focus groups with students, as well as the note-taker's observations, along with findings from the survey, and comments from parents.

¹ www.cornwallinquiry.ca

² Report to Phase 2 of the Cornwall Public Inquiry presented to Justice Normand Glaude by the members of PrévAction (2008).

1.2 METHODOLOGY

PrévAction conducted a total of eight focus groups with grade 7 to 12 students attending English and French, Catholic and public schools located in the Cornwall area from December 10th, 2008 to January 9th, 2009. The focus groups were held with students across grades 7 to 12:

- Two groups were held with a mix of students in grades 7 and 8;
- One group was held with a mix of students in grades 9 and 10;
- Three groups were held with students in grade 11; and
- Two groups were held with students in grade 12.

Varying numbers of students participated in the discussions. Focus group sizes ranged from six to 23 participants. The majority of the focus groups were conducted with students in their social science course classrooms and lasted an average of 60 minutes. Consent forms, signed by a legal guardian, were required in advance of participation. The discussions with students were not audio taped.

In addition to the focus groups, a paper and pencil questionnaire, which completed individually on their own was administered in classrooms with students of grade 7 to 12. In most cases, a representative from the research team introduced the purpose of the study and instructions on completing the survey to students in advance. In other cases, the teachers took on this role (based on a note provided to teachers). Basic instructions on how to complete the questionnaire were also featured at the start of the form. Anyone completing the questionnaire was required to have a signed consent form from a legal guardian in advance. A total of 188 questionnaires were completed, including with 23 youth under 13, 36 from 13 to 14 year old students, 55 from 15 to 16 year old students, and the remaining 70 with those over 16 years of age. (NOTE that 4 students did not provide an age in the questionnaire.) The gender split on the survey is somewhat skewed. More than half of the survey respondents (60 per cent) are girls. No population weights were applied to the survey data. If results had been obtained from a randomly selected sample of grade 7 to 12 youth, the sample size of 188 cases would have carried with it a margin of error of up to +/- 7 per cent. Because the sample was not drawn in a random fashion (i.e., by classroom willing to participate, with students who's parents were willing to have them participate), it is impossible to calculate the degree of precision of the sample.

A small number of parents in the community were also interviewed by telephone on the topics of perceived importance of prevention education for youth, related to sexual abuse, and online predators. They were also asked about their own awareness and concern regarding these two topics and information that parents need to facilitate their own discussions with their children, if they chose to have them. The topic of leisure activities and the Boys and Girls Club were also explored, including interest in this type of youth programming and specific activities of interest, as well as barriers to participation in activities.

Three focus groups were also conducted with students in grades 4 through 6 at one English school. Discussions took place during the day, outside of the classroom with a mix of students from these three different grades. Between seven and 12 participants attended, for a total of 27 students across the three groups. The topic of discussion for this set of groups was their leisure activities, homework and activities of interest to youth from a youth programming perspective, as well as their possible interest in a club like the Boys and Girls Club. All participants obtained parental consent prior to attending one of the discussions.

1.3 A NOTE ON QUALITATIVE RESEARCH

It should be kept in mind when reading this report that these findings are drawn exclusively from qualitative research. While every effort is made to balance various demographic characteristics when recruiting participants, these groups (and therefore the findings drawn from them) may not be said to be representative of the larger population as a whole. While groups generally indicate appropriate directionality, they do not serve as a proxy for a fully representative quantitative methodology. For the reader's ease, these findings are depicted to some extent as definitive and "projectible". This is, however, true only for the universe represented by these participants.

2. DETAILED FINDINGS

Study findings are divided into four thematic areas: general knowledge and awareness of sexual abuse; dissemination of information on sexual abuse; available sources of information on sexual abuse; and, sexual abuse and the Internet, followed by the topics explored for the Boys and Girls Club (BGC). The results are presented in the same thematic areas and order in the current chapter.

2.1 PERCEPTIONS OF NATURE AND PREVALENCE OF SEXUAL ABUSE

From what was heard in these group discussions, students in grades 7 to 12 appear to have a good idea of what sexual abuse involves, despite receiving their information from a limited number of sources. All students are aware that sexual abuse is non-consensual in nature. Many suggested that in its most common form, sexual abuse involves an act of physical violence (such as rape). A majority of students noted, however, that sexual abuse is multidimensional. They suggested that it may involve, not only acts of physical violence, but also verbal and emotional abuse. A few students added that drugs and booze occasionally facilitate sexual abuse (e.g., the date rape drugs).

Parents also seem to be generally aware of the topic, having heard about the Cornwall Public Inquiry in particular. That said, there was not a significant degree of confidence expressed by parents that they understand what sexual abuse is about.

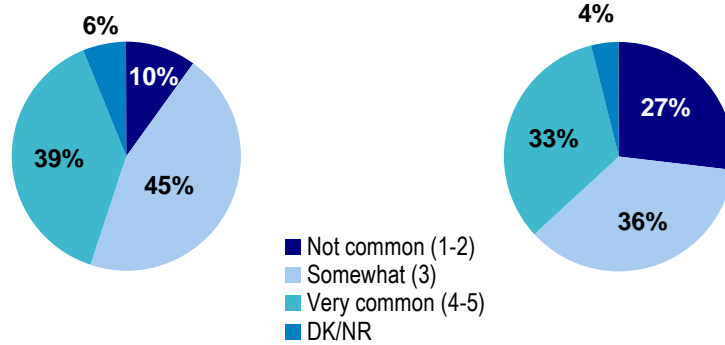
Sexual abuse is seen as prevalent in our society

Based on the results of the survey of grade 7 to 12 students, youth understand sexual abuse to be a fairly common occurrence. In fact, they may over estimate the extent to which it occurs. That said, they don't see their own age group as those most likely to be targeted. While 39 per cent of students said it is a common occurrence (giving it a 4 or a 5 on the 5 point scale), slightly fewer (33 per cent) believe that it is common in their own age group. Perhaps more serious is that more than one in four youth do not believe that sexual abuse is common in their own age group. Further, it is boys who are most at risk. A full 41 per cent of boys **do not** believe that sexual abuse is common in their own age group. Girls are somewhat more apt to believe that sexual abuse is a common occurrence generally (45 per cent of girls gave it a 4 or 5), and they are much more likely to see it as a common occurrence in their own age group (according to 43 per cent of girls, compared with only 16 per cent of boys).

Perceived Frequency of Sexual Abuse

“How common do you think sexual abuse is in Canada today?”

“How common do you think it is in your own age group?”



EKOS Research Associates Inc.

n=188

Grade 7-12 Survey, 2009

There is no difference in responses to the survey by age group. It is curious, however, that youth who have heard about the BGC are also more than twice as likely than other youth (55 per cent versus 21 per cent of other youth) to believe that sexual abuse is common in their own age group. Perhaps this is because having heard about the BGC is a reasonable proxy for a broader awareness within the community.

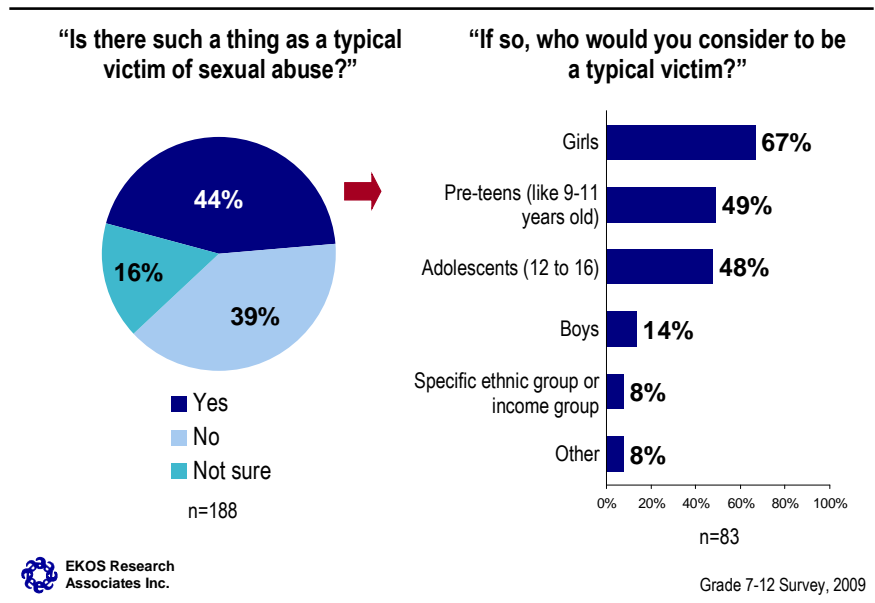
There is no “typical” predator – no one can be ruled out

From the focus group discussions, there are some mixed views pertaining to typical predators and victims of sexual abuse. A number of students in different groups believe that there may be typical predators (e.g., males, mid-thirties, sweet-talkers, and voyeurs) and victims of sexual abuse (e.g., female, innocent, shy, weak, vulnerable, and under 18 years of age). It should be noted, however, that several of these students acknowledged that many of the characteristics they associate with typical predators and victims are perpetuated by media texts, which may be incorrect: *“We just think this because it says so on TV.”* Students in most groups said that both predators and victims of sexual abuse can *“look like anyone else”* and *“can really be anybody...even family.”* Several students are aware that the majority of sexual predators appear to function normally in society, holding regular jobs and having normal interactions with others. A number of students; mostly female, said the threat of sexual abuse always exists and does not necessarily become any less likely the older you get (reflecting the stark gender difference in responses in the survey results). These students acknowledged that they themselves could become victims of sexual abuse. Views expressed by parents were similarly mixed, with regard to whether there is a “typical” predator, for some there is and for some, it could be anyone. The same is true of victims.

There are mixed views about whether or not anyone is susceptible to sexual abuse – boys may be more vulnerable, since they are not considered a likely target

In the survey results of the grade 7 to 12 students, a large proportion of youth (44 per cent said) believe that there is a “typical” victim of sexual abuse. This typical victim is more often assumed to be a girl (according to 67 per cent of those who think that there is such a thing as a “typical” victim). Pre-teens and adolescents are both seen to be fairly stereotypical targets as well. Very few believe that it is boys who are the typical target.

Perceived Nature of Victim



Youth are aware of the role that lack of awareness can play in perpetrating the abuse

According to students in the discussion groups, sexual abuse may occur for a number of reasons. Most of these tend to revolve around the perpetrators as opposed to the victims. Students suggested that sexual abuse can take place because the perpetrator has a need to feel powerful; is lonely; has deep psychological issues (e.g., might have been a victim when they were younger); and, has lost self-control. A few students noted, on the other hand, that sexual abuse may also occur because victims are either “caught off guard”, or lack awareness of what is happening to them (e.g., young children). These results from both the group discussions and survey results point to a need for more information about sexual abuse, particularly among boys.

2.2 PERCEIVED NEED FOR PREVENTION EDUCATION PROGRAMMING

Sexual abuse is viewed as a serious issue, with long term consequences

Based on the group discussions, students understand that the long-term impacts of sexual abuse are very severe for a person who has experienced it. It is clear to them that victims of sexual abuse are often scarred for life and may develop different ways of coping with the abuse in the short-term. Participants suggested that some victims might become introverted, skip school to avoid social interactions with others, have low self-esteem, lose their self-confidence, wear baggy clothes and have difficulty trusting others. A few students also noted that some victims of sexual abuse are unable to become involved in intimate relationships because they are afraid of what might happen.

Youth are also aware that one of the primary tools in combating sexual abuse is education aimed at increasing awareness

All students involved in the discussions are of the opinion that sexual abuse will never cease being a social issue. *“If sexual abuse could be stopped, we would have done it already.”* It is interesting to note, however, that there is a definite lack of awareness around the prevalence of this issue, especially in Cornwall. At different points in the focus groups, it became apparent that participants are largely unfamiliar with the events surrounding the Cornwall Public Inquiry. Some examples include: *“Cornwall is not as big as other cities like Ottawa and Toronto and probably has lower levels of crime and sexual abuse”* and *“I wonder how big of a problem sexual abuse is now.”* This points to a possible need, not only for specific information related to the subject (e.g., general statistical data), but also a need for information that is locally relevant.

Although grade 7 to 12 focus group participants do not believe sexual abuse will ever stop being a problem, several are of the mind that measures may definitely be taken to reduce it. Several students suggested that raising awareness of sexual abuse is necessary to reduce and prevent the problem. A few other students noted that sexual abuse might be reduced by implementing *“tougher laws”* for sexual offenders.

Parents are largely of the view that sexual abuse can be prevented. They believe that this can be done primarily by raising the awareness levels of youth. In one case a parent talked about raising community level awareness. In another the focus was on *“stranger danger”* among children. One parent also talked about the need for youth who are victims to have a way to be able to discuss it and feel supported (*“having someone to talk to about it”*).

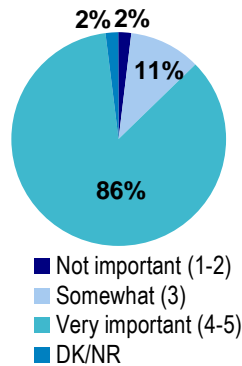
Information dissemination plays a number of key roles

Students generally agree that it is highly important to disseminate information to young people on sexual abuse. Many share the view that increasing access to this type of information can increase the

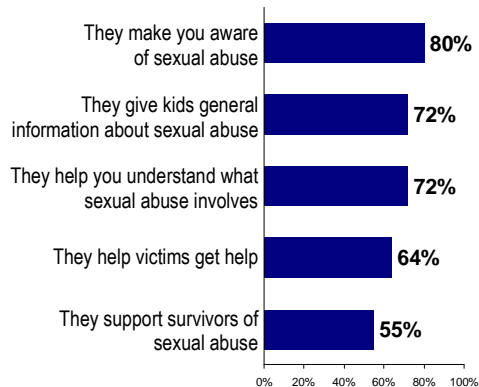
number of opportunities to prevent sexual abuse. In the survey a full 86 per cent of grade 7 to 12 students said that sexual abuse prevention education is important, giving it a 4 or 5 out of 5. Virtually no one thought that it was unimportant. Increasing awareness is the most obvious outcome, according to 80 per cent. Giving youth specific information and helping youth to understand what is involved are also seen as likely outcomes of this type of programming. To a lesser degree, support for (recent) victims and survivors (presumably of past events) are seen to be accomplished by this type of programming. Girls are more apt than boys to think about the support that is provided by this type of programming to victims of abuse. (This is not surprising since boys seem more apt to distance themselves from this issue.) It is the 15 and 16 year old students in the survey sample who are also more apt to think about support for victims, compared with the younger and older respondents to the survey. Students in the grade 7 to 12 focus groups noted: *“Talking about it can help people to recognize abusers and stop them.” “It can make us more aware of what we need to do to keep safe.”*

Perceived Need for Sexual Abuse Prevention Education

“How important do you think it is to have sexual abuse prevention education programs for youth?”



“How do you think these types of programs work?”



EKOS Research Associates Inc.

n=188

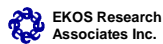
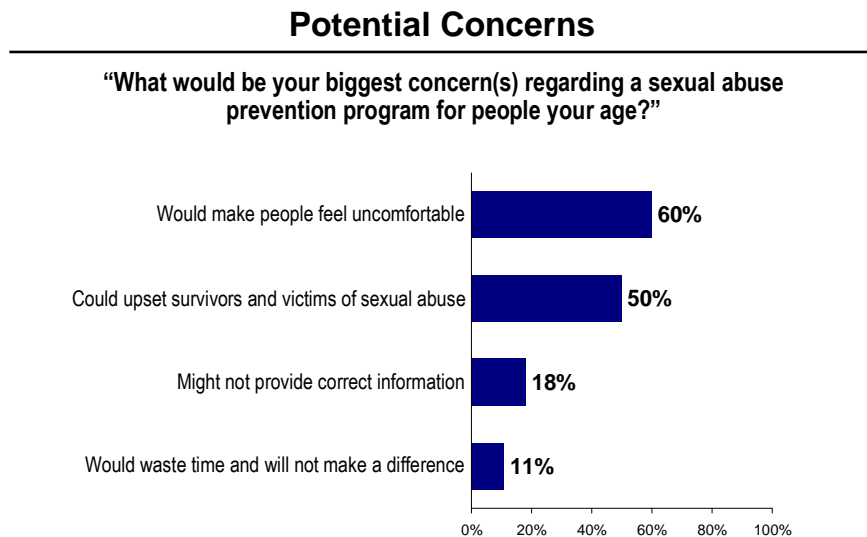
Grade 7-12 Survey, 2009

Most students also suggested in the focus group discussions that access to information on sexual abuse plays a significant role in promoting a better understanding and awareness of the problem. A minority of students noted that talking about sexual abuse has the potential to normalize the problem. According to these students, normalizing sexual abuse as a problem might make it easier for victims to reach out for help. One student explained, *“Victims would feel less alone and less weird about what is happening to them, which could make it easier for them to get help.”* Some also suggested that normalizing sexual abuse might make it easier for individuals to get help for someone close to them who may be experiencing it: *“People would just have a better clue about what to do to help a friend who is being abused.”*

Among the parents interviewed for the study, there was also a strong belief that prevention education is important. One talked about empowering youth and the “children’s bill of rights”. Another feels that the incidence of sexual abuse is becoming more common and that increased awareness among children is warranted because of it. Although parents are less sure about whether education will actually serve to prevent ongoing abuse, they are confident that it will raise awareness and understanding, and perhaps encourage those who are experiencing ongoing abuse to come forward.

Concerns relate mostly to discomfort and age appropriateness

Although youth are generally very supportive of prevention education in this area, there were some concerns about possible negative side-effects. From responses to the survey, youth seem most concerned with the possible negative impact on people’s level of comfort, as well as on the potential to upset survivors and victims of sexual abuse. They are much less worried about it being a waste of time or potentially providing incorrect information. Girls are particularly concerned about the potential for negative repercussions on victims. In fact they are twice as likely to express this concern compared with boys (59 per cent compared with only 37 per cent of boys). It should be noted that one in five boys believe that this would be a waste of time (whereas only 4 per cent of girls believe this to be the case). It is also interesting to note that youth over 16 are the least likely to worry about anyone’s discomfort about the topic.



n=188

Grade 7-12 Survey, 2009

Among parents interviewed for the study, there are mixed views about the comfort level of parents, teachers and youth on this topic, although the opinion leans to less of a concern. Several expressed the view that educators have the background for teaching in a sensitive and age appropriate manner. Age appropriateness was the only issue that parents talked about as a consideration.

Students also voiced mixed views in the groups over the most appropriate age to broach the subject. Some students believe there could be serious consequences associated with sharing detailed information about sexual abuse with young children. Not only could it make them feel extremely uncomfortable, but also shock and horrify them. Students explained: *“You could screw up their lives if you talk to them about it when they are too young”*; *“It might make them afraid of everything”*; and, *“This might make little ones not trust their family members.”* These students are of the mind that a certain level of knowledge and maturity is required to cope with information related to sexual abuse. Nearly half of students in discussion groups say that children are not ready to discuss this before they reach grade 3.

Survey results echo this sentiment regarding age. Although one in three believes that it is appropriate to begin teaching prevention in grade four or younger (with 12 per cent saying grades 1 or 2, and 20 per cent saying grades 3 or 4), another one in three believes that grades 5 or 6 is the appropriate time. A further 21 per cent cited grades 7 or 8 as the best time. That said, virtually all students surveyed believe that it is appropriate before grade 9. It is interesting to note that it is 15 to 16 year old respondents who advocate for the earliest intervention (with half saying that it is appropriate before grade 5). Teens over 16 are often inclined to suggest grade 7 or later.

At the same time, youth believe that programming can be adjusted to fit the age group to ensure that everyone has information

Slightly over half of participants in discussion groups are of the mind that it is never too early to begin talking about sexual abuse: *“It’s important for everyone to know about sexual abuse and understand it.”* Several students noted that young children are especially vulnerable to sexual abuse (including within their immediate families). Correspondingly, providing them with information on the subject can help them to speak up and stop abuse, or recognize when predators are targeting them. These students recommend approaches to information dissemination that are age appropriate. The topic of sexual abuse can be explored with young children, for instance, either by talking about personal space (e.g., good touching versus bad touching), using dolls, puppets or storybooks. These students believe that there is no need to go into graphic details, but rather to raise some general awareness of this problem to protect young children.

Discussions with students highlight a need for information dissemination on sexual abuse throughout both primary and secondary school. Most students across grades 7 to 12 said that there is no such thing as too much information when it comes to this topic. As one student in grade 8 articulated, *“Everyone could learn more about sexual abuse — even the top experts in the world.”*

2.3 SOURCES OF INFORMATION ON SEXUAL ABUSE

Youth describe limitations in the sources that they currently have on sexual abuse

In the discussions with students in grades 7 to 12, youth talked about a fairly limited number of sources of information about sexual abuse. Students described that they typically learn about sexual abuse from media, conversations with friends and family, and from school. The extent to which they learn about sexual abuse from these sources varies.

General knowledge and awareness of sexual abuse is mostly derived from media sources. The majority of students in the grade 7 to 12 groups said they receive information on the topic from television (e.g., news programs and dramas), magazines and newspapers (e.g., articles about specific instances), as well as online (e.g., from websites offering general information about sexual abuse). Information obtained from media sources tends to be highly detailed, graphic and specific to particular instances.

Some students learn about sexual abuse from speaking with close friends and family members, including their parents. General knowledge and awareness obtained in this context tends to be mostly cautionary and circumstantial in nature (e.g., *“don’t get too close to strangers trying to speak to you from cars because you could get abducted”* and *“don’t take candy from strangers”*). Most group participants suggested that discussions with friends and family are not centred on what sexual abuse actually involves, but rather on personal protection against sexual abuse.

