

# CONSENT

## MODULE 1



## THE "MICROPHONE" PROJECT



## GRADE 9 WELLNESS AND RELATIONSHIP CHOICES

# CONTENT

## Module 1 - Consent Grade 9 Wellness and Relationship Choices

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# GRADE 9 WELLNESS AND RELATIONSHIP CHOICES

♥ Please Note: In addition to providing care for others, it is important for teachers and educators to practice self-care and seek support, if needed. Supports include Employment Assistance Program (EAP) or the resources listed in Information *For People in an Abusive Relationship : A guide to finding services that can help you.* <https://www.princeedwardisland.ca/en/publication/information-people-abusive-relationship>

Please refer to your school guidelines and policies about disclosures and mandatory reporting.

## General Curriculum Outcomes

### Grade 9 WELLNESS CHOICES-General Curriculum Outcome

Students will have more tools to help them in making the best decision for themselves, while maintaining health and safety for themselves and others.

#### Personal Health

*Students will be expected to*

- identify several risks associated with use of alcohol, cannabis, and other drugs

#### Sexual Health

*Students will be expected to*

- describe coping strategies when experiencing different rates of physical, emotional, sexual, and social development
- identify four types of sexual assault
- describe the consequences of sexual assault on a victim and people associated with that victim
- determine “safer” sex practices
- develop strategies that address factors to prevent or reduce the risk of STIs and HIV

### Grade 9 RELATIONSHIP CHOICES-General Curriculum Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

#### Interactions

*Students will be expected to*

- identify and categorize various types of abuse
- develop an awareness of the warning signs of abusive relationships and available community support
- distinguish between abusive relationships and healthy relationships
- gain an understanding of the complex societal and individual factors that perpetuate abuse
- identify safe and effective alternatives to abusive behaviour
- determine effective support for a friend who may be involved in an abusive relationship, as a victim or as an abuser

# LEARNING GOALS

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During the lesson, students will be able to:

- Identify other areas in their lives where consent is needed (Knowledge)
- Identify and practice scripts for asking, answering and navigating consent (Skills)
- Accept the need to ask for and obtain consent in sexual relationships (Attitudes)

# CONTENT AND TIMING

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This module has been designed to be delivered as a 45-60 minute lesson. However, this timeline can be extended for deeper discussion.

Slide #1: Let's Talk About Consent Title Slide

Slide #2: Safer Space Guidelines

Slide #3: KINLEY "Microphone" Video

Slide #4: Unpacking Consent

Slide #5: Sexual Consent

Slide #6: Understanding Consent

Slide #7-9: Large group discussion - Consent and Sexual Consent

Slide #10: Age of Consent

Slide #11: Consent -- It's Simple as Tea

Slide #12: Optional Homework Activity - Consent: Which Path Would You Take?

# REQUIRED MATERIALS

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## HANDOUTS

- Which Path Would You Take?
- Microphone Song Lyrics

## VIDEOS

- KINLEY "Microphone" Video (8:35)  
(<https://www.youtube.com/watch?v=1Un1SeqlYTg>)
- Consent - It's Simple as Tea (2:49)  
(<https://www.youtube.com/watch?v=fGoWLWS4-kU>)
- Understanding Consent from Teaching Sexual Health Alberta Health Services (3:02)  
(<https://www.youtube.com/watch?v=raxPKkIDF2k>)



# LESSON PLAN

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♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to ask the student what resources they are comfortable with using, and explain the options the school has to offer.

## SLIDE #2: SAFER SPACE AGREEMENTS

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### BACKGROUND INFORMATION FOR EDUCATORS

Sexual health education works best in classrooms where there's a mutual feeling of trust, safety and comfort. Safer Space Agreements help create these feelings from the start. Safer space agreements that work are:

- appropriate for your students' age and developmental stage
- agreed upon by everyone
- well explained so that students are very clear about what's expected
- posted clearly in your classroom
- referred to at the beginning and throughout the consent modules

### ACTIVITY

1. Make Safer Space Agreements with your class.

Safer space agreements work better when students are involved in creating the list. The list doesn't have to be long. You can use bullet points that are broad enough to cover the key messages you want students remember. Some examples you can use as a guide are:

- no put downs
- respect each other
- it's okay to pass
- listen when others are speaking
- classroom discussions are confidential
- speak for yourself
- respect personal boundaries
- we will embrace diversity, and be careful about making careless remarks
- it's okay to have fun
- it is okay to be emotional

# LESSON PLAN

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## SLIDE #3: KINLEY'S "MICROPHONE" MUSIC VIDEO

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### BACKGROUND INFORMATION FOR EDUCATORS

Kinley Dowling's song and subsequent video "Microphone" have received much acclaim for bringing attention to sexual assault and its impact on survivors. It is about KINLEY's own sexual assault that happened at her high school prom after-party. In the years following the attack, Dowling feared running into her assailant in her small Prince Edward Island community or, after she began performing and touring with her band (Hey Rosetta!), on the road.