Parents who were interviewed were also not aware of many sources where their children have heard about sexual abuse. Several thought that they get some of this in school. The media was another source cited. No parent was aware of any organized activity/sport that their children were involved in where they would get information like this (outside of school). Pamphlets from the government or doctor’s offices, as well as school and home were the preferred sources for kids to learn about sexual abuse. An outside presenter coming into the schools seems to be a good approach, according to parents. Each parent specified that they would want to know first if their children were going to learn about sexual abuse in school, and possibly view the material in advance or be invited to participate at the time. The concern for age appropriateness was reiterated, with one parent expressing concern about young children attending at all. When asked about sources that parents consider to be less appropriate to provide this type of information, churches and organized sports were the two sources outlined.

The Internet was cited as the best place for a parent to find information that might help them discuss it with her children. One talked about pamphlets in the mail from “the government” and another talked about the library as possible sources. A program of presentations and information distributed to parents to help them discuss the topic with their children is of interest to most of the parents interviewed. Each said that they personally would feel comfortable in discussing the topic of abuse with their children

(and each already had, although in some cases this was a more extensive coverage of the topic than it was for others).

Youth seem to be expressing a desire for more opportunities to find out about and discuss sexual abuse, particularly in a school setting

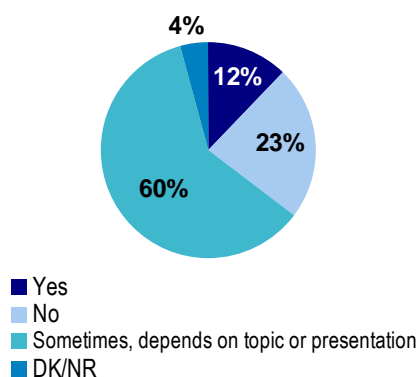
A minority of students say that they have gained knowledge about sexual abuse from school. Information obtained at school comes mostly from informal discussions with teachers, as well as more formal discussions with teachers in the context of health class “*when there is extra time*” and gym class. Some students noted that their schools focus more on providing students with information on bullying than on sexual abuse. Interestingly, students in grades 7 and 8 are more likely to say that sexual abuse is formally covered at school (e.g., in assemblies) than high school students, who tend to receive information on the topic more informally (e.g., through general discussions with teachers). This is a particularly interesting result, given that the Red Cross program provides presentations in schools in the community that are aimed at grade 7 and 8 students, suggesting that the program is having an impact on raising the profile of the issue with this age group.

A minority of those involved in extra curricular activities, such as choir, soccer, hockey and cadets, suggest that lead organizers and coaches are also well positioned to provide information on sexual abuse, although as already described, parents do not agree. A few students involved in local community programs and organizations, including Driver’s Education programs, the Red Cross’s Babysitters Course, the Edge Youth Group and West Cornwall Women’s Aid, noted that it is possible to gain information in this setting. Those who are involved in extracurricular activities and with outside organizations all received some information on sexual abuse through these channels, according to the youth participants. As a result, younger students seemed in the group discussions to be slightly more knowledgeable about sexual abuse and seem more comfortable discussing this topic.

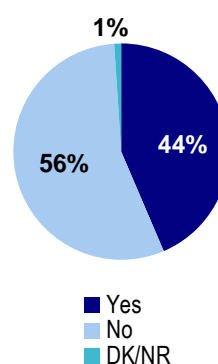
According to survey results, some youth are having conversations about sexual abuse among themselves and with their parents. Almost half (44 per cent) have discussed it with their parents. Many have had discussions with their friends and classmates, at least to some extent, as a result of some broader discussion in school. It is interesting to note that boys are much less likely than girls to say that they have had discussions with their friends or their parents.

Extent of Discussions with Peers and Parents

“Do people your age discuss sexual abuse with each other?”



“Have you ever discussed sexual abuse with your parents?”



n=188

Grade 7-12 Survey, 2009

Participants in focus groups were asked their opinions about the most appropriate sources of information on sexual abuse. While TV and movies topped the list, many students say they also trust their parents and schools to provide them with information. Several students specify how parents and schools can deliver this information to them more effectively.

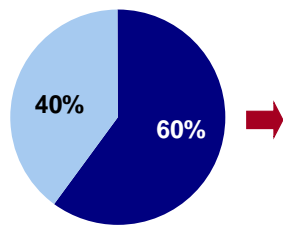
Youth seem to be suggesting that there is a different type of information that they are looking for regarding sexual abuse – to provide a more contextualized understanding of the issue

Although many students in the grade 7 to 12 focus group discussions said they feel most comfortable speaking to their parents about sexual abuse, there was a general consensus that parents require more information on the topic. Students noted that parents are more likely to reinforce messages surrounding personal safety, as opposed to providing concrete information about sexual abuse. Some believe that this is a result of not having enough pertinent information on sexual abuse. One student noted: “My parents gave me a phone, give me rides to work and tell me to call whenever I get to places, but they don’t really come out and talk to me about sexual abuse.” Another student who spoke to parents after attending a school presentation on sexual abuse said, “My parents answered my questions but wouldn’t really go deeper and give me any more information.” Students generally agree that their parents would benefit from resources designed to facilitate home discussion about sexual abuse (e.g., information seminars specifically for parents). That said, a few students noted that little can be done to encourage unengaged parents, as well as those who are not comfortable discussing sexual abuse. One student noted, “I just don’t see my parents going to a seminar on sexual abuse.” There is minimal awareness about existing programs and services to educate parents and adults about sexual abuse.

In terms of more formalized information (such as through school), more than half of the grade 7 to 12 respondents to the survey (60 per cent) have been involved in a discussion or attended a presentation on the topic. These types of presentations and discussions seem to be targeted to 15 to 16 year olds, since this is the age segment in the survey that was most apt to report having attended one (72 per cent), although most said that it was a year or two previous that they had attended one. Most thought that these discussions or presentations were very useful (56 per cent). Only a handful (7 per cent) found them not to be very helpful. Girls were generally more positive than boys in their assessment on the utility of these types of events. Although 15 to 16 year old youth were the most apt to say that they had been a part of such a discussion or heard a presentation, they were the least positive in their views about their usefulness (with 13 to 14 year old students being the most positive).

Involvement and Views Regarding School Presentations

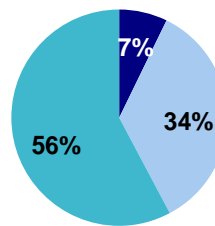
“Have you ever been involved in a discussion or attended a presentation about sexual abuse either in or out of school?”



■ Yes
■ No

n=188

“What did you think of it?”



■ Not useful (1-2)
■ Somewhat (3)
■ Very useful (4-5)

n=113



Grade 7-12 Survey, 2009

From the focus groups, students in grades 7 and 8 are more likely to have encountered recent information on sexual abuse (which is a little earlier than responses from the survey suggested). A few younger students say they recently had attended a presentation on sexual abuse put on by the Red Cross, as well as a program on sexual abuse that was developed for girls in grade 8: “We learned about all the different kinds of abuse.” From the group discussions (as was reflected in survey results) those who attended the presentation put on by the Red Cross say they found the information useful. Many of those who never attended the presentation say they would be interested in having someone from the Red Cross come to their school to speak to them about sexual abuse.

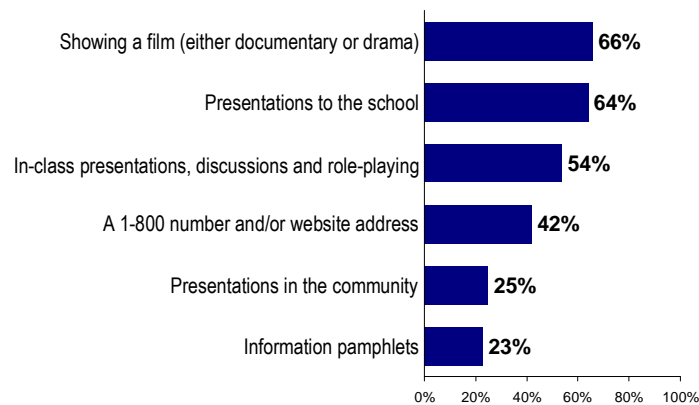
Youth seem to be expressing an interest in more opportunities to understand and discuss how this issue affects them personally, and want these opportunities to take place in a more relevant and personal setting

While information on sexual abuse is more limited in grades 9 to 12, several high school students in the focus groups said that they recently saw the O.P.P. presentation on online predators and attended a presentation wherein a young person discusses her personal experience with an online predator. Students tended to find these presentations very relevant: *“It seemed very real because another younger person is telling you her personal story”* and *“I heard stuff that scared me.”* Some students report changing their online behaviour as a result of information they received from these presentations.

From survey results, showing a film or presentation to the school are the most popular choices for good ways to share information on the topic of sexual abuse. In-class presentations are also seen as useful, according to half of the youth surveyed. A 1-800 number or website, presentations in the community and information pamphlets do not resonate nearly as well, likely being too impersonal and not sufficiently targeted to youth specifically. Youth are also likely not comfortable with this information being delivered in an unfamiliar environment. It should be noted that girls and 15 to 16 year old students seem most at home with the idea of in-class presentations and discussions (compared with other youth), as is also the case with youth who report awareness of the Boys and Girls Club (perhaps because they are generally more plugged in to their community).

Best Approaches for Sharing Information

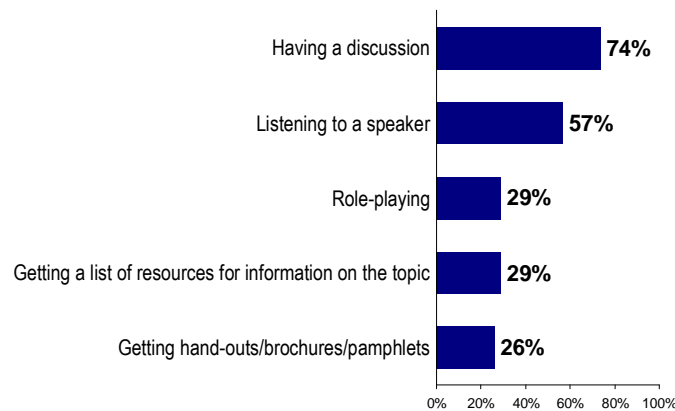
“What do you think are the best approaches for sharing information with people your age on the topic of sexual abuse?”



Having a discussion and listening to a speaker are also considered the most appropriate ways of delivering the information, according to survey results, with the interactivity of the discussion fitting best for most youth (74 per cent). Again, lists of resources and hand outs do not seem to be “live” and interactive enough for most youth, while role-playing is likely too intense and involving for most. As with other survey results, girls are generally more comfortable with each of the methods than boys are.

Best Approaches to Program Delivery

“What do you think are the best approaches for delivering a program like this to people your age?”



n=188

Grade 7-12 Survey, 2009

In the focus groups, students agreed that some elements are required to promote an ideal situation for receiving information on sexual abuse at school. Many believe that the best approach in classrooms would include small group discussions (e.g., with 10 to 15 students). While most consider large group assemblies appropriate for disseminating general information on sexual abuse, they often make it difficult for students to ask questions. It was widely suggested throughout the group discussions that a more personal approach be taken with students. Most suggested that a small group discussion would make it easier to speak up and ask questions.

The type of delivery (and delivery agent) for the target audience is critical to any program and likely a combination of several of the best sources is required

When asked who they would want to lead the group discussions on the subject, many grade 7 to 12 students in the focus groups said that they preferred talking to their teachers. It is important to note, however, that not all teachers are considered well suited for this task: *“I wouldn’t want my math teacher to start talking to me about this stuff...that would just be weird.”* According to the focus groups, students would rather discuss sexual abuse with teachers with whom they have a close relationship, such as their homeroom teachers, gym teachers and social studies teachers. Most said they would not feel comfortable

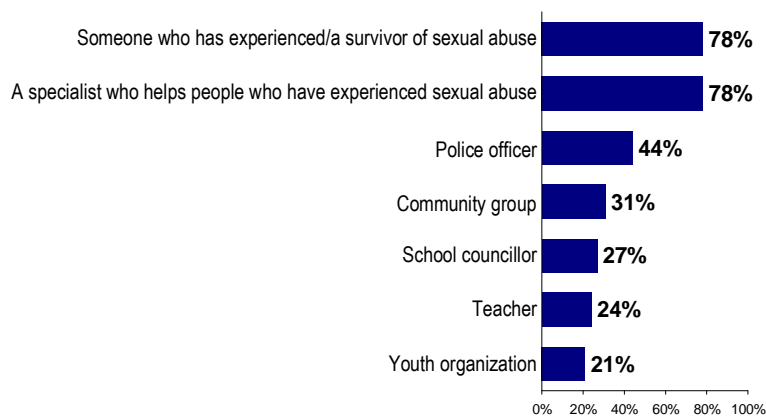
having this kind of discussion in the company of any other school staff, including guidance councillors and school nurses. The main issue with other school staff is that students have very limited contact with these individuals, and are therefore reluctant to open up them: *“I would be way more willing to talk about this stuff in front of a teacher I know and trust.”*

A number of participants in the focus groups said they would prefer to discuss sexual abuse with an expert in this area that has no ties to their school. These participants believe students might be more comfortable and less guarded with an individual who is used to discussing sexual abuse and less likely to judge them. Students noted: *“Not all teachers are comfortable talking about sexual abuse”*; *“teachers might judge students because of what they say”* and *“I know I will have to see them again the hallways and classrooms”*. It should be noted that there were no objections to the idea of having an outside organization come into the school to discuss sexual abuse with students, so long as they are qualified individuals.

These results are born out in the survey findings as well, where youth indicated that they are considerably more comfortable with an expert or specialist or someone with experience in this area. They are much less comfortable with the other sources tested, even teachers. That said, the survey only asked about teachers in general, and based on the focus group findings, the results would likely have been quite different if different teachers were tested. It is interesting to note that youth in two parent families are considerably more comfortable than other students with police officers, school counsellors and community groups leading the discussion.

Best Person(s)/Organization(s) to Deliver Program

“Who do you think are the best person(s)/organization(s) to deliver this kind of information to your age group?”



One of the most critical missing information elements for youth is where to go if you are a victim

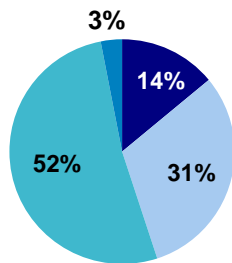
General awareness of available help for victims of sexual abuse is very low. Most students say they do not know what kind of help is available within the community. Very few students could identify available community resources other than the local police, the Kid's Help Line, church confession and the West Cornwall Women's Aid. According to students, very few resources are available in schools for victims of sexual abuse other than the school nurse, guidance councillor and chaplain. When asked where they would go for help if they needed it, most say they would turn to their family and friends.

Youth programming is seen as having a role to play, particularly in occupying youth in a meaningful way, however, some seem cautious about it taking the place of more targeted education prevention

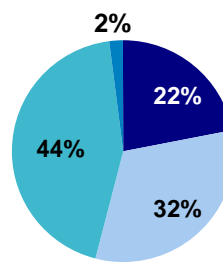
When asked in the survey about the role that youth programs in teaching them new things and keeping them meaningfully occupied, as well as in helping to prevent things like sexual abuse, about half of students said they believe this to be true. Another third said that they think this is somewhat the case (but are not completely convinced). Youth are somewhat more convinced of the role that community programs for youth can play in teaching and occupying youth than they are in their ability to prevent bad things from happening to youth (and more than one in five are not at all convinced that this is the case). Girls are generally more positive than boys about the role that youth programs can play.

Perceived Potential for Youth Programming to Address Issue

"Some people say that programs for youth ... outside of school, can TEACH YOUTH NEW THINGS AND KEEP THEM BUSY AND INVOLVED. How true do you think this is for people in your own age group?"



"Some people say that programs for youth ... outside of school can HELP TO PREVENT SEXUAL ABUSE, DRUG ABUSE AND INVOLVEMENT IN CRIMINAL ACTIVITY. How true do you think this is for people in your own age group?"



■ Not true (1-2)
■ Somewhat (3)
■ Very true (4-5)
■ DK/NR

EKOS Research Associates Inc.

n=188

Grade 7-12 Survey, 2009

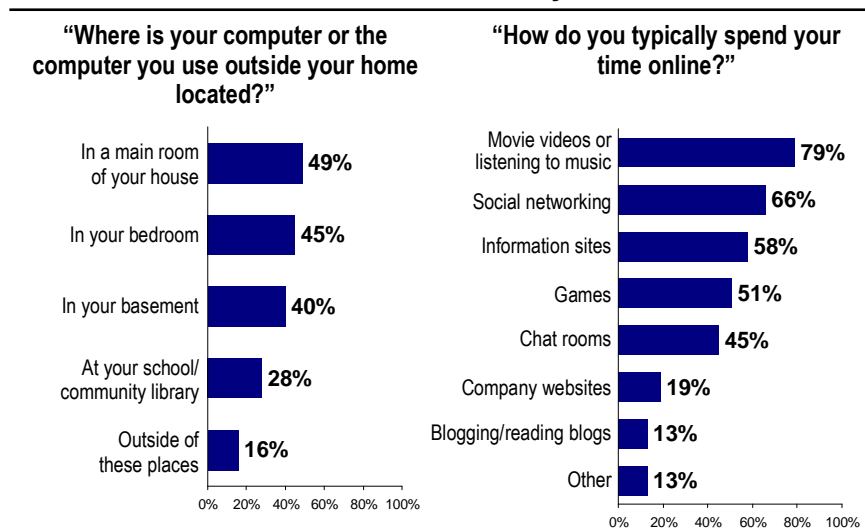
2.4 SEXUAL ABUSE AND THE INTERNET

Virtually all youth over the age of 11 are online in some form; many quite intensively, and engaged in activities that make them vulnerable to online predators. Some youth likely do not have supervision over their online activities

The overwhelming majority of grade 7 to 12 students in the focus group discussions have access to a computer and partake in social networking online, along with other online activities. According to the survey results, most students are online daily. Only 17 per cent said that they are online less than once a day. Among those who are online everyday the amount of time spent online, at least by some, is staggering. Almost four in ten are online one to two hours each day. One in four is online three to four hours each day and the remaining 15 per cent is online a startling four or more hours a day. As might be expected it is the oldest teens that are online for the most substantial periods of time.

Most youth have access to a computer in several places in their home. Many have access in a common area of the house, but many also have access in their room or in an out of the way place in the home (e.g., the basement) or outside of the home. In some of these locations outside the home there may be supervision or tightly controlled restrictions on online activity, however, in some locations this may not be the case. It seems fair to say that at least a fairly sizable proportion of youth likely do not have close supervision of their online activities. Older youth are particularly more likely to be accessing computers in their own room or outside the home.

Internet Activity



In terms of the types of activities done online, most students said they watch movies or videos or listen to music (79 per cent). Social networking is also a very popular past time online, according to two in three Internet users. Information sites are third on the list of activities that youth engage in. Games are also popular as are chat rooms. In terms of risky activities that youth might engage in online, social networking, and chat rooms likely expose them to the greatest potential for danger and according to survey results 77 per cent of teens do one or the other or both. Older teens (over 16) are the most apt to engage in both.

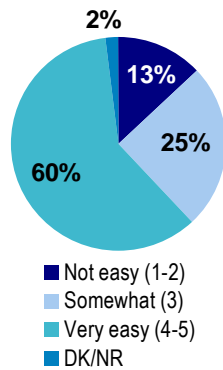
Although most students have a heightened sensitivity to this issue, some seem vulnerable – thinking that it couldn’t happen to them

Grad 7 to 12 students across groups tend to have very high awareness of sexual predators online and a general understanding of how they operate. Several students noted that online predators often “pretend to be someone else”, “build your trust” and “try to get you to meet them.”

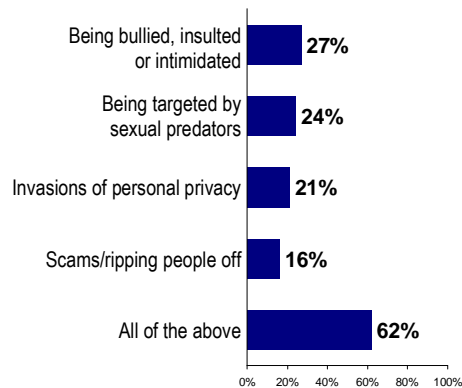
Based on the survey results, all but a small proportion of students believe that it is at least somewhat easy for someone to be harmed as a result of online activities. Only 13 per cent do not believe this to be the case and a full 60 per cent believe that it is quite possible; a view held more often by girls than boys.

Perceived Potential for Harm Over the Internet

“How easy do you think it is for people your age to be harmed as a result of online activities?”



“What kind of harm do you think could happen to people when they are online?”



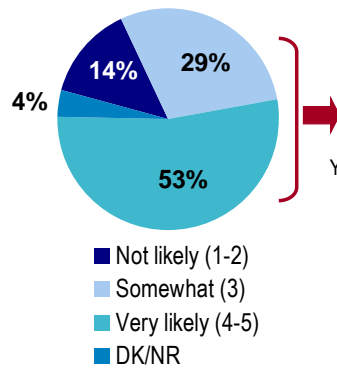
n=188

Grade 7-12 Survey, 2009

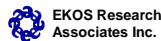
Youth are aware that there are a number of possible methods or types of harm that can befall someone on the Internet, from online bullying to invasion of privacy and commercial exploitation. Being targeted by a sexual predator online is at least as likely to be considered a pitfall of the Internet as any of the other types of harm indicating that youth are reasonably well aware of this potential for danger. Once again, it is the girls who are much more cognizant of the problem, however, than boys are. This is further substantiated by the fact that all but 14 per cent of youth believe that it is at least somewhat likely (with more than half of youth saying that it is quite likely) that someone in their own age group could be targeted by a sexual predator online. Girls once again show a heightened sensitivity to the issue relative to boys.

Perceived Threat and Resulting Precautions

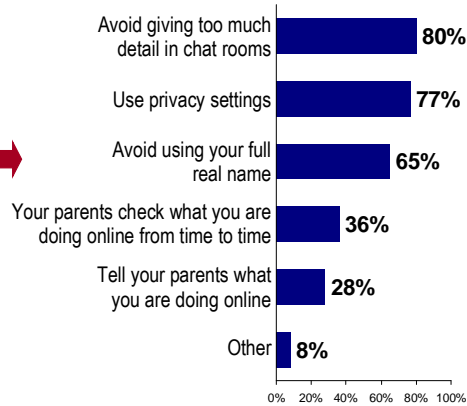
“How likely do you think it is that a sexual predator could target someone online who is in your age group or living in your community?”



n=188



“What steps do you take to protect yourself?”



n=143

Grade 7-12 Survey, 2009

According to the few parents interviewed, parents are also aware of this issue. Each one had heard about online predators and each one thought that children should be warned about the potential for danger and how to protect oneself online. Each had already spoken to their children about the dangers of online activity and about things that they are and are not allowed to do online.

Most youth employ some reasonable precautions to protect themselves online

Youth do seem to have some precautions that they employ when conducting themselves online, if the survey results are any reflection of what they truly do. Most say that they avoid too much detail in chat rooms, use privacy settings and avoid using their full or real name. About one in three said that their parents also check on what they are doing and one in four said that they tell their parents what they are doing online. As might be expected, those youth that indicate they use privacy settings are also more apt to be the ones who have their parents check what they are doing (and have parents checking up on their online activities). So, those households where there is heightened sensitivity to the issue are often protected

through a few different strategies. In particular, girls are more likely to report that there is parental involvement than boys report. It is 15 to 16 year old students who are considerably more likely than the other youth to say they avoid giving out too much detail in chat rooms. Other methods include chatting ONLY with people and friends they know, not indicating a 'status' (e.g., single, in a relationship), not using their real name, and a few avoid chat rooms/situations altogether when personal information is required.

In the focus group discussions, the majority of grade 7 to 12 students described precautions that they take to protect their identity when they are online, again suggesting that this issue is taken quite seriously. As a general rule, most students do not involve themselves in open chat rooms with a broad range of people they do not know. Most focus group participants said that they would rather communicate with known friends and acquaintances using MSN messenger, MySpace and Facebook. When using MySpace or Facebook, several students said that they do not add strangers who request to be added as friends. Throughout the groups, students noted: *"I won't add a random just because they invite me"* and *"I always send messages to people first to make sure I know who they are before I accept them as friends."* Many also said that they adjust their personal security and privacy settings to ensure that only individuals accepted as friends will have full access to their profiles. Echoing the survey results, participants described additional precautions like not posting too many personal details in their profiles, like their full name, private phone number and home address. Some students in grades 7 and 8 said they delete individuals from their list of friends who exhibit strange online behaviour: *"I have actually deleted people who have made weird comments"*.

Parents interviewed for the study that their children have been told where they can go and not go online and that they are not allowed to use their real names, for example. In one case a parent said that they also monitor where their child goes online and what they are doing there. Each parent seemed quite comfortable talking to their children on this issue, although each also expressed an interest in more information about warning signs, what not to do, where online not to go and so on. Information in the mail, on the Internet and through the schools and from the local police are seen as welcomed sources.

Some vulnerability exists among those who think that they are past the point of being targeted

While the issue of sexual predators online is generally thought to be serious, based on the discussions, focus group participants in grades 9 to 12 do not consider it to be as much of a threat to them as those in grades 7 and 8 do. The high school participants in the discussions seemed to believe they are not as vulnerable as middle and primary school students. Older students reported, *"It's kind of a joke for us older students"*, *"we would know if we were being targeted"* and *"we aren't as vulnerable at our age"*. These students seemed to think that they will be safe so long as they take the necessary precautions to protect their identity. Students in grades 7 and 8, on the other hand, were not only worried about their own personal safety online, but also worried about the security threat for younger individuals.

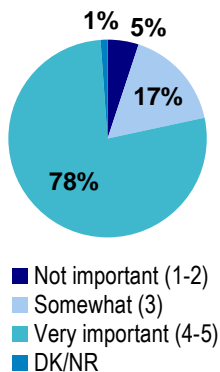
Prevention education in some form is seen as critical

Students in the focus groups unanimously agreed that all young people using computers should be warned about sexual predators. They believe it is important for young people to be aware of the signs that a sexual predator may be targeting them and know how to protect themselves. While many think it is useful for parents to be made aware of online predators — *parents need to know how bad it is* — the majority are of the mind that it is most important for the user to be warned about this problem.

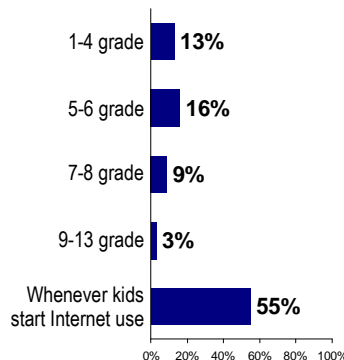
The large majority of youth believe that it is important to provide young people with information about potential harm from being online and methods to protect oneself online. From the survey almost eight in ten believe it to be quite important and only a handful do not see the need. As with other results, it is important to note that it is the girls who have a heightened sensitivity to this issue. At least some of the boys (12 per cent), on the other hand, are more vulnerable given that they are not at all convinced of the need for any such prevention education (giving it a one or two on the scale of importance).

Perceived Need for Education Programming

“How important is it that youth get information about possible harm from being online and about personal protection?”



“What do you think should be the earliest grade level to teach children about the prevention of sexual abuse?”



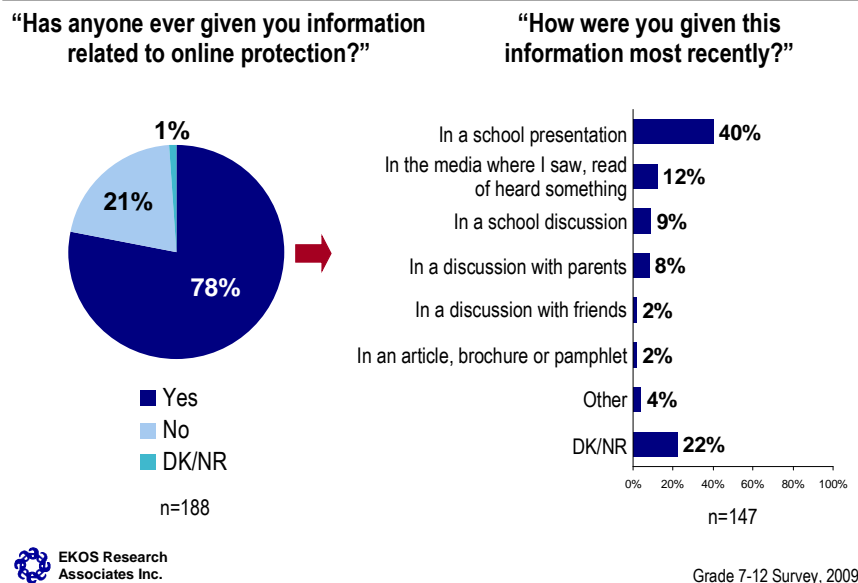
Age appropriateness seems to be less of an issue regarding abuse online and the target age is seen to be younger – perhaps because youth recognize that there is a potential to interact with the world at a much younger age online

With regard to age appropriateness, some (13 per cent) believe that even grade one to four students can be given some information on this topic. Others see grade 5 or 6 as the best time to provide this information. Over half said that the timing really depends on when youth begin to engage in independent online activities.

Perhaps to a greater extent than with sexual abuse, youth are learning about the potential for abuse online

Survey results indicate that youth are receiving information about online protection methods. Almost eight in ten said that this was the case. This information is most often provided in the form of a school presentation (40 per cent). The media has a role to play as well for some youth. Discussions in school and with parents are also taking place. Again, it is girls and the 15 to 16 year old students who are most apt to say that they have received information on this topic. School presentations regarding online protection seem more prevalent among the older teens.

Previous Programming



As previously described, focus groups participants talked about an O.P.P. presentation that they had attended on online predators. Several others learned about sexual predators from media. The overwhelming majority had watched television shows that explored the subject, including news stories (e.g., True Vision), talk shows (e.g., Oprah), reality television programs (e.g., COPS) and dramas. Others heard about online predators through word of mouth. All of these methods are considered effective in disseminating information about sexual predators.

Presentations and the experiences of other youth "like them" help to contextualize the message and make it relevant

When asked about the best way to get the message across about sexual predators online, several indicated presentations to be highly effective. Students tend to like the idea of someone their age

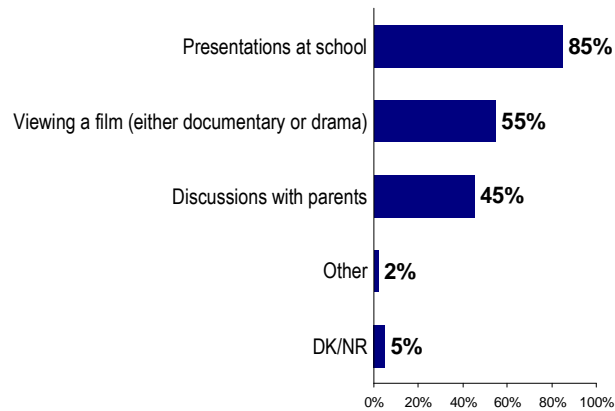
describing their own experience with sexual predators online. Many participants in the focus groups believe that this approach is best for raising awareness of the issue and captivating attention: *“This would scare us a bit”* (espousing fear as a good motivator in this instance). Others said they would like to have an expert in the field (such as the O.P.P.) describe actual scenarios, highlight important signs to look for and indicate the steps to take to stay safe. Some suggested that the same approach could be used to educate parents.

A few of the focus group participants suggested that a media campaign, particularly a television campaign, could also be effective in getting the message across to young people. They noted that having teen idols deliver the message would be especially effective in capturing attention (e.g., Miley Cyrus). *“It would be good to have someone their age that they can relate to.”*

Survey results in this area are similar to the discussions held, with 85 per cent saying that presentations in school are a good method of delivery. Just over half believe that viewing a film is appropriate and 45 per cent said that discussions with parents are a good method.

Best Ways of Sharing Information on Online Protection

“What do you think would be the best ways of sharing information with youth on the topic of online protection?”



2.5 THE BOYS AND GIRLS CLUB

a) Current Activities

By and large, youth go home after school to a fairly regimented weekly routine

Survey results indicate that more than half of youth in grades 7 to 12 (53 per cent) go home after school to a parent or a caregiver. It is obvious from the survey findings, however that youth do a variety of things after school, including going home to an empty house (38 per cent), going to an after school program (34 per cent), staying in school for activities (27 per cent), going to a friend's house (44 per cent) and hanging out away from home (23 per cent). An after school caregiver was also cited some of the time. Girls seem to be more involved in after school programs and activities at school than boys. They are also more apt to visit a friend's house after school.

Among the younger students (i.e., grades 4 through 6) more than half walk a relatively short distance home from school. The rest are either bused in or are driven to school. Most go home after school. Relatively few (1 in 4 or 5) go elsewhere after school. Only a handful of the 27 students indicated that they attend an organized after school type of program.

Students were asked in the survey (of grade 7 to 12 youth) to describe the type(s) of extra-curricular after-school activities they are involved in. Just over half take part in organized sports, teams or recreational activities throughout the year. While some noted specific school teams or community sports, others simply said 'sport teams' or 'sport activities' in general. Arts and culture are the next most likely activities, cited by a number of students, including things like band, dance, drama and/or improvisation, through school or via private lessons. About one in six have part-time jobs after school. A few take part in: clubs or councils related to school activities (e.g., student council, yearbook, mission trip, athletic council); youth organizations (e.g., cadets or scouts); homework clubs; spend time with friends/family, "hang out" and play video games; and/or volunteer their time. A few also mentioned going to a gym or sports club after school hours (which is less organized and thus not included in sports/team activities above as this is an activity one usually does alone).

Among the grade 4 to 6 students, afternoons seem relatively low key and regimented. Activities often consist of homework, chores and some limited play with friends. These activities might include: time outside, playing games, sports, free play, time inside reading, or watching tv/movies. Physical activities were said to include: skating, sliding, volley ball, basket ball, hockey, and even (in the case of one) ski-dooing and ice fishing. Inside activities often included some form of computer or electronics games (e.g., Playstation, Nintendo, Wii). Relatively few described any involvement in organized activities, although Scouts, Cadets, dance and theatre club were mentioned sporadically. A few described more solitary activities such as reading or drawing. A few of the girls talked about shopping and spending time in local malls.

The grade 4 to 6 students described a different set of activities on the weekend, which more often included leisure and recreational activities and visits with extended family. The weekends afford more time and less need for regimented scheduling, and parents and youth are less tired. Parental involvement in the activities is much greater on the weekend. Outdoor recreation and visits to movies and other family pastimes are more frequent.

b) Preferred Activities

There is a surprisingly high number of youth looking for different activities to engage in. Desirable activities centre most often around opportunities to socialize, within the context of a variety of organized activities

When asked in the survey about interest in activities, over half (56 per cent) of grade 7 to 12 students said that they are interested in activities that they are not currently doing. The number is even higher among those youth who are French speaking (where it is 65 per cent). The grade 4 to 6 students were particularly likely to say that they were not completely satisfied with their activities, desirable activities as “*less boring*”, “*more fun*”, involving more interaction with other kids. Many in grade 4 to 6 expressed an interest in meeting new friends and playing in large groups. Outdoor recreation and sports was another central theme. A smaller number expressed an interest in quieter and more solitary activities that might be afforded by a small talking or reading corner. Electronic games was another category of activities indicated by many participants (e.g., computer games, console games, etc).

Although many suggestions seemed to assume a fundamental level of “organized” activities, some participants in grade 4 to 6 also said that there is also a need for some unstructured play time to “*do your own thing*” and “*hang out*”.

Some grade 4 to 6 students further expressed an interest in the opportunity to meet and play with kids from different parts of the city; something that they would not otherwise have a chance to do, particularly in a structured “safe” environment. Some said such a “club” should be local, so kids can get there without transportation issues. Others said it should be city wide to meet new people (both are issues-desirables and barriers in current life). Age did not seem to be a central focus or barrier for most of the grade 4 to 6s in thinking about activities they would like to do within the context of a youth club. Many said that they would welcome a chance to play with other kids of all ages, recognizing that there would likely be some who were too old or too young for some activities, but that, for the most part, all ages can join in for many activities.

Variety and flexibility are other core principles that discussions and suggestions centred around. Most group participants recognized that a variety of activities and flexibility to choose activities is needed since not everyone enjoys the same types of activities. For some, social activities is the central interest and for others it might be getting outdoors, while others might be more engaged by arts and crafts or learning a specific skill. Programs that rely on a different theme each day was one idea expressed to enable a club to cater to different interests. Several also described a need for flexibility of start times and

ability to join at any time of the year. A ‘drop in’ style is well suited to this, according to several participants. Several youth said this would necessitate a schedule of activities or theme days, and trips etc., so kids know what is happening when. Another idea involved more of a menu scheme of two or three different activities going on at the same time in different areas of the club. A number of very specific suggestions were made during the intense discussions with the grade 4 to 6 students. These are listed in Appendix F.

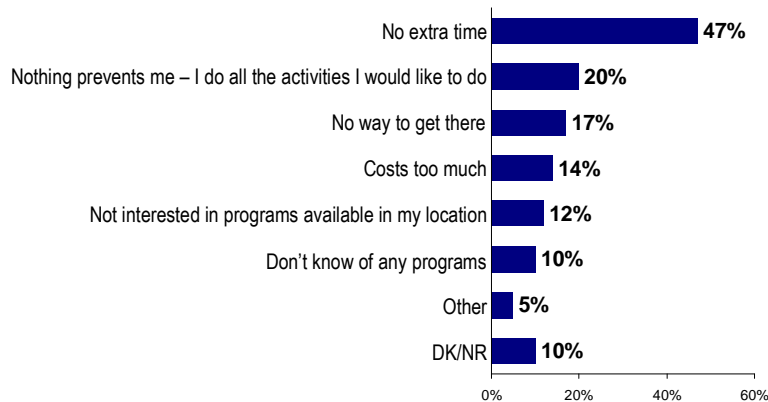
In terms of weekend programming, it was very interesting to note that many grade 4 to 6 students described spending time with their parents on the weekends, and enjoying doing things as a family. If BGC weekend activities invited parents to participate (e.g., skating, sliding, movie, games) this would promote the “family time” theme that youth are looking for, while offering parents and kids some suggestions of activities, and a back drop of organization and a social element that many might appreciate. This could include organized gatherings for outdoor leisure activities for families (e.g. picnics, skating, toboganing, swimming, etc) or indoor activities (e.g., movie and popcorn afternoons, carnival game day).

c) Barriers to doing Preferred Activities

Grade 7 to 12 students provided some information in the survey about the barriers to doing these activities. Although one in five said that they do not experience any barriers, according to survey results, lack of time is the main constraint (for 47 per cent). Lack of transportation, cost, and lack of interest in what is available are the other three reasons, although these are not experienced to the same degree as lack of time. Lack of time is a larger constraint for girls and older teens (over 16 years of age). A lack of awareness of available programs is also an issue in 10 per cent of cases.

Barriers to Activities

“What, if anything, prevents you from doing activities that you don’t currently do?”



Barriers to doing the activities you would like to be doing, according to the grade 4 to 6 students include: time to be able to do them (because of the shorter weekday periods, homework and so on); and the availability of parents to drive youth to these activities/friends. Some grade 6 students are already charged with the responsibility of looking after younger siblings for a period of time after school. Age restrictions for different types of activities were also cited as an issue for some. These could be addressed by a program of activities that caters to a wide range of age groups.

Lack of awareness of the program is a large barrier described by grade 4 to 6 students. Knowing the program is there, how it works, what it costs, what range of activities are offered and how the schedule works are the primary elements youth would wish to know. Also, understanding “the rules” of joining the activities is critical. If youth do not know that it is targeted for their own age group or that sign-up is ongoing, they may assume that they cannot join and will not enquire.

This led the grade 4 to 6 youth to talk about the need for advertisement. In fact, participants in the three groups were quite enthusiastic about how to “get the word out” and make the community aware of this type of youth programming. Examples included posters, and signs, as well as advertising on the radio, newspaper and television. Billboards on roads, and signs in schools and shopping malls were also suggested. Members of the focus groups also seemed genuinely interested in participating in the creation of such advertising (e.g., contests to make up poster themes or cheerleading songs, or little skits to make others aware). Settings to showcase these seemed to be school or possibly at organized team events/practices. The use of contests within schools to generate participation and enthusiasm also seemed of interest to this age group. Pride of ownership of such a project seemed to be part of the interest for many (i.e., knowing that their contribution might be selected to represent the youth program and be seen or heard by others their own age).

d) Community Service

Grade 9 to 12 students completing the survey described the kinds of things that get in the way of students being able to complete their community hours. The primary reason cited is inability to find a place where they can volunteer (60 per cent). Finding the time is also a primary issue (64 per cent). To a lesser extent, lack of information about what opportunities exist in the community is an issue, as is transportation. Beyond those mentioned, a small number of youth volunteered general laziness, procrastination and a lack of motivation or encouragement for their inability to complete their hours.

e) Homework and Homework Clubs

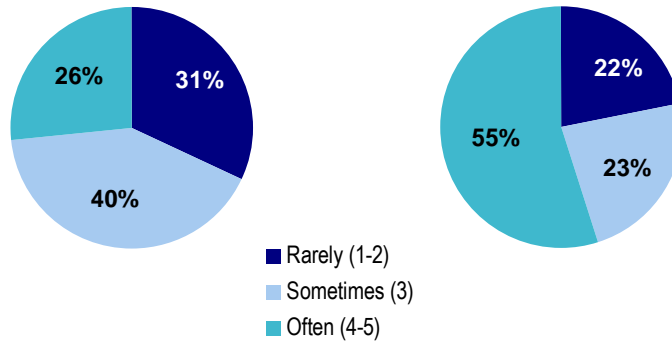
According to the survey results for grade 7 to 12 students, homework is done at various times of the day and week. More than half do some in the evening. Almost half do work in the afternoons, after school and a similar number do homework on the weekends. Even at this age, a large proportion of youth could use some help with their homework. In fact, only one in three said that it's rarely an issue. About half

of youth said that they have access to assistance with homework if they need it. (55 per cent), but 23 per cent have help available only some of the time and 22 per cent rarely have access to assistance. Looking at these two together, a full 35 per cent of survey respondents in grades 7 through 12 indicated that they need help at least some of the time and that someone is not always there to assist them. And, it is the oldest teens (those over the age of 16) who say that they have less access to assistance with homework. In fact, 63 per cent say that they have access to assistance only some of the time or rarely.

Need for Assistance with Homework

“How often do you find that you could use some help that you don’t currently get (e.g., to ask a question) when doing your homework?”

“How often is there someone available to help you with your homework?”



EKOS Research Associates Inc.

n=188

Grade 7-12 Survey, 2009

In the discussions with grade 4 to 6 students, they described a range of circumstances and times when homework is done (i.e., after school, in the evening and on the weekends). Almost all of the participants said that they have some help with homework, but to varying degrees. That said, most also said that they could use some help at different points in their homework, particularly with some subjects. Math and French came up the most frequently as areas where kids need help. In particular, French is an issue because several said that they do not have anyone at home who can help them with French work (i.e., “no one else speaks enough French to be able to answer the questions”). Many said math is also problematic for them.

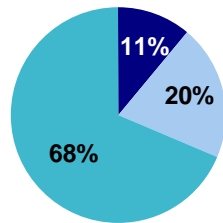
Most of the current assistance comes from parents or siblings. Only one youth across the three groups talked about using the computer as a first resource before going to a parent for help. One other individual said that there was a possibility of a tutor in the future to help with homework. Access to computers to research and get answers to questions (and learn how to research and use a computer as a resource) was an area that youth expressed an interest in generally (for homework and for other areas of learning).

All but one participant in the grade 4 to 6 groups had heard of a homework club. About half have been in one at one time or another. Participants showed a reasonably high degree of familiarity with what this type of club is and its purpose. They said that it was “*where you get homework done*”, “*get it finished so it isn’t left to the end of the night*”, it’s “*where you get help with your homework*”, “*where someone is there to answer your questions*”. Many of these aspects of a homework club were of interest to several of the students. Overall, likely about half of kids felt that a homework club could be of some use to them.

According to survey results with grade 7 to 12 students only about one in ten have been in a homework club (and another two in ten have thought about it). About one in three also said that they would be at least somewhat interested in being in this type of club (34 per cent), although only 14 per cent said that they would be very interested. Although tepid across the board, it is the younger students who are more interested in this type of club.

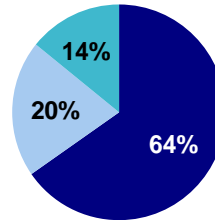
Interest in Homework Club

“Have you ever been in a homework club or ever thought about being in one?”

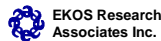


- Have been in one
- Thought about it but did not join
- No, haven't been in or or thought about it

“How interested would you be in a homework club that would help you with your homework and where you could do your homework with other students?”



- Not interested (1-2)
- Somewhat (3)
- Very interested (4-5)



n=188

Grade 7-12 Survey, 2009

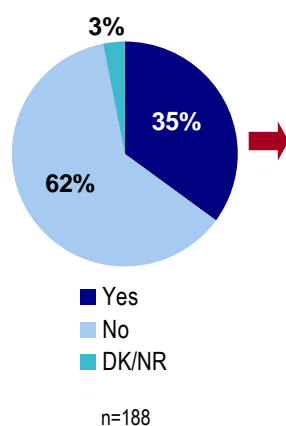
Among the grade 4 to 6 students, there was considerable interest expressed in the idea of a homework club. This was largely so that they could “*get it out of the way*” and “*get it done*”, and also to obtain assistance in areas that they were having trouble with or that parents cannot answer questions about.

f) Awareness and Interest in BGC

Grade 7 to 12 students were also asked in the survey about their awareness of the Boys and Girls Club, with one in three saying that they had heard of this organization before. This is higher among girls (41 per cent). When asked what the BGC offers, activities and programs after school was the most popular response (41 per cent) and that it's open to everyone (35 per cent). Weekend programming is somewhat less well known, as is the Club's low cost.

Awareness and Image of BGC

“Have you ever heard of the Boys and Girls Club?”



“What have you heard about it?”



EKOS Research Associates Inc.

Grade 7-12 Survey, 2009

Focus group discussions with grade 7 to 12 students also support the finding that general awareness of the Boys and Girls Club (BGC) is fairly low. A minority of students in each group said they had previously heard of the BGC and were aware that one exists in Cornwall. Very few of the group participants knew about the BGC's mission and mandate. Students with knowledge of the BGC say they heard about it informally through word of mouth.

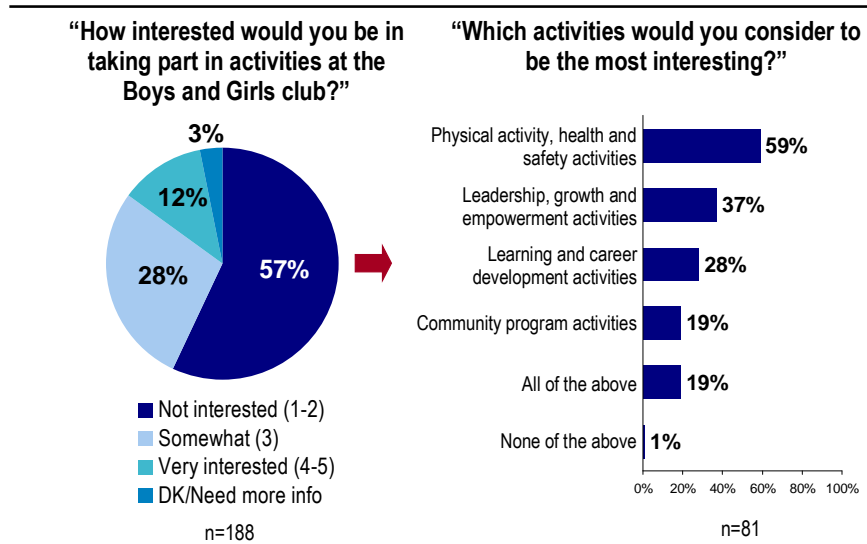
Focus groups with grade 4 to 6 students suggested that there is a stronger level of awareness in this age range. Most of the group participants had heard of the Club. They volunteered that it's a kids' program, with some saying that it's a place to meet new people/other kids, and do sports. One person said that you do activities inside and outside of school and another focused on involvement in activities. One person said it's where you learn about sexual abuse and other things that are bad for you. Only one participant is currently attending BGC.

Parents interviewed for the study were only somewhat aware of the BGC. One had the impression that the BGC is particularly geared to low income (which may be an image issue that any awareness campaign addressed to parents will have to consider).

Interest in the BGC among grade 7 to 12 students is quite high, although not as high as it is among grade 4 to 6 students. According to survey results just over half (57 per cent) of grade 7 to 12 youth would be interested in joining the BGC. Interest is higher among girls (although 46 per cent expressed very limited interest). Relatively few boys expressed an interest (and virtually none of them expressed a strong interest). In fact, three in four said that they were not particularly interested.

Among those interested in this age range, the physical activities and health and safety activities are of the greatest interest. This is followed, at a distance, by the leadership, growth and empowerment activities. Learning and career development, as well as community programs seem to be more of a niche market, of interest to relatively fewer youth.

Interest in BGC



EKOS Research Associates Inc.

Grade 7-12 Survey, 2009

After being provided with some background information related to their mission and mandate, Grade 7 to 12 students in the focus groups were also asked their opinion about the BGC. While most students believe there is a need in the community for a resource such as the BGC, students in grades 11 and 12 seem less convinced of the possible benefits for people in their age group. Older students mainly share the view that people their age are busy (e.g., working and planning for post secondary education) and would not have extra time to participate in BGC activities. The discussions reveal that older students would likely be more interested in the BGC if it catered to their immediate needs (e.g., help them get ready for post secondary education or help them to find jobs). Students in grades 7, 8 and 9 are more likely to believe that

there is a need for this kind of resource amongst people their age living in the community (e.g., to offer kids a safe and positive place to spend their time and keep them away from possible harm). Youth who signalled an interest described a place to meet new friends and hang out with the friends they know, as well as a place to meet other youth with common interests as the main reasons for their interest in a program like the BGC.

Discussions with the grade 4 to 6 students revealed a high degree of interest and enthusiasm for the BGC. Most liked the idea of BGC quite a bit and seemed genuinely interested. This type of club seemed to suggest a way to remove the boredom and the 'everyday' from their after school life, in particular, which seems a source of some dissatisfaction as previously described. Many liked the idea of meeting new people most of all, as well as engaging in organized activities (e.g., games and sports).

Parents interviewed for the study were generally positive about the program. They each saw this as a good program for many families in the Cornwall area. Several expressed at least moderate interest in the BGC for their own family. One in particular thought that it would be useful for older youth, to give them something to do. Another said that they would have to be old enough to be able to get there on their own (e.g., walking or by bike). Of the activities described in the four central pillars, the physical activities seemed to be of the greatest interest, according to parents. Second to this would be an interest in the arts and craft activities (e.g., music, drama, pottery/ceramics, etc.). Career development has some appeal to some parents thinking about their older children. Several talked about the need for flexibility in programming to have wide appeal and fit with the busy schedules of most families.

❖ *Details of Interest for Grade 7-12*

Grade 7 to 12 students who participated in the focus groups were provided with information about the four different pillars of programming that could potentially be offered by the BGC in Cornwall, including: physical activity, health and safety; leadership, growth and empowerment; learning and career development; and, community programs. Examples of programs were provided for each pillar. Discussions with students point to the greatest interest in programming in the first two pillars: physical activity, health and safety; and, leadership, growth and empowerment.

Within the first pillar of programming, students indicated that they have the most personal interest in programs related to physical activity, including games and recreational sports. A majority of students noted that involvement with sports is popular in Cornwall, especially hockey. Many said they like physical activity and think it would be positive if more opportunities existed for involvement in sports in the community: "everyone likes sports", "a lot of us are in sports" and "this could be good if you don't have enough money to join the sports teams that already exist here." It is interesting to note that students in grades 11 and 12 suggested that they would be more likely to partake in this programming if it were offered for different age groups: "you would need to have separate sections for older kids" and "I would be more interested if I knew it was going to be with people my own age." While programs related to health and safety are considered useful, fewer students express personal interest in these programs: "it doesn't sound like it would be that fun."

Within the second pillar of programming, which consists of leadership, growth and empowerment, students seem to be interested in a broader range of programs. A number of students across groups expressed that they are interested in getting involved in extracurricular programs related to arts and crafts, including photography and woodworking. Furthermore, several students said that they would like the opportunity to take part in outdoors adventures that they would not otherwise get a chance to do (e.g., a ski trip or winter camping). A few students in grades 7 and 8 expressed some interest in summer camps. Other students in grades 9 and 10 said they might be interested in volunteer programs to earn volunteer hours for school.

Students indicated less, but still some interest in aspects of the third pillar of programming, which includes learning and career development. In particular, a number of students were interested in employment preparation. Interestingly, students in grades 11 and 12 suggest that students their age might be more interested in a program that could help them make decisions related to post-secondary education and prepare for the next phase of their education. It was clear from discussions with older students that post-secondary education and their lives after high school begin to take on a much greater importance for them.

Students seemed least interested in the fourth pillar of programming, which covers community planning. Despite the fact that most students across groups found this pillar of programming to be less relevant to them, the overwhelming majority believe that community programs could benefit some youth in Cornwall. As one student noted, *“just because I might not be so interested in that, doesn’t mean that other people wouldn’t like those kinds of programs.”* There was a general sense that the opinions of individuals for whom those programs are relevant would have to be sought out before making any decisions about whether or not they would be worthwhile.

❖ *Details Regarding Interest of Grade 4 to 6’s*

Among grade 4 to 6 students the first pillar is of greatest interest, particularly sports and physical activity. Health is of interest to some extent, although it is interesting to note that packaging is everything for a topic such as this. When the discussion centred on “nutrition” participants were not particularly interested, however, when the suggestion was phrased as learning about cooking or some specific activity centred around learning about food in a fun way they were very interested. Learning through doing something fun is the key to making it interesting, according to these discussions.

The second pillar of leadership and development held an interest for some participants largely because of the opportunity to engage in arts and crafts. This presents an opportunity for creativity and expression for many. Some boys’ and some girls’ themed activities were suggested, with an equal mix to address interests of both genders. Photography specifically was of interest to some. The topic of the environment also generated some enthusiasm, including learning about it, projects to clean up, raising awareness about it, including peoples’ habits regarding waste management. A project oriented approach to the environment seemed to generate the most interest. There was also some interest expressed in understanding cultural differences.

Community assistance and volunteering was largely of interest to the older youth (e.g., grade 5 to 6s). It was also of keener interest to some than others, although again, pride of ownership seemed to be part of the key, along with an opportunity for social interaction (e.g., working in groups with their peers). Helping others was a central element for a few, particularly the older girls. Girls' interests ran more to working with people and also with animals. Boys' interests ran more to outdoors and physical labour (raking, shoveling, etc).

The area of career development was the most nebulous for this age group, and relatively few expressed interest. That said, this is an area that is less obvious and not as well defined for them yet. Like with the topic of nutrition, when the learning was contextualized in specific projects to learn about fun things (e.g., what a photographer does for a living), there was some interest.

g) Other Programs of Interest

When asked about other programs of interest to grade 7 to 12 students that were not mentioned, several suggestions were made. Many indicated an interest in dance class. Some other students would like to see more programs for dramatic arts and music lessons. A few students described an interest in more programs aimed at families, to help family members spend time together and develop common interests. Other suggestions included baking and cooking clubs, and a Nintendo Wii club aimed specifically at youth with a more sedentary lifestyle (e.g., computer geeks, video gamers). Multicultural programs that focus on developing cross-cultural values was also cited by one youth.

Discussions with grade 7 to 12 students highlight that youth in Cornwall believe that they would likely benefit from a number of different types of programs that could be offered by the BGC. They recognize that the BGC of Cornwall has an important role to play in terms of keeping youth off the streets and getting them involved in a number of very positive activities. In particular, students in grades 7 and 8 expressed the sentiment, *"Everyone our age is getting sick of there being nothing to do in town,"* perhaps suggesting that the BGC could help to fill this gap.

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 SEXUAL ABUSE PREVENTION EDUCATION

Youth who participated in the current research expressed a strong appetite for more prevention education on the topic of sexual abuse. The research highlights the fairly high level of awareness of this issue among youth, as well as the high level of importance that youth ascribe to understanding and knowing about sexual abuse. There is a strong appreciation among the teens participating in this study that sexual abuse is a very real potential danger, and that youth should be armed with the knowledge to be able to recognize it, and know what to do to avoid it or seek help if they find themselves confronting it. They believe that it is important for all youth to be sufficiently aware of the issue to be able to support a peer, if someone else is confronted with sexual abuse.

Although the participants in this study described some sources of information that they currently have access to, many described a fairly limited number of sources, and perhaps more importantly, a limited range of information that they have received on the issue. For example, some youth spoke of conversations with parents, but that the information was limited to specific safety rules, like not getting into cars with strangers. Most youth in the study expressed a real interest in having a deeper understanding of the issue and learning about a broader strategies for recognizing and protecting themselves from sexually abusive situations. From both the group discussions and the survey results there was also a strong pattern of varied interest and engagement across age groups and genders. The concentration seems to be highest among grade 7 and 8 students, and definitely higher among girls. While this speaks highly of current efforts to inform students that are targeted to this age group, it also points to a gap in education prevention that successfully reaches out to boys and continues in an age appropriate manner into the higher grades.

Related to the limited range of information that youth currently have regarding sexual abuse, the research highlighted a fairly severe paucity of information specifically about victim services that are available in the community. This ranges from a lack of information about the most basic question of where victims can go to tell someone about an abusive situation, to not knowing about the types of services that currently exist in their community to support victims. Awareness of the Cornwall Public Inquiry is also surprisingly low among youth participating in this research, pointing to a need for more locally relevant information on sexual abuse. It is difficult for any public education information campaign to reach out to those who do not currently need the information (i.e., do not currently find themselves in the situation). In the case of sexual abuse, there is a high degree of sensitivity among the youth who participated in this study regarding the need to help others who may be in abusive situations. Information regarding resources for victims (e.g., where to go, who to talk to, what support can be accessed in the community) can be delivered within the context of being armed with information that could one day help a friend, which is likely to be well received and mentally filed away for future reference.

The research points not only to programming targeted to the youth, of all ages and genders, but also to the need for programming aimed at those who could be imparting the information and having the discussions with youth: the parents and teachers. Information for parents that facilitate their own discussions with their teens seems to be an important element of any holistic approach to programming in this area. Both parents and youth pointed to a need for parents to know when to have these discussions, how far to take them, how to convey the message that they are open for discussions and so on. Youth also signalled a strong interest in having these discussions, both at home and in their schools. Discussions in the classroom seemed of interest, in addition to large presentations delivered by experts, because they afford the opportunity to ask questions and for discussion, that most youth would likely not feel comfortable with in larger group settings. They also expressed strong preferences, almost rules, about which teachers they would feel comfortable talking to and which ones they wouldn't, partially driven by the broader context of the classroom/subject matter.

There was very little real concern expressed about any negative consequences from prevention education on the topic of sexual abuse. That said, some youth participating in the survey did express concern for any discomfort that might be experienced by some students and more importantly among any victims of abuse. The impression left from the research was that any programming that factored in the sensitivity and flexibility required to address this would allay any concerns on this front.

Youth participants also advocated the need for an age appropriate approach with increasing layers of detail being added in programming for older students (or more to the point, decreasing the detail and "scare" factor for younger students). Parents, while generally supportive of the concept of prevention education in the schools, also expressed concern for the level of detail and sensitivity to age and the needs of individual students when delivering this type of programming. They also said clearly that they would want to know in advance, and that other activities and organizations delivering youth programming outside of schools (e.g., organized sports, recreational clubs) may not be appropriate choices to deliver this type of programming.

In terms of other sources of information, many youth participating in the research described obtaining rudimentary information from the media: radio, and television programming, as well as on the Internet. The impression left by the research was that youth are receptive to gathering basic information on this topic from these sources. This suggests that a broad-based public awareness campaign in the media may be a good way to increase overall awareness of the issue. Such a campaign could form the backdrop against which more detailed programming is received in schools, and spark more in-depth discussions at home.

3.2 ONLINE PREDATORS

The research points to a high level of awareness and engagement in the issue of potential dangers on the Internet. That said and as is the case with sexual abuse, there are many who are not sufficiently concerned about the issue. The research also provides a snapshot of youth who spend a large amount of their time online, with more than half engaging in activities that expose them to potential harm online. Although some precautions are currently being taken, this is not the case for many. And, it is precisely those most engaged in risky online activities (e.g., social networking, visiting chat rooms) who express only a limited concern. This is most often the case with boys and older teens, who consider themselves to be at a point where they do not need to worry about this (either because they don't believe they are a target, or because they assume that they would recognize a potentially dangerous situation and know how to handle themselves accordingly). This may also extend to parents, as the research suggests that some parents are more watchful than others, and that age and gender may play a role in determining the extent to which parents supervise their children's online activity and practices.

In terms of prevention education programming, both youth and parents could benefit. Again, there was some concern expressed for age appropriateness in any youth programming delivered, however, this seemed of less importance in this area relative to the concern for age appropriate programming on the topic of sexual abuse. The best age to provide youth with information about the dangers of online activities and strategies for protecting yourself also seemed to be younger than the suggested age for delivering information about sexual abuse, perhaps because some see the Internet as a place where there is a greater potential for youth to be exposed to danger at a younger age. Preferences for programming on this topic seem to run to young delivering agents, or at least examples of situations, strategies and so on being portrayed by their peers. Similarly, concrete examples of how youth can get into trouble, how to prevent it and what to do when in a potentially harmful situations are all of keen interest to youth and parents.

3.3 BOYS AND GIRLS CLUB

Many youth participating in the research expressed an interest in being involved in new activities and changing how they currently spend their time. The greatest interest is centred around activities that afford an opportunity to socialize; play with friends and meet new people their own age, as well as organized sports and recreational activities in which they can be active. Variety of programming and flexibility to select what is of greatest interest (and vary the activities from day to day) are key principles described. Youth also described busy lives where homework and other obligations are key considerations. Any programming that does not allow youth to do new things, socialize and be active, which still ensuring that basic obligations are met, will be faced with time barriers. That said, most youth said that they would also welcome an opportunity to get homework done in this type of programming environment, because it would get done and because it gives them access to a resource to help them when they have questions. Similarly, youth described a broader range of recreational activities and time spent with parents on weekends. Any weekend programming that offers a variety of organized and social activities for families

(e.g., movies, picnics, winter recreation outings) would likely present a welcome change for many parents and kids of a broad range of ages.

Although a considerable proportion of the participants in younger grades are aware of the BGC, awareness across the board seems to be an issue for the BGC, particularly among older youth and parents. Image or reputation of the BGC among those who are aware of it, is also likely an issue for the BGC. Among the older youth participating in the study, for example, the Club was often seen as a place for younger kids, and not a place that they would turn to for their own programming. The BGC was also seen (at least by one parent) as a place for low income families, and not necessarily applicable to everyone in the community with children. Even among the most aware and engaged; the grade 4 to 6 students, there was a sense that kids don't know about the Club and what it has to offer, or how and when to join. The Club would likely benefit from a broad-based mass media campaign, particularly targeted to youth and to parents. This would put the BGC front and centre in the minds of parents and youth when thinking about alternatives for after school care and general leisure activities.

In discussions with grade 4 to 6 participants it was interesting to note the keen level of enthusiasm and interest in promoting the BGC. Advertising efforts within the schools would likely be met with considerable success. Also, the involvement of the youth themselves in contests and so on to generate promotional material increases the ownership of the youth in the project and therefore the likelihood that youth will notice and retain information about the Club.

The interest in specific pillars varied considerably, although this is largely because some are more obvious choices than others for youth and parents. Programming related to sports and recreation is a more obvious choice, as is programming in arts and crafts, and so on. Programming related to nutrition, career development, leadership and community assistance are far less obvious. People see them as less interesting and inviting when framed in this context, however, when framed in the context of specific activities (e.g., cooking classes, learning how to repair a car, or how to solve a problem, or a specific type of community activities that kids can get involved in to help the community) there is substantially greater interest. Part of the issue is one of being able to imagine the kinds of activities that fit under each of these pillars, which unlike recreation are not well understood. When they are contextualized under the rubric of individual and "fun" activities, the interest is understandably greater.

3.4 RECOMMENDATIONS

A number of recommendations for programming emerge from this research:

- The flow of information on sexual abuse should remain constant from primary school to the end of secondary school.
 - ◇ Young people are interested in receiving new information about sexual abuse and are aware that there is always more to learn. Perhaps a layered approach with increasing age appropriate details, context and strategies for prevention and problem solving would be useful. Likely

very few youth are going to remember and be able to apply what they have heard from a single information session from year to year anyway, so an annual iterative approach to learning about sexual abuse could be the most useful way for youth to learn about this topic.

- ◇ It is important to ensure that young people across all ages are highly aware of sexual abuse and reach a certain level of comfort in discussing the subject. It is also important to be mindful of the increasing sense of confidence and security that youth gain with age about what they know and don't know about sexual abuse and online predators, and the extent to which they think that they are or are not at risk. Related to this, any information dissemination program must be highly cognizant of which program delivery agents/individuals work best for what age groups and topics.
- Information about sexual abuse should be tailored to ensure that it is suitable for different age groups.
 - ◇ Information aimed at younger children could begin by focusing on issues of personal space (including good touching versus bad touching).
 - ◇ Older students are generally mature enough to handle more detailed and specific information about sexual abuse.
 - ◇ Information disseminated should be specifically relevant to different age groups (i.e., online sexual predators tend to target individuals of different ages in different ways).
 - ◇ Information dissemination strategies need to account for the needs of youth (and in particular, youth of different ages) to receive information on this sensitive topic from specific sources (e.g., specific teacher or outside expert) and in certain contexts/environments (e.g., small groups). Additional research in this area would be useful in setting up a specific program. Any program should have built in flexibility for individual youth to make their own choices about who they would like to get this information from and in what setting.
- A proportion of the information disseminated should be specific to Cornwall.
 - ◇ Individuals living in Cornwall should be made aware of the Cornwall Public Inquiry, to gain a better understanding of the historical context for this issue within the community. It would be helpful for older youth for example to understand that many citizens may find this to be a difficult topic to discuss and that the issue is laden with sensitivities (even beyond the normal). This will help to arm youth with an understanding of

- why they might meet with resistance in discussing the subject with parents, other adults and their peers.
- ◇ There is also a need to raise awareness of the specific resources available in Cornwall, both at the community level and in schools, which exist to help those individuals who are being abused.
- Programs should be designed to assist key stakeholders (e.g., parents, teachers, community groups) in the community with the information and support they need to facilitate discussion with youth.
 - ◇ Training programs could be designed for teachers to help them address the issue of sexual abuse at school, both formally and informally.
 - ◇ Information sessions could be developed for parents to increase their awareness and understanding of sexual abuse, as well as to facilitate discussions at home with kids.
 - ◇ Information sessions could be developed specifically for community organizations that work with youth (and parents), to facilitate discussions in that context.
 - ◇ Information materials, including pamphlets, posters and a website could be developed specifically to disseminate information within the community.
 - A broad-based public awareness campaign in the media would be a very good backdrop against which to increase more intense programming in schools with youth, as well as with teachers, parents and other stakeholders in the community.
 - Any mass media campaign and development of programming should be done in a coordinated fashion with other key community groups.
 - Even the most preliminary and cursory search of youth programming in the area of prevention of sexual abuse will turn up a myriad of existing different programs. The development of programming for Cornwall should take advantage as much as possible of information gained from current programs. A thorough review of existing programs, approaches, target groups, and methods of delivery/delivery agents would be very useful in planning the programming. Similarly, any information about program effectiveness and best fit of specific programming to the needs of the Cornwall community would be of great benefit.
 - Launching programming as a pilot project would also afford similar opportunities to research and monitor the program in Cornwall. Documenting the landscape the program was introduced in, the barriers and obstacles encountered in the launching of the program, and the process issues encountered in the first year or two of the program would be useful information. Measuring the overall effectiveness and impact of the program on the awareness of community residents (and youth in particular) and ability of different segments to recognize,

discuss, and problem solve around this topic after a few years of programming would also be invaluable to refining the program. This information would also be contributing to the body of existing knowledge about how communities can successfully develop and launch this type of programming.

- The Cornwall BGC could benefit from an effective marketing campaign to raise awareness of its programs and activities with both youth and parents.
 - ◇ The campaign should target youth of all ages, as well as parents, and focus on the programs and activities available for each age group.
 - ◇ The campaign should also highlight the benefits of participation for youth in different age groups.
 - ◇ The campaign could make efforts to involve youth themselves in creating the campaign materials and spreading the word about the Club, which increases ownership of the campaign and relevance for the youth.
 - ◇ Any campaign to raise awareness should address the issue of branding – as a place for youth of all ages and socioeconomic backgrounds.
- BGC programs should be designed specifically for youth in different age groups.
 - ◇ Programs should be designed to appeal to both younger and older individuals.
- BGC programming should be designed to assist with homework, which youth and parents see as one of the primary time constraints they face each week, and which youth express an interest in having greater support with;
- Similarly, the BGC could design programming aimed at family oriented leisure activities on the weekends to fit into the busy schedules of families.

APPENDIX A
MODERATOR'S GUIDE
(ENGLISH AND FRENCH) – GRADE 7-12

PREVACTION

MODERATOR'S GUIDE (DRAFT)

DEVELOPED FOR MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

NOVEMBER 22, 2008

NOTE for discussion: May need to adapt the guide for different age groups

INTRODUCTION (5 MINUTES)

Explanation of format and “ground rules”:

- Purpose of the discussion.
- A member of the research team is observing today's discussion.
- All comments are confidential.
- Please try to speak one at a time. There aren't any right or wrong answers to the things we'll be talking about — we're just looking for your honest opinions.
- It's okay to disagree. Please speak up even if you think you're the only one who feels a certain way about an issue.
- Moderator's role: raise issues for discussion, watch for time and make sure everyone has a chance to participate.
- It's important for you to know that this discussion that we are about to have is about sexual abuse and how to provide useful information to youth to help prevent it. It is a discussion about youth in general. It is not a personal discussion about individual stories or what any one individual may have been through.
- You should also know that if anyone hears about or in any way finds out about a specific situation involving an individual under the age of 18, they are required by law to report it. So, for example, if anyone were to say anything in this discussion today about a specific situation, either that they are experiencing or know of about someone else, we would be required by law to report this immediately to the Children's Aid Society. So, that's a very important thing for everyone to keep in mind here today.
- Participant introductions: Your first name only and your favourite subject at school.
- Questions?

1. WARM-UP (10 MINUTES)

1. What do you know about the topic of sexual abuse?
 - Where have you heard about it?
 - What does it typically involve? Can you give me an example?
 - Is there such a thing as a typical predator (e.g., pedophiles)?
 - Who does this happen to? Can it happen to anyone? Is there such thing as a typical victim (e.g., in terms of age, gender, culture, language and family type)?
2. Why does sexual abuse happen?
3. What are some of the impacts of sexual abuse for the person who is experiencing it? How about for anyone else around that individual?
4. Do you think sexual abuse can be prevented? If so, how?

2. INFORMATION DISSEMINATION ON SEXUAL ABUSE (10 MINUTES)

5. How important do you think it is to talk to young people about sexual abuse? Do you think that it makes a difference?
6. What are the benefits of sharing this kind of information with young people?
 - Raising awareness of this issue?
 - Increasing understanding of sexual abuse?
 - Helps to prevent it?
 - Helping to stop situations that are already occurring? Help those experiencing it to come forward/to realize they are being abused??
 - Helping victims of sexual abuse to cope with what has happened to them? To get support
7. What might be some possible consequences of sharing this type of information?
 - Scaring kids?
 - Making them feel uncomfortable?

3. SOURCES OF INFORMATION ON SEXUAL ABUSE (20 MINUTES)

8. What are some sources of information that you might have heard of or know of on the topic of sexual abuse?
 - School? Who would you think that youth could or should go to in school if they needed to talk about a problem like this?
 - Parents?
 - Youth groups/ clubs/programs? Is there a specific one that comes to mind? Why?
 - Local community organizations? Any specific examples?
 - Media?

9. Do you think that some of these sources make more sense than others or are a more natural fit for telling kids about sexual abuse? Why is that?
 - Which sources are most appropriate?
 - Are there any that don't make sense to you or seem inappropriate? Why is that?
 - Which sources do you consider most trustworthy? Why is that?

10. Have you recently come across any information on sexual abuse? If so, in which context?
 - Presentations?
 - Books?
 - Through programs?
 - TV shows?
 - General discussions?

11. What did you think of this?
 - Was it useful?
 - Did you learn anything new?
 - Did it seem like important information?

12. What has been the best approach or example you have seen so far for communicating information on sexual abuse?
 - What was good about it?
 - Was there anything that you've come across or heard about that didn't work for you or that struck you as odd or caused you concern or didn't seem appropriate in some way? What was that and why?
13. The Red Cross has a program that brings presenters into schools to talk about sexual abuse with kids. Have you ever attended one of these presentations? If so, what did you think of it?
14. What do you think of this kind of approach (i.e., an outside organization visiting schools to talk to students about sexual abuse)?
 - Does it seem appropriate?
 - Would you be comfortable with this? Why or why not?
 - Would you prefer to have your teachers talk to you about this?
15. Are you aware of any programs or services that aim to educate parents and adults about sexual abuse? If so, what have you heard of?
16. What kind of help is available in your community for victims of sexual abuse?
 - Are there resources available for students in schools?
 - Are organizations set up in the community to help individuals outside of schools?
 - Would you know where to go for help if you needed it?

4. BOYS' AND GIRLS' CLUB (15 MINUTES)

17. Have you ever heard of the Boys & Girls Club (BGC)? If so, what have you heard and where did you get this information?

The BGC provides a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life. It's all about learning and growing, while having fun and making new friends.

These Clubs tackle a broad range of critical problems facing young people in our society today, including substance abuse, teen pregnancy, juvenile delinquency and crime, youth unemployment and child poverty.

Club programs are affordable, flexible and emphasize the value of relationships with family, community, and others. Every program, whether nutrition, leadership development, sports,

recreation, reading circles, homework assistance, or day camps, promotes self-esteem and assists children and youth in their personal and social growth.

Clubs are open weekdays after school, many are open weekday evenings and some are open on weekends. Cost for joining are low and sometimes free. Everyone is welcome.]

18. What do you think about a Club like this for people your age? Is it a good idea or not? Would it work for some kids and not others?

The first pillar is **physical activity, health and safety**. This could cover anything from games and recreational sports, to nutrition counseling, healthy lifestyle and life skills training, suicide prevention counseling and street safety.

19. Would you personally be interested in taking part in any of the physical activity, health and safety related programs? What would be of most interest to you?

The second pillar is **leadership, growth and empowerment**. Programming in this area might cover the environment, cultural, politics, music, drama, photography, ceramics, silk screening, woodworking, outdoors adventures, summer camps, youth leadership, peer counseling and volunteer programs.

20. Would you personally be interested in taking part in any of the leadership, growth and empowerment related programs? What would be of most interest to you?

The third pillar is **learning and career development**. Programming offered in this area might cover stay-in-school support, homework clubs, employment preparations, alternative education, bicycle repair, newspaper clubs and computer clubs

21. Would you personally be interested in taking part in any of the learning and career development related programs? What would be of most interest to you?

22. Do you think that programs like this would help you to think about what you want to do in the future? Do you think that they would help you to get ready for a future career? How?

The fourth pillar includes **community programs**. Programming offered in this area might cover helping out in group homes, emergency services to youth on the street and working with young offenders to get them back on the right track, programs for teens with substance abuse problems, employment projects for teens, services for teen mothers, support groups for parents and teens and youth justice programs.

23. Would you personally be interested in taking part in any community related programs? What would be of most interest to you?

24. Are there any kinds of programs or clubs that you might like to join, but that don't exist? If so, please describe them.

5. SEXUAL ABUSE AND THE INTERNET (10 MINUTES)

25. Have you ever heard about sexual predators online? If so, what have you heard and what was the source of the information?

26. Do you ever take precautions to protect your identity when you are online? Why or why not? What precautions can be taken for your own protection when online?

27. How serious a threat do you consider sexual predators online to be?

- Is this something that concerns you?
- Are you worried for your own safety or is this something that applies only to very young children?

28. Should kids be warned about sexual predators online? Should parents be warned?

29. What would be the best way to get the message across about sexual predators online (e.g., through schools, community groups, reaching out to parents)?

6. WRAP-UP (5 MINUTES)

30. Do you have anything to add before we end our discussion?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

PRÉVACTIION

GUIDE DU MODÉRATEUR (ÉBAUCHE)

CONÇU POUR LES ÉLÈVES DU COURS MOYEN ET DE L'ÉCOLE SECONDAIRE

22 NOVEMBRE 2008

NOTE pour la discussion : il faudra peut-être adapter le guide en fonction du groupe d'âges

INTRODUCTION (5 MINUTES)

Explication du format et « règles de base » :

- But de la discussion.
- Un membre de l'équipe de recherche observe la discussion d'aujourd'hui.
- Vos commentaires vont demeurer confidentiels.
- Efforcez-vous d'intervenir une personne à la fois. Il n'y a pas de bonnes ou de mauvaises réponses aux questions que nous allons poser — nous voulons simplement connaître le fond de votre pensée.
- Il est permis d'être en désaccord. Exprimez-vous même si vous vous croyez la seule personne à être d'un certain avis sur une question.
- Rôle du modérateur : présenter les sujets à débattre, surveiller l'heure et voir à ce que chacun ait la chance de prendre la parole.
- Il est important que vous sachiez que la discussion que nous allons avoir porte sur l'abus sexuel et la façon de fournir aux jeunes une information utile pour qu'ils puissent l'éviter. C'est une discussion sur les jeunes en général. Elle ne doit pas porter sur des situations personnelles ou des expériences que quelqu'un a pu avoir.
- Sachez également que toute personne qui est témoin ou entend parler d'une situation personnelle mettant aux prises quelqu'un de moins de 18 ans est tenue par la loi d'en faire rapport. Par exemple, si quelqu'un ici présent parle d'une situation particulière dans laquelle il ou elle ou bien une personne de sa connaissance se trouve, nous serions légalement obligés d'en faire immédiatement rapport à la Société d'aide à l'enfance. Il est donc très important pour tout le monde aujourd'hui de garder cela à l'esprit.
- Présentation des participants : votre prénom seulement et votre matière favorite à l'école.
- Y a-t-il des questions ?

1. ENTRÉE EN MATIÈRE (10 MINUTES)

1. Qu'est-ce que vous savez au sujet de l'abus sexuel ?
 - Qu'est-ce que vous en avez entendu dire ?
 - En quoi cela consiste-t-il, normalement ? Pouvez-vous me donner un exemple ?
 - Existe-t-il ce qu'on pourrait appeler un prédateur type (p. ex., les pédophiles) ?
 - À qui cela arrive-t-il ? Est-ce que ça peut arriver à n'importe qui ? Existe-t-il une victime type (p. ex., selon l'âge, le sexe, la culture, la langue et le genre de famille) ?
2. Pourquoi y a-t-il de l'abus sexuel ?
3. Quelles sont certaines conséquences de l'abus sexuel pour la personne à qui ça arrive ? Qu'en est-il pour les personnes de son entourage ?
4. Pensez-vous qu'on peut prévenir l'abus sexuel ? En l'occurrence, comment ?

2. DIFFUSION DE L'INFORMATION SUR L'ABUS SEXUEL (10 MINUTES)

5. Dans quelle mesure est-il important, selon vous, de parler d'abus sexuel aux jeunes ? Est-ce que ça peut faire une différence ?
6. Quels avantages y a-t-il à partager ce genre d'information avec les jeunes ?
 - Mieux les sensibiliser au problème ?
 - Mieux faire comprendre ce qu'est l'abus sexuel ?
 - Aider à le prévenir ?
 - Aider à faire cesser les situations en cours ? Aider ceux qui en font l'expérience à l'avouer/à prendre conscience qu'ils sont victimes d'abus ?
 - Aider les victimes d'abus sexuel à faire face à la situation ? À obtenir de l'aide ?
7. Quels pourraient être les inconvénients du partage de ce genre d'information ?
 - Effrayer les enfants ?
 - Les mettre mal à l'aise ?

3. SOURCES D'INFORMATION EN MATIÈRE D'ABUS SEXUEL (20 MINUTES)

8. Quelles sont les sources d'information dont vous avez peut-être entendu parler ou que vous connaissez en matière d'abus sexuel ?
 - L'école ? Selon vous, à qui les jeunes pourraient-ils ou devraient-ils s'adresser à l'école s'ils avaient à parler d'un problème comme celui-là ?
 - Les parents ?
 - Les groupes, clubs ou programmes pour les jeunes ? Y en a-t-il un en particulier qui vous vient à l'esprit ? Pourquoi ?
 - Les organisations communautaires locales ? Avez-vous des exemples particuliers ?
 - Les médias ?
9. Y a-t-il de ces sources qui vous semblent plus logiques ou plus naturelles que d'autres pour ce qui est d'informer les enfants au sujet de l'abus sexuel ? Pourquoi êtes-vous de cet avis ?
 - Quelles sont les sources les plus adéquates ?
 - Y en a-t-il qui vous semblent illogiques ou inadéquates ? Pourquoi êtes-vous de cet avis ?
 - Quelles sources vous semblent les plus dignes de confiance ? Pourquoi êtes-vous de cet avis ?
10. Êtes-vous tombé dernièrement sur de l'information concernant l'abus sexuel ? En l'occurrence, quel était le contexte ?
 - Présentations ?
 - Livres ?
 - Programmes ?
 - Émissions de télévision ?
 - Discussions en général ?
11. Qu'est-ce que vous en avez pensé ?
 - Était-ce utile ?
 - Avez-vous appris quoi que ce soit de neuf ?
 - Cette information semblait-elle importante ?

12. Dans ce que vous avez vu jusqu'ici, qu'est-ce qui vous a semblé la meilleure approche ou le meilleur exemple pour transmettre de l'information en matière d'abus sexuel ?
- Qu'est-ce que vous y avez trouvé de bon ?
 - Dans ce que vous avez pu voir ou entendre, y a-t-il quoi que ce soit avec lequel vous n'étiez pas d'accord, que vous avez trouvé étrange, qui vous a inquiété ou qui vous a semblé inadéquat ? Qu'est-ce que c'était et pourquoi ?
13. La Croix-Rouge a un programme qui consiste à envoyer des conférenciers dans les écoles pour parler d'abus sexuel avec les jeunes. Avez-vous déjà assisté à une présentation de ce genre ? En l'occurrence, qu'est-ce que vous en avez pensé ?
14. Que pensez-vous de ce genre d'approche (i.e., une organisation externe qui va dans les écoles pour aborder avec les élèves le problème de l'abus sexuel) ?
- Est-ce que ça vous semble adéquat ?
 - Est-ce que ça vous mettrait à l'aise ou mal à l'aise ? Pourquoi ?
 - Préférez-vous que ce soit les enseignants qui abordent ce sujet ?
15. Connaissez-vous des programmes ou des services qui visent à éduquer les parents et les adultes en matière d'abus sexuel ? En l'occurrence, qu'est-ce qu'on en dit ?
16. Quelle sorte d'aide y a-t-il de disponible dans votre collectivité pour les victimes d'abus sexuel ?
- Y a-t-il des ressources d'offertes aux élèves dans les écoles ?
 - Existe-t-il des organisations communautaires pour venir en aide aux gens à l'extérieur de l'école ?
 - Sauriez-vous à qui demander de l'aide si vous en aviez besoin ?

4. LE CLUB GARÇONS ET FILLES (15 MINUTES)

17. Avez-vous entendu parler du Club Garçons et Filles (CGF) ? En l'occurrence, qu'est-ce que vous en avez entendu dire et où avez-vous pris cette information ?

[Le modérateur comble les lacunes dans ce que les participants savent du CGF :

Le CGF procure aux enfants un endroit sûr et accueillant où ils peuvent aller acquérir de nouvelles connaissances, surmonter les difficultés qu'ils éprouvent peut-être, bâtir de solides relations et

développer leur confiance en soi et leurs habiletés. Cela leur permet d'apprendre et de s'épanouir tout en ayant du plaisir et en se faisant des amis.

Ces clubs s'attaquent à une foule de problèmes cruciaux auxquels les jeunes d'aujourd'hui sont confrontés, notamment, la consommation d'alcool et de drogue, la grossesse chez les adolescentes, la délinquance juvénile et la criminalité, le chômage chez les jeunes et la pauvreté des enfants.

Les programmes des clubs sont offerts à prix abordable, ils sont flexibles et ils valorisent les relations familiales, communautaires et autres. Chaque programme, qu'il s'agisse d'alimentation, de renforcement du leadership, de sport, de loisirs, de cercles de lecture, d'aide aux devoirs ou de camps de jour, renforce l'estime de soi et contribue à la croissance des enfants et des adolescents sur le plan personnel et social.

Les clubs sont ouverts la semaine, après l'école, et beaucoup le sont aussi le soir de même que, pour quelques-uns, la fin de semaine. L'adhésion coûte très peu cher et elle est parfois gratuite. Tous y sont les bienvenus.]

18. Que pensez-vous d'un club de ce genre pour des jeunes de votre âge ? Trouvez-vous que c'est une bonne idée ou non ? Est-ce que ce serait bon pour certains enfants mais pas pour d'autres ?

Le premier pilier est **l'activité physique, la santé et la sécurité**. Cela peut aller des jeux et des sports récréatifs à du counselling en alimentation, de la formation sur les modes de vie sains et les connaissances essentielles, du counselling en prévention du suicide et touchant la sécurité dans les rues.

19. Aimeriez-vous, personnellement, participer à l'un ou l'autre de ces programmes touchant l'activité physique, la santé et la sécurité ? Qu'est-ce qui vous intéresserait surtout ?

Le deuxième pilier est **le leadership, la croissance et la prise en charge**. Dans ce domaine, la programmation peut comprendre l'environnement, la culture, la politique, la musique, le théâtre, la photographie, la céramique, la sérigraphie, la menuiserie, les aventures en plein air, les camps d'été, le leadership jeunesse, l'entraide et le bénévolat.

20. Seriez-vous, personnellement, intéressé à prendre part à l'un de ces programmes de leadership, de croissance et de prise en charge ? Qu'est-ce qui vous intéresserait surtout ?

Le troisième pilier est **l'apprentissage et le développement de carrière**. La programmation offerte dans ce domaine peut comprendre l'aide anti-décrochage scolaire, les clubs de devoirs, la préparation à l'emploi, l'éducation alternative, la réparation de bicyclettes, les clubs de lecture de journaux et les clubs d'informatique.

21. Seriez-vous, personnellement, intéressé à prendre part à l'un de ces programmes d'apprentissage et de développement de carrière ? Qu'est-ce qui vous intéresserait surtout ?
22. Croyez-vous que des programmes de ce genre pourraient vous aider à réfléchir à votre avenir ? Pourraient-ils vous aider à vous préparer à votre future carrière ? Comment ?

Le quatrième pilier est celui du **service communautaire**. La programmation dans ce domaine peut comprendre le bénévolat dans des foyers de groupe, les services d'urgence aux jeunes sans abri, l'aide aux jeunes contrevenants pour les ramener dans le droit chemin, les programmes pour adolescents aux prises avec l'alcoolisme et la toxicomanie, les projets d'emploi pour adolescents, les services aux mères adolescentes, les groupes de soutien pour parents et adolescents ainsi que les programmes de justice pour les jeunes.

23. Seriez-vous, personnellement, intéressé à prendre part à l'un de ces programmes de service communautaire ? Qu'est-ce qui vous intéresserait surtout ?
24. Y a-t-il des programmes ou des clubs auxquels vous aimeriez peut-être vous joindre mais qui n'existent pas ? En l'occurrence, pourriez-vous les décrire ?

5. L'ABUS SEXUEL ET INTERNET (10 MINUTES)

25. Avez-vous entendu parler de prédateurs sexuels en ligne ? En l'occurrence, qu'est-ce que vous en avez entendu dire et quelle était votre source d'information ?
26. Vous arrive-t-il de prendre des précautions afin de protéger votre identité en ligne ? Pourquoi ? Quelles précautions peut-on prendre pour se protéger quand on est en ligne ?
27. Trouvez-vous que les prédateurs sexuels en ligne constituent un danger grave ?
 - ▶ Est-ce que ça vous inquiète ?
 - ▶ Craignez-vous pour votre propre sécurité ou est-ce que le danger ne concerne que les enfants en bas âge ?
28. Doit-on prévenir les enfants contre les prédateurs sexuels en ligne ? Doit-on prévenir les parents ?
29. Quelle serait la meilleure façon de transmettre le message au sujet des prédateurs sexuels en ligne (p. ex., par le biais de l'école, des groupes communautaires, en s'adressant directement aux parents) ?

6. RÉCAPITULATION (5 MINUTES)

30. Auriez-vous quoi que ce soit à ajouter avant de clore notre discussion ?

MERCI BEAUCOUP DE VOTRE PARTICIPATION

APPENDIX B
SURVEY QUESTIONNAIRE
(ENGLISH AND FRENCH) – GRADE 7-12

Survey Questionnaire

The members of the citizen's group, PrévAction, are exploring the prevention of sexual abuse in our community. We need to know what you, the young people in our community, know and think about the prevention of sexual abuse. Please help by giving us your thoughtful answers to our questions.

The questionnaire will take you about 10 to 15 minutes to complete. Here are some instructions on how to fill out the questionnaire:

In some questions you will pick an answer and circle the **number at the end of it**. Sometimes you will be asked to circle **only one number** that corresponds to an answer, like this:

Q. Do you have access to a computer or laptop at home? *[circle only one answer]*

Yes (1)

No 2

Other times you may circle as many answers as you want to fully answer the question, like this:

Q. Who would you consider a typical victim? *[circle all that apply]*

Girls 1

Boys (2)

Pre-teens (like 9-11 year olds) (3)

In some cases, if you answer a certain way, you will be asked to skip some questions, like this:

Q. Is there such a thing as a typical victim of sexual abuse?

Yes 1

No (2) --> SKIP TO Question. 12

Don't know 9

In some cases there is a scale with numbers from 1 to 5 where there are labels of what the end and middle points mean. In these, you are being asked to circle one number, like this: (You can choose any of the 5 numbers you want)

Q. How common do you think sexual abuse is in Canada today?

NOT AT ALL COMMON	SORT OF COMMON	EXTREMELY COMMON	DON'T KNOW
1	2	(3)	5
			9

If the answer that you want to give is not in the list provided, pick "other (please explain)" and then fill in your own answer and circle the number 9 at the end.

What do you think?

1. How common do you think sexual abuse is in Canada today? *[Circle only one number]*



2. How common do you think it is in **your own age group**? *[Circle only one number]*



3. Is there such a thing as a **typical victim** of sexual abuse? *[Circle only one number]*

Yes..... 1
 No..... 2 --> Skip to Question 5
 Don't know..... 9 --> Skip to Question 5

4. If so, who would you consider to be a **typical victim**? *[Circle all that apply]*

Girls 1
 Boys..... 2
 Pre-teens (like 9-11 year olds) 3
 Adolescents (12 to 16) 4
 Specific ethnic group or income group 5
 Other (Please explain) _____ 6
 Don't know 9

- 5.** How important do you think it is to have sexual abuse prevention education programs for youth? By "youth" we mean people who are between 6 and 18 years of age.

NOT AT ALL IMPORTANT	SORT OF IMPORTANT	REALLY IMPORTANT	DON'T KNOW
1	2	3	4
		5	9

- 6.** How do you think these types of programs work? *[Circle all that apply]*

They give kids general information about sexual abuse.....	1
They make you aware of sexual abuse.....	2
They help you understand what sexual abuse involves	3
They help victims get help	4
They support survivors of sexual abuse.....	5
Other (Please explain) _____	6
Don't know.....	9

- 7.** What do you think is the best approach for sharing information with people your age on the topic of sexual abuse? *[Circle all that apply]*

Presentations in the community.....	1
Presentations to the school	2
In-class presentations, discussions and role-playing	3
Information pamphlets	4
A 1-800 number and/or website address	5
Showing a film (either documentary or drama).....	6
Other (Please explain) _____	7
Don't know.....	9

8. What do you think is the best approach for delivering a program like this to people your age? *[Circle all that apply]*

- | | |
|--|---|
| Having a discussion | 1 |
| Listening to a speaker | 2 |
| Role-playing | 3 |
| Getting hand-outs/brochures/pamphlets | 4 |
| Getting a list of resources for information on the topic | 5 |
| Other (Please explain) _____ | 6 |
| Don't know | 9 |

9. Who do you think is the best person/organization to deliver this kind of information to your age group? *[Circle all that apply]*

- | | |
|---|---|
| Police officer | 1 |
| School councilor | 2 |
| Teacher | 3 |
| Community group (e.g., Red Cross) | 4 |
| Youth organization (e.g., Girl Guides, Boy Scouts, Boys and Girls Club) | 5 |
| A specialist who helps people who have experienced sexual abuse | 6 |
| Someone who has experienced/a survivor of sexual abuse | 7 |
| Other (Please explain) _____ | 8 |
| Don't know | 9 |

10. What would be your biggest concern regarding a sexual abuse prevention program for people your age? *[Circle all that apply]*

- | | |
|---|---|
| Could upset survivors and victims of sexual abuse | 1 |
| Would make people feel uncomfortable | 2 |
| Would waste time and will not make a difference | 3 |
| Might not provide correct information | 4 |
| Other (Please explain) _____ | 5 |
| Don't know | 9 |

11. Have you ever been involved in a discussion or attended a presentation about sexual abuse either in or out of school?

- Yes..... 1
- No..... 2 --> Skip to Question 15

12. When were you involved in a discussion or presentation about the prevention of sexual abuse? *[Circle only one number]*

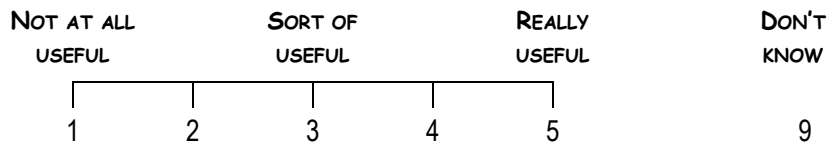
- This year 1
- Last year 2
- Two years ago 3
- Three years ago 4
- Four years ago or more..... 5
- Don't know..... 9

13. Do you remember who organized the presentation or discussion?

- Yes..... 1
- No..... 2

If yes, what is the name of the organization?

14. What did you think of it?



- 15.** Do people your age discuss sexual abuse with each other? (For example, would you talk about it with your friends or classmates after you have been to a presentation)? *[Circle only one number]*

Yes..... 1
 No..... 2
 Sometimes, it depends on the topic or presentation..... 3
 Don't know..... 9

- 16.** Have you ever discussed sexual abuse with your parents?

Yes..... 1
 No..... 2

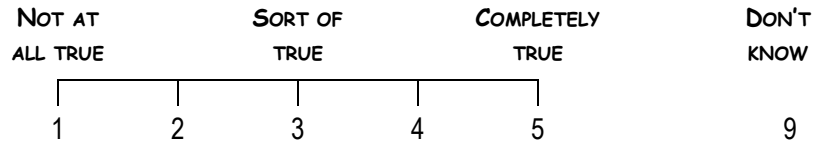
- 17.** Assuming that sexual abuse prevention programs could be changed slightly to work for different age groups in school, what do you think should be the earliest grade level to teach children about the prevention of sexual abuse? *[Enter the grade number below]*

ENTER THE EARLIEST
GRADE

- 18.** Some people say that programs for youth offering sports activities, learning/skills development, homework clubs, and leisure activities outside of school (e.g., evenings and weekends), can teach youth new things and keep them busy and involved. How true do you think this is for people in your own age group?

NOT AT ALL TRUE	SORT OF TRUE	COMPLETELY TRUE	DON'T KNOW
1	2	3	4
		5	9

- 19.** Some people say that programs for youth offering sports activities, learning/skills development, homework clubs, and leisure activities outside of school (e.g., evenings and weekends) can help to prevent sexual abuse, drug abuse and involvement in criminal activity. How true do you think this is for people in your own age group?



2. Abuse on the Internet

- 20.** How much time do you usually spend online each day? *[Circle only one number for the answer that is closest]*

One to two hours	1
Three to four hours.....	2
Four to five hours	3
Over five hours	4
Spend time online 1-2 times a week, but not every day	5
Online less than once a week/almost never	6
Don't know.....	9

- 21.** Do you have access to a computer or laptop at home?

Yes.....	1
No.....	2

22. Where is your computer or the computer you use outside your home located? *[Circle all that apply]*

In your bedroom	1
In your basement.....	2
In a main room of your house (e.g., living room, kitchen, dining room).....	3
At your school/community library.....	4
Outside of these places (e.g., at a friend's house).....	5

23. How do you typically spend your time online? *[Circle all that apply]*

Chat rooms.....	1
Social networking (e.g., Facebook).....	2
Games	3
Blogging/reading blogs.....	4
Company websites (e.g., to look at commercial products).....	5
Information sites (e.g. to look for information for school projects/homework).....	6
Movie videos or listening to music	7
Other (Please explain) _____.....	6

24. How easy do you think it is for people your age to be harmed as a result of online activities?

NOT AT ALL EASY		SORT OF EASY		REALLY EASY		DON'T KNOW
	1		2		3	
			4		5	
						9

25. What kind of harm do you think could happen to people when they are online? *[Circle all that apply]*

- | | |
|--|---|
| Scams/ripping people off..... | 1 |
| Being bullied, insulted, or intimidated | 2 |
| Invasions of personal privacy (e.g., cyberstalking)..... | 3 |
| Being targeted by sexual predators..... | 4 |
| All of the above | 5 |
| Other (Please explain) _____..... | 6 |
| Don't know..... | 9 |

26. How likely do you think it is that a sexual predator could target someone online who is in your age group or living in your community?

- | | | | | | | |
|----------------------|---|-------------------|---|------------------|--|---------------|
| NOT AT
ALL LIKELY | | SORT OF
LIKELY | | REALLY
LIKELY | | DON'T
KNOW |
| 1 | 2 | 3 | 4 | 5 | | 9 |

27. Do you ever take any specific precautions when you are online to protect yourself from something like this?

- | | |
|----------|---------------------------|
| Yes..... | 1 |
| No..... | 2 --> Skip to Question 29 |

28. What steps do you take to protect yourself? *[Circle all that apply]*

- | | |
|--|---|
| Avoid using your full real name | 1 |
| Use privacy settings..... | 2 |
| Avoid giving too much detail in chat rooms (e.g., address and phone number)..... | 3 |
| Tell your parents what you are doing online | 4 |
| Your parents check what you are doing online from time to time..... | 5 |
| Other (Please explain) _____..... | 6 |

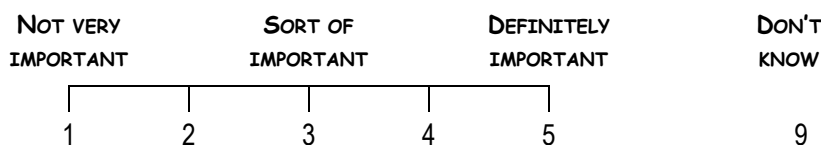
29. Has anyone ever given you information related to online protection?

- Yes..... 1
- No..... 2 --> Skip to Question 31

30. How were you given this information most recently? *[Circle only one number]*

- In a school discussion..... 1
- In a school presentation..... 2
- In an article, brochure or pamphlet 3
- In a discussion with parents 4
- In a discussion with friends..... 5
- In the media where I saw, read or heard something..... 6
- Other..... 7
- Don't know..... 9

31. How is it that youth get information about possible harm from being online and about personal protection? Does it matter?



32. Assuming that information about the dangers lurking on the Internet would be changed to fit the age of students in schools who are getting the information, what do you think should be the earliest grade level to teach children about the prevention of sexual abuse? *[Enter grade number below OR circle a number for one of the answers below the boxes]*

ENTER EARLIEST GRADE

- WHENEVER KIDS ARE STARTING TO USE THE INTERNET ON THEIR OWN 98
- DON'T KNOW..... 99

33. What do you think would be the best way of sharing information with youth on the topic of online protection? *[Circle all that apply]*

Presentations at school	1
Discussions with parents.....	2
Viewing a film (either documentary or drama).....	3
Other (Please explain) _____.....	4
Don't know.....	9

3. Boys and Girls Club

34. What do you usually do after school? *[Circle all that apply]*

Stay for activities.....	1
Go home to a parent or caregiver	2
Go home to an empty house	3
Go to a sports or club program after school	4
Go to friends' houses.....	5
Hang out away from school and home (e.g., park, mall)	6
Other.....	7

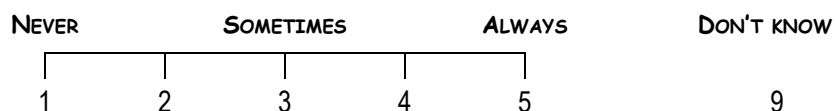
35. When do you get homework done? *[Circle all that apply]*

In the afternoon after school.....	1
In the evening.....	2
On the weekends	3
All of the above	4
Don't do homework.....	5
Don't have homework to do/ do it at school	6

- 36.** How often do you find that you could use some help that you don't currently get (for example to ask a question) when doing your homework?



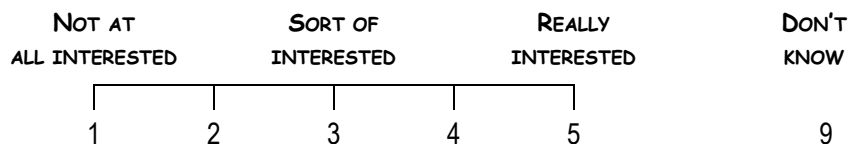
- 37.** How often is there someone available to help you with your homework?



- 38.** Have you ever been in a homework club or ever thought about being in one?
[Circle only one number]

Have been in one.....	1
Thought about it, but didn't join.....	2
No, haven't been in one or thought about it	3

- 39.** How interested would you be in a homework club that would help you with your homework and where you could do your homework with other students?



- 40.** What type of extra-curricular after-school activities are you involved in?
[Write your answer below]

41. Are you interested in specific sports/club activities that you are not currently doing?

Yes..... 1
 No..... 2
 Don't know..... 9

42. What, if anything, prevents you from doing activities that you don't currently do? *[Circle all that apply]*

Costs too much..... 1
 No extra time..... 2
 No way to get there..... 3
 Don't know of any programs..... 4
 Not interested in programs available in my location..... 5
 Nothing prevents me - I do all the activities I would like to do..... 6
 Other (Please explain) _____..... 7
 Don't know..... 9

If you are in grade 7, 8 or 9, skip to Question 45

43. Have you completed your community service hours?

Yes..... 1
 No..... 2
 Don't know..... 9

44. What kinds of things get in the way of students being able to complete their community hours? *[Circle all that apply]*

- | | |
|---|---|
| Finding a place to volunteer | 1 |
| Getting to the place to volunteer (i.e., transportation)..... | 2 |
| Time to do the volunteering..... | 3 |
| Not sure what exists in the community/where I can volunteer | 4 |
| Other (Please explain) _____..... | 5 |
| Don't know..... | 9 |

45. Have you ever heard of the Boys and Girls Club?

- | | |
|-----------------|---------------------------|
| Yes..... | 1 |
| No..... | 2 --> Skip to Question 47 |
| Don't know..... | 9 --> Skip to Question 47 |

46. What have you heard about it? *[Circle all that apply]*

- | | |
|--|---|
| Offers activities and programs for kids after school | 1 |
| Offers activities and programs for kids on weekends | 2 |
| It is open to everyone..... | 3 |
| It offers programs based on community needs..... | 4 |
| It doesn't cost very much to join..... | 5 |
| All of the above | 6 |
| Other (Please explain) _____..... | 7 |
| Don't know..... | 9 |

47. The Boys and Girls Club offers activities in the following 4 areas:

Physical activity, health and safety— For example, games and recreational sports, nutrition counselling, healthy lifestyle and life skills training, suicide prevention counselling and street safety.

Leadership, growth and empowerment—For example, the environment, cultural, politics, music, drama, photography, ceramics, silk screening, woodworking, outdoors adventures, summer camps, youth leadership, peer counselling and volunteer programs.

Learning and career development— For example, stay-in-school support, homework clubs, employment preparations, alternative education, bicycle repair, newspaper clubs and computer clubs

Community programs—For example, helping out in group homes, providing emergency services to homeless youth, working with young offenders to get them back on the right track, programs for teens with substance abuse problems, employment projects for teens, services for teen mothers, support groups for parents and teens, and youth justice programs.

48. How interested would you be in taking part in activities at the Boys and Girls club?



If you are not interested (circled a 1 or 2) → Skip to section 4

49. Which activities would you consider to be the most interesting? *[Circle all that apply]*

- | | |
|---|---|
| Physical activity, health and safety activities | 1 |
| Leadership, growth and empowerment activities | 2 |
| Learning and career development activities | 3 |
| Community program activities | 4 |
| All of the above | 5 |
| None of the above..... | 6 |
| Other (Please explain) _____..... | 7 |
| Don't know..... | 9 |

50. What is the main reason that you would be interested in a program like this? *[Circle all that apply]*

- | | |
|---|---|
| Place to hang out | 1 |
| Place to meet friends..... | 2 |
| Place to make new friends..... | 3 |
| Place to learn new things..... | 4 |
| Do things I like to do (e.g., games, sports, etc.) | 5 |
| Place to get homework done..... | 6 |
| Get help/support I need (with homework, getting into
volunteer placements, references, etc.) | 7 |
| Other (Please explain) _____..... | 8 |
| Don't know..... | 9 |

4. Background

51. Are you a:

- Boy..... 1
 Girl 2

52. How old are you? *[Enter age in the box below]*

| | AGE

53. What language (s) do you speak at home?

- English..... 1
 French..... 2
 Other (which one) _____ 3

54. How would you describe your household(s) that you live in?

- One parent and child/children 1
 Two parents and child/children 2
 Other caregivers/guardians 3
 Parent(s) and other caregivers (e.g., extended family) 4
 Other..... 5

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Questionnaire de sondage

Les membres du groupe communautaire PrévAction étudient la prévention de l'abus sexuel dans notre collectivité. Nous devons savoir ce que vous, les jeunes de notre milieu, savez et pensez au sujet de la prévention de l'abus sexuel. Aidez-nous, s'il vous plaît, en donnant des réponses mûrement réfléchies à nos questions.

Il vous faudra de 10 à 15 minutes pour répondre au questionnaire. Voici quelques directives sur la façon de le remplir :

Certaines questions exigent de choisir une réponse et d'encercler le **chiffre qui se trouve au bout de la ligne**. Parfois, on vous demandera d'encercler **un seul chiffre** correspondant à une réponse, comme dans cet exemple :

Q. Avez-vous accès à un ordinateur de bureau ou portable à la maison ? [Encerclez une seule réponse]

Oui..... (1)
Non..... 2

Vous pourrez parfois encercler autant de chiffres que vous voudrez en réponse à la question, comme dans cet exemple :

Q. Qui serait, selon vous, la victime type ? [Encerclez toute réponse pertinente]

Une fille..... 1
Un garçon..... (2)
Un(e) préadolescent(e) (de 9 à 11 ans)..... (3)

Dans certains cas, d'après votre réponse, on vous demandera de sauter des questions :

Q. Existe-t-il une victime type de l'abus sexuel ?

Oui..... 1
Non..... (2) --> Passez à la question 12
Je ne sais pas 9

Certaines questions sont suivies d'une échelle allant de 1 à 5 où figurent les réponses des deux extrémités et du milieu. Il vous faudra alors encercler un seul chiffre, comme dans cet exemple : (Vous pourrez choisir n'importe lequel des 5 chiffres.)

Q. Selon vous, à quel point l'abus sexuel est-il courant de nos jours au Canada ?

PAS DU TOUT COURANT	ASSEZ COURANT	EXTRÊMEMENT COURANT	JE NE SAIS PAS
1	2	(3)	5
			9

Si la réponse que vous voulez donner ne fait pas partie de la liste, choisissez « **Autre (veuillez expliquer)** » puis écrivez votre réponse et encerclez le chiffre **9** à la fin.

- 5.** Dans quelle mesure est-il important, selon vous, d'avoir des programmes éducatifs sur la prévention de l'abus sexuel qui s'adressent aux jeunes ? Par « jeunes », nous entendons les personnes de 6 à 18 ans.

PAS DU TOUT IMPORTANT	ASSEZ IMPORTANT	VRAIMENT IMPORTANT	JE NE SAIS PAS
1	2	3	4
			5
			9

- 6.** Selon vous, comment les programmes de ce genre fonctionnent-ils ?
[Encerclez toute réponse pertinente]

Ils renseignent les enfants en général sur l'abus sexuel.....	1
Ils vous rendent conscients du problème de l'abus sexuel.....	2
Ils vous aident à comprendre en quoi consiste l'abus sexuel.....	3
Ils aident les victimes à obtenir de l'aide	4
Ils soutiennent ceux qui ont survécu à l'abus sexuel.....	5
Autre (veuillez expliquer) _____.....	6
Je ne sais pas.....	9

- 7.** Quelles sont, selon vous, les meilleures approches afin de partager avec des personnes de votre âge de l'information au sujet de l'abus sexuel ?
[Encerclez toute réponse pertinente]

Présentations dans la collectivité.....	1
Présentations à l'école	2
Présentations, discussions et jeux de rôle en classe	3
Dépliants d'information	4
Numéro 1-800 et/ou adresse d'un site Web.....	5
Projection d'un film (documentaire ou long métrage)	6
Autre (veuillez expliquer) _____.....	7
Je ne sais pas.....	9

- 8.** Quelles sont, selon vous, les meilleures approches pour livrer un programme de ce genre à des personnes de votre âge ? *[Encerclez toute réponse pertinente]*

Tenir une discussion	1
Écouter un conférencier	2
Faire des jeux de rôle.....	3
Obtenir de la documentation/des brochures/des dépliants.....	4
Avoir une liste de sources d'information sur le sujet	5
Autre (veuillez expliquer)	6
Je ne sais pas.....	9

- 9.** Selon vous, quelle est ou quelles sont la ou les meilleures personnes ou organisations pour transmettre ce genre d'information à votre groupe d'âges ? *[Encerclez toute réponse pertinente]*

Policier	1
Conseiller scolaire	2
Enseignant.....	3
Groupe communautaire (p. ex., la Croix-Rouge).....	4
Organisation de jeunes (p. ex., guides, scouts, Club Garçons et Filles)	5
Un spécialiste qui vient en aide aux personnes ayant subi de l'abus sexuel	6
Quelqu'un ayant subi de l'abus sexuel/un(e) survivant(e)	7
Autre (veuillez expliquer)	8
Je ne sais pas.....	9

- 10.** Quelle est ou quelles sont votre ou vos plus grandes préoccupations concernant un programme de prévention de l'abus sexuel pour des personnes de votre âge ? *[Encerclez toute réponse pertinente]*

Cela pourrait bouleverser les survivants et les victimes d'abus sexuel	1
Cela pourrait mettre les gens mal à l'aise.....	2
Cela serait une perte de temps et ne changerait rien.....	3
Il se pourrait que l'information transmise soit inexacte	4
Autre (veuillez expliquer)	5
Je ne sais pas.....	9

- 11.** Avez-vous déjà participé à une discussion ou assisté à une présentation sur l'abus sexuel, à l'école ou à l'extérieur de l'école ?

Oui.....	1
Non.....	2 --> Passez à la question 15

- 12.** Quand avez-vous la dernière fois participé à une discussion ou assisté à une présentation sur la prévention de l'abus sexuel ? *[Encerclez un seul chiffre]*

Cette année	1
L'année dernière.....	2
Il y a deux ans	3
Il y a trois ans	4
Il y a quatre ans ou plus	5
Je ne sais pas.....	9

13. Vous rappelez-vous qui a organisé la présentation ou la discussion ?

Oui..... 1
 Non..... 2

Si c'est oui, comment s'appelle cette organisation ?

14. Qu'en avez-vous pensé ?

PAS DU TOUT UTILE	PLUS OU MOINS UTILE	VRAIMENT UTILE	JE NE SAIS PAS
1	2	3	4
		5	9

15. Est-ce que les personnes de votre âge discutent entre elles d'abus sexuel ?
 (Par exemple, en parleriez-vous avec des amis ou des camarades après avoir assisté à une présentation ?) *[Encerclez un seul chiffre]*

Oui..... 1
 Non..... 2
 Peut-être. Tout dépend du sujet ou de la présentation..... 3
 Je ne sais pas..... 9

16. Avez-vous déjà discuté d'abus sexuel avec vos parents ?

Oui..... 1
 Non..... 2

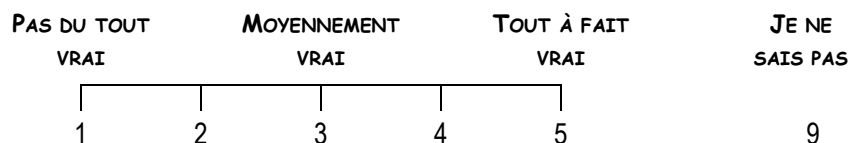
- 17.** Vu la possibilité de modifier légèrement les programmes de prévention de l'abus sexuel en fonction des divers groupes d'âges dans une école, en quelle **année** pourrait-on, selon vous, commencer au plus tôt à enseigner aux enfants la prévention en matière d'abus sexuel ? *[Inscrivez l'année scolaire ci-dessous]*

_____ ANNÉE LA PLUS PRÉCOCE

- 18.** Certains disent que les programmes d'activités sportives pour les jeunes, d'apprentissage ou de développement des compétences, les clubs de devoirs et les activités de loisirs en dehors de l'école (p. ex., le soir et la fin de semaine) peuvent apprendre du nouveau aux jeunes, les occuper et les intéresser. À quel point est-ce vrai, selon vous, pour les personnes de votre groupe d'âges ?



- 19.** Certains disent que les programmes d'activités sportives pour les jeunes, d'apprentissage ou de développement des compétences, les clubs de devoirs et les activités de loisirs en dehors de l'école (p. ex., le soir et la fin de semaine) peuvent contribuer à prévenir l'abus sexuel, la consommation de drogue et la participation à des activités criminelles. À quel point est-ce vrai, selon vous, pour les personnes de votre groupe d'âges ?



2. Les abus au moyen d'Internet

20. Combien de temps par jour passez-vous normalement en ligne ? *[Encerclez le chiffre qui correspond le mieux à votre réponse]*

- | | |
|---|---|
| Une à deux heures..... | 1 |
| Trois à quatre heures..... | 2 |
| Quatre à cinq heures..... | 3 |
| Plus de cinq heures..... | 4 |
| En ligne 1 ou 2 fois par semaine mais pas tous les jours..... | 5 |
| En ligne moins d'une fois par semaine/presque jamais..... | 6 |
| Je ne sais pas..... | 9 |

21. Avez-vous accès à un ordinateur de bureau ou portable à la maison ?

- | | |
|----------|---|
| Oui..... | 1 |
| Non..... | 2 |

22. Où se trouve votre ordinateur ou celui dont vous vous servez à l'extérieur de la maison ? *[Encerclez toute réponse pertinente]*

- | | |
|---|-------------------------------|
| Dans votre chambre..... | 1 |
| Dans votre sous-sol..... | 2 |
| Dans une salle principale de votre maison (p. ex., salon, cuisine, salle à manger)..... | 3 |
| À votre école/bibliothèque municipale..... | 4 |
| Ailleurs (p. ex., chez un ami)..... | 5 |
| Je n'utilise pas d'ordinateur..... | 6 --> Passez à la question 24 |

23. Que faites-vous d'ordinaire en ligne ? *[Encerclez toute réponse pertinente]*

Clavardage.....	1
Réseautage social (p. ex., Facebook).....	2
Jouer à des jeux.....	3
Bloguer/lire des blogs	4
Consulter des sites d'entreprises (p. ex., regarder des produits commerciaux)	5
Sites d'information (p. ex., se renseigner pour des projets ou devoirs scolaires).....	6
Regarder des vidéos ou écouter de la musique	7
Autre (veuillez expliquer) _____.....	8

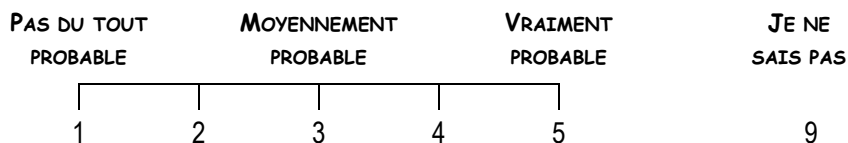
24. À quel point est-il facile, selon vous, pour des personnes de votre âge de subir du tort à cause d'activités en ligne ?



25. D'après vous, quelle sorte de tort les gens peuvent-ils subir lorsqu'ils sont en ligne ? *[Encerclez toute réponse pertinente]*

Arnaques, escroqueries	1
Insultes, intimidation.....	2
Invasion de la vie privée (p. ex., cyberharcèlement).....	3
Être la cible de prédateurs sexuels	4
Tout ce qui précède.....	5
Autre (veuillez expliquer) _____.....	6
Je ne sais pas.....	9

- 26.** Quelle est, d'après vous, la probabilité qu'un prédateur sexuel puisse cibler en ligne quelqu'un de votre groupe d'âges ou qui vit dans votre collectivité ?



- 27.** Vous arrive-t-il de prendre des précautions particulières pour vous protéger contre ce genre de chose quand vous êtes en ligne ?

Oui..... 1
 Non..... 2 --> Passez à la question 29

- 28.** Quels moyens prenez-vous pour vous protéger ? *[Encerclez toute réponse pertinente]*

Éviter d'utiliser mon vrai nom au complet 1
 Utiliser des paramètres de protection de la vie privée 2
 Éviter de donner trop de détails dans les salles de
 clavardage (p. ex., adresse et numéro de téléphone)..... 3
 Dire à mes parents ce que je fais en ligne..... 4
 Parents vérifient de temps en temps ce que je fais en ligne 5
 Autre (veuillez expliquer) _____..... 6

- 29.** Vous a-t-on jamais donné de l'information sur la protection en ligne ?

Oui..... 1
 Non..... 2 --> Passez à la question 31

30. Comment vous a-t-on donné cette information le plus récemment ?
[Encercler un seul chiffre]

Lors d'une discussion à l'école.....	1
Lors d'une présentation à l'école.....	2
Dans un article, une brochure ou un dépliant.....	3
Lors d'une discussion avec mes parents.....	4
Lors d'une discussion avec des amis.....	5
Dans les médias où j'ai vu, lu ou entendu quelque chose.....	6
Autre (veuillez expliquer) _____	7
Je ne sais pas.....	9

31. À quel point est-ce important que les jeunes soient renseignés sur le tort qu'ils pourraient subir en ligne et sur la façon de se protéger ? Est-ce que ça compte ?

PAS TELLEMENT IMPORTANT	ASSEZ IMPORTANT	CERTAINEMENT IMPORTANT	JE NE SAIS PAS
1	2	3	4
			5
			9

32. Vu la possibilité de modifier l'information sur les dangers auxquels les jeunes sont exposés sur Internet en fonction des divers groupes d'âges dans une école, en quelle année pourrait-on, selon vous, commencer au plus tôt à enseigner aux enfants la prévention en matière d'abus sexuel ?
[Inscrivez l'année ci-dessous OU encercler le chiffre de l'une des réponses sous les cases]

_____ ANNÉE LA PLUS PRÉCOCE

DÈS QUE LES ENFANTS COMMENCENT À SE SERVIR SEULS D'INTERNET	98
JE NE SAIS PAS.....	99

- 33.** Quelles seraient, selon vous, les meilleures façons de partager avec les jeunes de l'information au sujet de la protection en ligne ? *[Encerclez toute réponse pertinente]*

Présentations à l'école	1
Discussions avec les parents.....	2
Projection d'un film (documentaire ou long métrage)	3
Autre (veuillez expliquer) _____.....	4
Je ne sais pas.....	9

3. Club Garçons et Filles

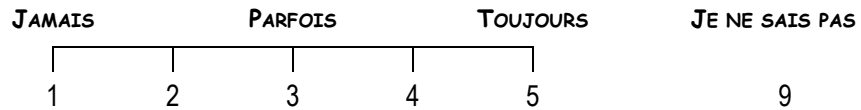
- 34.** Que faites-vous d'habitude après l'école ? *[Encerclez toute réponse pertinente]*

Rester pour des activités	1
Rentrer à la maison retrouver un parent ou gardien.....	2
Rentrer à la maison où il n'y a personne.....	3
Participer à un programme sportif ou à un club de loisirs.....	4
Aller chez des amis.....	5
Flâner loin de l'école ou de la maison (p. ex., parc, mail)	6
Autre chose.....	7

- 35.** Quand faites-vous vos devoirs ? *[Encerclez toute réponse pertinente]*

L'après-midi, après l'école.....	1
Dans la soirée	2
La fin de semaine	3
Tout ce qui précède.....	4
Je ne fais pas de devoirs	5
Je n'ai pas de devoirs à faire/je les fais à l'école.....	6

- 36.** Vous arrive-t-il, en faisant vos devoirs, de souhaiter avoir de l'aide (p. ex., quelqu'un à qui poser une question) mais de ne pas en avoir ?



- 37.** Y a-t-il quelqu'un de disponible pour vous aider à faire vos devoirs ?



- 38.** Avez-vous déjà fait partie ou songé à faire partie d'un club de devoirs ?
[Encerclez un seul chiffre]

Je fais partie d'un club.....	1
J'ai songé à faire partie d'un club mais sans le faire.....	2
Non, jamais fait partie d'un club ni songé à le faire.....	3

- 39.** Seriez-vous intéressé à faire partie d'un club de devoirs où vous auriez de l'aide pour vos devoirs et pourriez les faire avec d'autres élèves ?



- 40.** Quels genres d'activités parascolaires faites-vous ? [Écrivez votre réponse ci-dessous]

41. Y a-t-il des activités sportives ou de clubs particuliers qui vous intéressent mais que vous ne faites pas présentement ?

- | | |
|---------------------|---|
| Oui..... | 1 |
| Non..... | 2 |
| Je ne sais pas..... | 9 |

42. Qu'est-ce qui vous empêche, le cas échéant, de faire présentement certaines activités ? *[Encerclez toute réponse pertinente.]*

- | | |
|--|---|
| Trop coûteux..... | 1 |
| Pas le temps..... | 2 |
| Pas de moyen de transport | 3 |
| Je ne connais pas de programme | 4 |
| Pas intéressé aux programmes offerts dans mon milieu..... | 5 |
| Pas d'empêchement - Je fais toutes les activités qui m'intéressent | 6 |
| Autre (veuillez expliquer) _____..... | 7 |
| Je ne sais pas..... | 9 |

Si vous êtes en 7e, 8e ou 9e année, passez à la question 45

43. Avez-vous accompli vos heures de service communautaire ?

- | | |
|---------------------|---|
| Oui..... | 1 |
| Non..... | 2 |
| Je ne sais pas..... | 9 |

44. Quels sont les obstacles qui empêchent les élèves d'accomplir leurs heures de service communautaire ? *[Encerclez toute réponse pertinente]*

Trouver un endroit pour faire du bénévolat	1
Se rendre à l'endroit de leur bénévolat (i.e., transport).....	2
Avoir le temps de faire leur bénévolat.....	3
Ne pas savoir quelles sont les possibilités de bénévolat.....	4
Autre (veuillez expliquer) _____.....	5
Je ne sais pas.....	9

45. Avez-vous entendu parler du Club Garçons et Filles ?

Oui.....	1
Non.....	2 --> Passez à la question 47
Je ne sais pas.....	9 --> Passez à la question 47

46. Qu'est-ce que vous en avez entendu dire ? *[Encerclez toute réponse pertinente]*

Offre activités et programmes pour enfants après l'école	1
Offre activités et programmes pour enfants la fin de semaine	2
Est ouvert à tout le monde.....	3
Offre des programmes selon les besoins de la collectivité	4
Pas très cher pour en faire partie	5
Tout ce qui précède.....	6
Autre (veuillez expliquer) _____.....	7
Je ne sais pas.....	9

47. Le Club Garçons et Filles offre des activités dans les 4 domaines suivants :

Activité physique, santé et sécurité — Par exemple, jeux et sports récréatifs, conseils en alimentation, formation en modes de vie sains et habiletés sociales, counselling en prévention du suicide et sécurité dans la rue.

Leadership, croissance et prise en charge — Par exemple, environnement, culture, politique, musique, théâtre, photographie, céramique, sérigraphie, menuiserie, aventures en plein air, camps d'été, leadership jeunesse, entraide et bénévolat.

Apprentissage et développement de carrière — Par exemple, soutien anti-décrochage scolaire, clubs de devoirs, préparation à l'emploi, éducation alternative, réparation de bicyclette, clubs de lecture de journaux et clubs informatiques.

Service communautaire — Par exemple, bénévolat dans des foyers de groupe, services d'urgence aux jeunes sans abri, aide aux jeunes contrevenants pour les ramener dans le droit chemin, programmes pour adolescents aux prises avec l'alcoolisme et la toxicomanie, projets d'emploi pour adolescents, services aux mères adolescentes, groupes de soutien pour parents et adolescents, programmes de justice pour les jeunes.

48. Seriez-vous intéressé(e) à prendre part aux activités d'un Club Garçons et Filles ?

PAS DU TOUT INTÉRESSÉ	ASSEZ INTÉRESSÉ	VRAIMENT INTÉRESSÉ	JE NE SAIS PAS/ BESOIN DE PLUS D'INFORMATION
1	2	3	9
		4	
		5	

Si vous n'êtes pas intéressé(e)(avez encerclé 1 ou 2) → Passez à la section 4

49. Quelles activités vous sembleraient les plus intéressantes ? *[Encerclez toute réponse pertinente]*

Activités physiques, de santé et de sécurité	1
Activités en leadership, croissance et prise en charge	2
Activités d'apprentissage et de développement de carrière.....	3
Activités de service communautaire	4
Tout ce qui précède	5
Rien de ce qui précède	6
Autre (veuillez expliquer) _____.....	7
Je ne sais pas.....	9

50. Quelle est la principale raison pour laquelle un programme comme celui-ci vous intéresserait ? *[Encerclez toute réponse pertinente]*

Endroit où aller	1
Endroit où voir mes amis	2
Endroit où me faire des amis.....	3
Endroit où apprendre du nouveau	4
Faire des choses que j'aime (p. ex., jeux, sports, etc.).....	5
Endroit où faire mes devoirs	6
Obtenir l'aide/le soutien dont j'ai besoin (pour mes devoirs, mes stages de bénévolat, des références, etc.).....	7
Autre (veuillez expliquer) _____.....	8
Je ne sais pas.....	9

4. Renseignements généraux

51. Êtes-vous :

Un garçon 1
 Une fille..... 2

52. Quel âge avez-vous ? [*Inscrivez votre âge dans la case ci-dessous*]

_____ ANS

53. Quelle(s) langue(s) parlez-vous à la maison ?

Anglais..... 1
 Français 2
 Autre (laquelle)
 _____ 3

54. Comment décririez-vous le(s) ménage(s) où vous vivez ?

Un parent avec enfant(s) 1
 Deux parents avec enfant(s)..... 2
 Autres tuteurs/gardiens..... 3
 Parent(s) et autres gardiens (p. ex., famille élargie)..... 4
 Autre (veuillez expliquer) _____ 5

MERCI BEAUCOUP DE VOTRE PARTICIPATION !

APPENDIX C
MODERATOR'S GUIDE
(ENGLISH AND FRENCH) – GRADE 4-6

BOYS & GIRLS CLUB
MODERATOR'S GUIDE (DRAFT)
DEVELOPED FOR STUDENTS IN GRADE 4, 5 AND 6
NOVEMBER 27, 2008

INTRODUCTION (5 MINUTES)

Explanation of format and “ground rules”:

- Purpose of the discussion.
- Your comments will remain confidential.
- Please try to speak one at a time. There aren't any right or wrong answers to the things we'll be talking about — we're just looking for your honest opinions.
- It's okay to disagree. Please speak up even if you think you're the only one who feels a certain way about an issue.
- Moderator's role: introduce topics for discussion, watch for time and make sure everyone has a chance to speak.
- Participant introductions: Your first name only and your favourite subject at school.
- Questions?

1. WARM -UP (5 MINUTES)

1. Do you usually know how you will spend your time after school on weekends or is that something that is always changing, depending on the day?

2. TIME SPENT ON EVENINGS AND WEEKENDS (10 MINUTES)

2. What do you **usually** do right after school?
 - Go to a friend's house? Go home? How do you get there (walk or bus)?
 - What do you do when you're there?
 - Relax by yourself (e.g., watch TV, play, video games/Xbox/Wii, listen to music, get a snack)?
 - Do your homework?
 - Do activities (e.g., sports or some type of lessons or club or other organized activities outside of school (e.g., girl guides, boy scouts)?
 - How about evenings and weekends?
3. What do you think about the way you spend your time? Do you ever wish you could be spending your time differently on evenings and weekends? If so, what would you rather be doing?
4. Why aren't you doing something different with your time?
 - Don't know what you want to do?
 - Don't like trying new things or meeting new people?
 - Not sure what is available for kids to do in the community?
 - Can't get there on your own? No one to take you there?
 - It costs too much to join or buy equipment?
 - Too busy with school, chores and other activities?
 - Medical reasons (e.g., asthma, allergies)
 - Language barriers (i.e., activities and programs are not available in the language you speak)?

3. COMPLETING HOMEWORK AND COMMUNITY SERVICE VOLUNTEER HOURS (15 MINUTES)

5. Let's take some time to talk about homework. Where do you typically do your homework?
6. Do you tend to work on homework alone or with friends/classmates?
 - Do you have to do homework every night?
 - Do you do homework on weekends?
7. How hard do you find your homework? Would you say it's mostly easy or hard to do?
8. Where can you get help with your homework, if you need it? Are you able to get that help, (i.e., there is someone around to help when you need them)?
 - Parents?
 - Teachers?
 - Tutors?
 - Other?
9. Have you ever been in a homework club, or ever thought about being in one?
10. What do you think of the idea of a homework club, where you could get help with your homework and get your work done with other kids (including some from your school and some from other local schools)? Would you want to join something like that if you could?
 - Why or why not?
 - Do you think a homework club would actually help you get homework done a bit better than you are doing it now?

4. AWARENESS AND IMPRESSIONS OF THE BOYS & GIRLS CLUB (25 MINUTES)

11. Have you ever heard of the Boys & Girls Club (BGC)? If so, what have you heard and how did you find out about it?

The BGC provides a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life. It's all about learning and growing, while having fun and making new friends.

These Clubs tackle a broad range of critical problems facing young people in our society today, including substance abuse, teen pregnancy, juvenile delinquency and crime, youth unemployment and child poverty.

Club programs are affordable, flexible and emphasize the value of relationships with family, community, and others. Every program, whether nutrition, leadership development, sports, recreation, reading circles, homework assistance, or day camps, promotes self-esteem and assists children and youth in their personal and social growth.

Clubs are open weekdays after school, many are open weekday evenings and some are open on weekends. Cost for joining are low and sometimes free. Everyone is welcome.]

12. What do you think about a club like this for kids your age? Is it a good idea or not? Would it be good for some kids and not so good for others? What about you, would you be interested in a club like this?

One of the areas that the Boys' and Girls' Club focuses on is **physical activity, health and safety**, including games and recreational sports, information about what food and other things are good for you, information about things that you need to know to stay safe (like street safety and stranger danger) and other skills that are good for everyone to know (like swimming or CPR).

13. Do you think you might like to take part in any of activities like this?
a. What would be of most interest to you? (the physical activities or the information about food or other things that are good for you or what you need to know to stay safe or learning new skills)

The second area is **leadership, growth and empowerment**. This might include information and tips about keeping the environment clean or learning about how people in different cultures do things, or music, drama, photography, arts and crafts, or outdoors adventures, summer camps, and what you can do to help out and volunteer in your community.

14. Do you think you might like to take part in any of these types of programs or activities? Which ones would be of most interest to you?

The third area is **learning and career development**. This could include homework clubs, help with school, bicycle repair, computer clubs and things like that, that help you do well in school and at other things that you might want to do when you're older, like in a job.

15. Do you think you might like to take part in any of these kinds of activities or? What would be of most interest to you?

16. The fourth area includes **community programs**. This would include things that you could do to help out in your community, like helping out the food bank or some other organization that helps people by collecting bottles or delivering flyers or raising money from selling chocolate bars or something like that. It means finding ways to give your time to help out in your city or neighbourhood. You've probably done these kinds of things already through school.

17. Do you think you might like to take part in something like this from time to time?

Are there any other areas or activities that you really wish you could do, but as far as you know, there isn't anywhere around you where you can take this kind of class or activity or learn about the area that interests you? If so, what are they?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

CLUB GARÇONS ET FILLES
GUIDE DU MODÉRATEUR (ÉBAUCHE)
CONÇU POUR ÉLÈVES DE 4^E, 5^E ET 6^E ANNÉES
27 NOVEMBRE 2008

INTRODUCTION (5 MINUTES)

Explication du format et « règles de base » :

- But de la discussion.
- Vos commentaires vont demeurer confidentiels.
- Efforcez-vous d'intervenir une personne à la fois. Il n'y a pas de bonnes ou de mauvaises réponses aux questions que nous allons poser — nous voulons simplement connaître le fond de votre pensée.
- Il est permis d'être en désaccord. Exprimez-vous même si vous vous croyez la seule personne à être d'un certain avis sur une question.
- Rôle du modérateur : présenter les sujets à débattre, surveiller l'heure et voir à ce que chacun ait la chance de prendre la parole.
- Présentation des participants : votre prénom seulement et votre matière favorite à l'école.
- Y a-t-il des questions ?

1. ENTRÉE EN MATIÈRE (5 MINUTES)

1. Normalement, est-ce que vous savez ce que vous allez faire après l'école et la fin de semaine ou est-ce quelque chose qui change constamment, selon la journée ?

2. OCCUPATION LE SOIR ET LA FIN DE SEMAINE (10 MINUTES)

2. Qu'est-ce que vous faites **habituellement** tout de suite après l'école ?
 - Aller chez un ami ? Chez vous ? Comment y allez-vous (à pied ou en autobus) ?
 - Que faites-vous une fois rendu ?
 - Relaxer (p. ex., regarder la télé, jouer, jeux vidéo/Xbox/Wii, écouter de la musique, prendre une collation) ?
 - Faire vos devoirs ?
 - Faire des activités (p. ex., du sport, suivre un cours, activités organisées dans un club ou parascolaires (p. ex., guides, scouts) ?
 - Et que faites-vous le soir et la fin de semaine ?
3. Que pensez-vous de votre façon de passer le temps ? Est-ce qu'il vous arrive de souhaiter faire quelque chose de différent le soir et la fin de semaine ? Dans ce cas, qu'est-ce que vous préféreriez faire ?
4. Pourquoi ne passez-vous pas votre temps de façon différente ?
 - Vous ne savez pas quoi faire d'autre ?
 - Vous n'aimez pas essayer du nouveau ou rencontrer de nouvelles personnes ?
 - Vous ne savez pas au juste ce qui est offert aux enfants dans votre collectivité ?
 - Vous ne pouvez pas vous rendre par vos propres moyens ? Vous n'avez personne pour vous conduire ?
 - Ça coûte trop cher pour s'inscrire ou acheter de l'équipement ?
 - Trop occupé avec les tâches scolaires, domestiques et autres activités ?
 - Raisons médicales (p. ex., asthme, allergies)
 - Obstacles linguistiques (i.e., les activités et programmes ne sont pas disponibles dans votre langue) ?

3. FAIRE SES DEVOIRS ET ACCOMPLIR SON BÉNÉVOLAT COMMUNAUTAIRE (15 MINUTES)

5. Prenons un instant pour parler de vos devoirs. Où les faites-vous, d'habitude ?
6. Avez-vous tendance à faire vos devoirs seul ou bien avec des amis ou des camarades de classe ?
 - Avez-vous des devoirs à faire tous les soirs ?
 - Faites-vous des devoirs la fin de semaine ?
7. Avez-vous de la difficulté à faire vos devoirs ? Diriez-vous qu'ils sont surtout faciles ou difficiles à faire ?
8. Où pouvez-vous trouver de l'aide pour faire vos devoirs si vous en avez besoin ? Êtes-vous capable d'obtenir cette aide (i.e., avez-vous quelqu'un auprès de vous qui peut vous aider, au besoin) ?
 - Parents ?
 - Enseignants ?
 - Tuteurs ?
 - Quelqu'un d'autre ?
9. Avez-vous déjà fait partie d'un club de devoirs ou songé à en faire partie ?
10. Que pensez-vous de l'idée d'un club de devoirs où vous pouvez obtenir de l'aide pour faire vos devoirs et y travailler avec d'autres enfants (y compris des élèves de votre école et d'autres écoles des environs) ? Aimerez-vous vous joindre à quelque chose de ce genre si c'était possible ?
 - Pourquoi ?
 - Pensez-vous qu'un club de devoirs vous aiderait à faire un peu mieux vos devoirs que maintenant ?

4. CONNAISSANCE ET IMPRESSIONS DU CLUB GARÇONS ET FILLES (25 MINUTES)

11. Avez-vous entendu parler du Club Garçons et Filles (CGF) ? Si c'est oui, qu'est-ce que vous en avez entendu dire et comment avez-vous appris son existence ?

[Le modérateur comble les lacunes dans ce que les participants savent du CGF :

Le CGF procure aux enfants un endroit sûr et accueillant où ils peuvent aller acquérir de nouvelles connaissances, surmonter les difficultés qu'ils éprouvent peut-être, bâtir de solides relations et développer leur confiance en soi et leurs habiletés. Cela leur permet d'apprendre et de s'épanouir tout en ayant du plaisir et en se faisant des amis.

Depuis plus de cent ans, les clubs poursuivent partout au Canada la tradition qui consiste à aider les jeunes à se découvrir, à se développer et à atteindre comme adultes leur plein potentiel, en les aidant à participer à des activités qui leur posent des défis, sont enrichissantes pour le corps et l'esprit et renforcent leur estime de soi. Ces clubs s'attaquent à une foule de problèmes cruciaux auxquels les jeunes d'aujourd'hui sont confrontés, notamment, la consommation d'alcool et de drogue, la grossesse chez les adolescentes, la criminalité, le chômage chez les jeunes et la pauvreté des enfants.

Les programmes des clubs sont offerts à prix abordable, sont flexibles et ils valorisent les relations familiales, communautaires et autres. Chaque programme, qu'il s'agisse d'alimentation, de renforcement du leadership, de sport, de loisirs, de cercles de lecture, d'aide aux devoirs ou de camps de jour, renforce l'estime de soi et contribue à la croissance des enfants et des adolescents sur le plan personnel et social.

Les clubs sont ouverts la semaine, après l'école, et beaucoup le sont aussi le soir de même que, pour quelques-uns, la fin de semaine. L'adhésion coûte très peu cher et elle est parfois gratuite. Tous y sont les bienvenus.]

12. Que pensez-vous d'un club de ce genre pour des jeunes de votre âge ? Trouvez-vous que c'est une bonne idée ou non ? Est-ce que ce serait bon pour certains enfants mais pas tellement pour d'autres ? Et pour vous, est-ce que ce genre de club pourrait vous intéresser ?

L'un des domaines dont s'occupe le Club Garçons et Filles est **l'activité physique, la santé et la sécurité**, ce qui comprend des jeux et des sports récréatifs, de l'information sur l'alimentation et diverses choses qui sont bonnes pour vous, de l'information sur ce que vous devez savoir pour votre sécurité (par exemple, dans la rue et vis-à-vis du danger que peut représenter un étranger) ainsi que diverses habiletés qu'il est bon pour tout le monde de posséder (comme la natation et le secourisme).

13. Pensez-vous que vous aimeriez participer à l'une ou l'autre de ces activités ?
- a. Qu'est-ce qui vous intéresserait surtout ? (les activités physiques, l'information sur l'alimentation ou diverses choses qui sont bonnes pour vous, ce que vous devez savoir pour votre sécurité ou l'apprentissage de nouvelles compétences)

Le deuxième domaine est **le leadership, la croissance et la prise en charge**. Cela peut comprendre de l'information et des conseils pour la propreté de l'environnement, apprendre comment se comportent les gens de cultures différentes, faire de la musique, du théâtre, de la photographie, de l'art et de l'artisanat, les aventures de plein air, les camps d'été de même qu'apprendre à aider les autres et à faire du bénévolat dans votre collectivité.

14. Pensez-vous que vous aimeriez participer à des programmes ou à des activités de ce genre ?
Qu'est-ce qui vous intéresserait surtout ?

Le troisième domaine est **l'apprentissage et le développement de carrière**. Il peut s'agir des clubs de devoirs, d'aide scolaire, de réparation de bicyclette, de clubs d'informatique et de choses de ce genre pour vous aider à bien réussir à l'école et dans ce que vous voudriez faire plus tard, comme dans l'emploi que vous aurez.

15. Pensez-vous que vous aimeriez participer à l'une ou l'autre de ces activités ? Qu'est-ce qui vous intéresserait surtout ?

16. Le quatrième domaine est celui du **service communautaire**. Il peut s'agir de ce que vous pourriez faire pour venir en aide à votre collectivité, comme à une banque d'aliments ou à une autre organisation qui aide les gens, en faisant du ramassage de bouteilles, en livrant des dépliants ou en vendant des tablettes de chocolat ou autre chose pour faire une levée de fonds. Cela consiste à trouver des moyens pour donner de votre temps afin de venir en aide à votre municipalité ou à votre voisinage. Vous avez probablement déjà fait de ce genre de choses pour votre école.

17. Pensez-vous que vous aimeriez faire quelque chose de ce genre de temps en temps ?

Y a-t-il d'autres domaines ou activités qui vous intéresseraient vraiment mais, en autant que vous sachiez, il n'existe pas dans votre milieu de cours ou d'activité de ce genre et vous ne savez pas comment vous renseigner sur ce qui vous intéresse ? Si c'est oui, quels sont ces domaines ou activités ?

MERCI BEAUCOUP DE VOTRE PARTICIPATION

APPENDIX D
INTERVIEW GUIDE (ENGLISH) –
PARENTS OF YOUTH GRADE 1-10

PREVACTION

PARENT INTERVIEW GUIDE

JANUARY 13, 2008

INTRODUCTION (3 MINUTES)

- Purpose of the discussion.
- All comments are confidential.
- There aren't any right or wrong answers to the things we'll be talking about — we're just looking for your honest opinions.
- It's important for you to know that this discussion that we are about to have is about sexual abuse and how to provide useful information to youth to help prevent it. It is a discussion about youth in general. It is not a personal discussion about individual stories or what any one individual may have been through.
- You should also know that if anyone hears about or in any way finds out about a specific situation involving an individual under the age of 18, they are required by law to report it. So, for example, if anyone were to say anything in this discussion today about a specific situation, we would be required by law to report this immediately to the Children's Aid Society. So, that's a very important thing to keep in mind.
- Questions?

1. WARM-UP (7-8 MINUTES)

1. Where have you heard about the topic of sexual abuse recently?
 - What does it typically involve? Can you give me an example?
 - Is there such a thing as a typical predator (e.g., pedophiles)?
 - Who does this happen to? Can it happen to anyone? Is there such thing as a typical victim (e.g., in terms of age, gender, culture, language and family type)?
2. What are some of the impacts of sexual abuse for the person who is experiencing it? How about for anyone else around that individual?
3. Do you think sexual abuse can be prevented? If so, how?

2. INFORMATION DISSEMINATION ON SEXUAL ABUSE (7-8 MINUTES)

4. How important do you think it is to talk to young people about sexual abuse? Do you think that it makes a difference?
5. What are the benefits of sharing this kind of information with young people?
 - Raising awareness of this issue?
 - Increasing understanding of sexual abuse?
 - Helps to prevent it?
 - Helping to stop situations that are already occurring? Help those experiencing it to come forward/to realize they are being abused??
 - Helping victims of sexual abuse to cope with what has happened to them? To get support
6. What might be some possible consequences or concerns that you might have about sharing this type of information?
 - Scaring kids?
 - Making them feel uncomfortable?
 - Age appropriateness, minimum age to discuss it?
 - Appropriate setting>

3. SOURCES OF INFORMATION ON SEXUAL ABUSE (15-20 MINUTES)

7. What are some sources of information that you might have heard of or know of on the topic of sexual abuse?
 - School? Who would you think that youth could or should go to in school if they needed to talk about a problem like this?
 - Parents?
 - Youth groups/ clubs/programs? Is there a specific one that comes to mind? Why?
 - Local community organizations? Any specific examples?
 - Media?

8. Do you think that some of these sources make more sense than others or are a more natural fit for telling kids about sexual abuse? Why is that?
 - Which sources are most appropriate?
 - Are there any that don't make sense to you or seem inappropriate? Why is that?
 - Which sources do you consider most trustworthy? Why is that?

9. Have you recently come across any information on sexual abuse? If so, in which context?
 - Presentations?
 - Books?
 - Through programs?
 - TV shows?
 - General discussions?

10. What did you think of this?
 - Was it useful?
 - Did you learn anything new?
 - Did it seem like important information?

11. What has been the best approach or example you have seen so far for communicating information on sexual abuse? What do you think that the best approach is (even if haven't seen/heard it)?
 - What was good about it?
 - Was there anything that you've come across or heard about that didn't work for you or that struck you as odd or caused you concern or didn't seem appropriate in some way? What was that and why?

12. The Red Cross has a program that brings presenters into schools to talk about sexual abuse with kids. Have you heard your children talk about attending one of these presentations? If so, what did you think of this idea? What did your child say about it? Did they like it? Did it bring about awkward discussions or questions afterwards?

13. What do you think of this kind of approach (i.e., an outside organization visiting schools to talk to students about sexual abuse)?
 - Does it seem appropriate?
 - Would you be comfortable with your child attending a presentation like this? Why or why not?
 - Would you prefer to have your child's teacher talk with them about this?

- Would you prefer to know beforehand so that you can discuss it with them first or be ready for questions afterward?
14. Are you aware of any programs or services that aim to educate parents and adults about sexual abuse? If so, what have you heard of? Does it appeal to you?
 15. Would you feel comfortable having a discussion with your children about the nature of sexual abuse and how to prevent it? Why or why not?
 16. Have you ever discussed the topic of sexual abuse with your children? What did you talk with them about?
 17. Have you ever seen any information that is designed to help parents to facilitate these kinds of discussions at home with their children?
 - What kind of information or topics do you think that parents would want to help them? What do you think that parents would want to know?
 18. Do you think that this type of information exists and if so, where do you think that it is available?
 - Where do you think that parents would naturally turn or want to go to get this information or find out about where to get it?

4. SEXUAL ABUSE AND THE INTERNET (10 MINUTES)

19. What do you think of when I use the term sexual predators online? If so, what have you heard about this topic and where did you hear it from?
20. Should kids be warned about sexual predators online? Should parents be warned?
21. How serious a threat do you consider sexual predators online to be?
 - Is this something that concerns you for your own children?
 - Have you ever spoken with your children about safety and take precautions to protect your identity online?
 - Do you feel comfortable discussing this topic with your children?
 - Is there information or help that you would want to facilitate this discussions?
 - What would you want to know and where would you look to find it?

22. What would be the best way to get the message across about sexual predators online (e.g., through schools, community groups, reaching out to parents)?

5. BOYS' AND GIRLS' CLUB (10-15 MINUTES)

23. Have you ever heard of the Boys & Girls Club (BGC)? If so, what have you heard and where did you get this information?

The BGC provides a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life. It's all about learning and growing, while having fun and making new friends.

These Clubs tackle a broad range of critical problems facing young people in our society today, including substance abuse, teen pregnancy, juvenile delinquency and crime, youth unemployment and child poverty.

Club programs are affordable, flexible and emphasize the value of relationships with family, community, and others. Every program, whether nutrition, leadership development, sports, recreation, reading circles, homework assistance, or day camps, promotes self-esteem and assists children and youth in their personal and social growth.

Clubs are open weekdays after school, many are open weekday evenings and some are open on weekends. Cost for joining are low and sometimes free. Everyone is welcome.

24. What do you think about a Club like this for kids your children's age? Is it a good idea or not? Would it work for some kids and not others? Would it work for your own family? Would this be of interest to your family (*remind that not recruiting, just exploring interest levels*)?

The first pillar is **physical activity, health and safety**. This could cover anything from games and recreational sports, to nutrition counseling, healthy lifestyle and life skills training, suicide prevention counseling and street safety.

25. Do you think that your own children would be interested in taking part in any of the physical activity, health and safety related programs? What would be of most interest to them?

The second pillar is **leadership, growth and empowerment**. Programming in this area might cover the environment, cultural, politics, music, drama, photography, ceramics, silk screening, woodworking, outdoors adventures, summer camps, youth leadership, peer counseling and volunteer programs.

26. Do you think that your own children would be interested in taking part in any of the leadership, growth and empowerment related programs? What would be of most interest to them?

The third pillar is **learning and career development**. Programming offered in this area might cover stay-in-school support, homework clubs, employment preparations, alternative education, bicycle repair, newspaper clubs and computer clubs

27. Do you think that your own children would be interested in taking part in any of the learning and career development related programs? What would be of most interest to them?

28. Do you think that programs like this would help your children think about what they want to do in the future? Do you think that they would help them to get ready for a future career? How?

The fourth pillar includes **community programs**. Programming offered in this area might cover helping out in group homes, emergency services to youth on the street and working with young offenders to get them back on the right track, programs for teens with substance abuse problems, employment projects for teens, services for teen mothers, support groups for parents and teens and youth justice programs.

29. Do you think that your own children would be interested in taking part in any community related programs? What would be of most interest to them?

30. What is it about a program like this that is of interest or workable for your family and what is it about it that isn't? What kind of programming would be of greatest interest to your family, if any, and why?

31. Are there any kinds of programs or clubs that your family is looking for but that, as far as you know, don't exist in the community? What are they?

6. WRAP-UP (2 MINUTES)

32. Do you have anything to add before we end our discussion?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX E
DETAILED SUGGESTIONS OF ACTIVITIES
– BOYS AND GIRLS CLUB

This set of participants had no trouble coming up with many suggestions about what 'their dream' club might offer for them to do. These included:

- Arcade theme. Carnival games, video games come to life (e.g., "real" Rock Band, Guitar Hero where they make instruments and form band-contests).
- All manner of team sports and games (indoor/outdoor). Lots of running around (hide and seek, tag, dodge ball, etc).
- Contests and competitions and forming teams to do something.
- Many talked about learning while at play (don't want to learn about nutrition, but shopping, cooking and baking for a bake sale is fun. Could learn to budget in store and count how much money is made from fundraisers – not like school – more fun).
- Creating and learning as you go (making robots, collecting in nature, making models of how things are put together and work, learning about camera for photography, etc). Contests to generate teams, team spirit, working together, competition and enthusiasm. Who can find most things in hunt, invent new things. Collect monopoly money for doing things/learning things and see what team can get the most.
- Some dress-up and make believe suggested. Again, make into project that connects with other things (makes sense in a wider context – having a bigger picture is more interesting). Like making up play to demonstrate something that you can learn from and then using that to tell others/inform/advertise/teach, etc.
- Some arts and crafts – painting, pottery/sculpting, scrapbooking. Also performing – singing and dancing and plays (could put on show/play for school or for group in community e.g., seniors' residence).
- Nature walks, learning about camping, treasure/scavenger hunt.
- Projects in community like helping to decorate a residence, picking up garbage, raking leaves/shoveling, clean-up, animal shelters.
- Making toys, baking, woodworking, making jewelry, knitting, crocheting, sewing, arts and crafts to sell → fundraising.
- Other fundraisers – car wash, penny drive, yard sale (bring from home and make things), lemonade stand. These activities involve helping people and animals (animal shelter and food bank) – in the community. One youth talked about wanting to be a big sister when she grew up to help kids and make sure they're happy. Make sure they have activities to go to like she has now. Places to go and things to do.

- Skill building → swimming, canoeing, babysitting, helping around the house. Again, connections and ties between skills and activities are good. E.g., nature walk and take picture and come back and put in scrapbook and then sell scrapbook to raise funds for bird sanctuary- to save nature (full circle).
- Movie day with popcorn (maybe themed movie that fits with other activities).
- Guessing games, scavenger hunts.
- Summer camp includes water, play, activities, field trips to learn and discover, camping skills, nature.
- Quiet time for reading and relaxing and quite chat, story-making .
- Music, learning an instrument.