« What I always imagined . . . is what would I ever do if I saw him in the crowd. I would want to punch him . . . 'You don't have that right anymore. I have the power again.' And I [thought], 'I probably shouldn't do that.' Then I was like, I am going to write down how I feel and write a song and it'll blow up and he'll have to hear it all the time. »

- Kinley Dowling

Anger is one of many reactions to sexual assault. It is a normal reaction. After acknowledging the shame and anger she had been carrying with her over the years, KINLEY decided to express her rage through her art. “Microphone” tells the chilling story, sadly all too familiar to many, in a powerful anthem that resonates with survivors of sexual assault everywhere. KINLEY and Jenna MacMillan (the Director of the “Microphone” music video) worked out a dramatic way to portray the fallout of her assault and of other cases in the media at the time, with a hope of delivering a positive message to victims.

## ACTIVITY

1. Show students the KINLEY “Microphone” Video  
<https://www.youtube.com/watch?v=1Un1SeqIYTg>
2. Brainstorm – What is consent?

« Kinley Dowling’s song  
and subsequent video  
“Microphone”  
has received much acclaim  
for bringing attention to  
sexual assault and its impact  
on survivors. »



# LESSON PLAN

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## SLIDE #4: UNPACKING CONSENT

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### BACKGROUND INFORMATION FOR EDUCATORS

Consent is permission for something to happen or an agreement to do something.

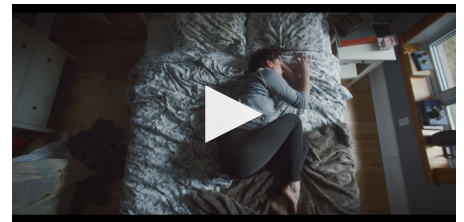
Consent requires respect and communication. Consent is an important concept for people to learn about from an early age. It can lead to better relationships with family, friends, peers and, eventually romantic partners.

Consent includes knowing and respecting your own boundaries as well as the boundaries of others.



### ACTIVITY

1. Using the elements outlined on the slide, unpack the concept of consent with students.
2. End with a discussion question: Where did consent breakdown in the “Microphone” example?





# LESSON PLAN

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♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to ask if the student would be comfortable with a referral.

## SLIDE #5: SEXUAL CONSENT

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### BACKGROUND INFORMATION FOR EDUCATORS

**IMPORTANT MESSAGING:** *The sole responsibility for sexual assault lies with the person who did not obtain consent (the perpetrator). Prevention messages are directed at potential perpetrators with the aim of preventing them from assaulting people.*

Prevention messages should focus on obtaining consent. ***Evidence shows that messages about how to avoid being sexually assaulted do not reduce instances of sexual assault.*** Instead they can increase shame in the person who was assaulted, reducing the likelihood of the survivor accessing services, and provide excuses to perpetrators who commit this crime (for example, “why were they wearing that outfit?” as opposed to “why did you think their clothing choice gave you consent?”).

With sexual assault cases, survivors can sometimes have challenges through the official systems in their own communities. “Microphone” is a song that places responsibility in the hands of abusers and empowers survivors.

Sexual activity includes kissing, sexual touching, and sexual intercourse (e.g., oral, anal, vaginal). Consent means people agree to participate in a sexual activity and understand what they are agreeing to. Sexual assault is any form of sexual activity forced on someone else without that person’s consent. Force can be physical, involve the use of threats (or perceived threat), bullying, manipulation and coercion, alcohol/drugs or harassment. Any unwanted sexual activity — including kissing, touching, groping, flashing, oral sex, intercourse, texting, photographing, etc.— under any circumstances is sexual assault.

There are four typical reactions to responding to traumatic situations: ***fight, flight, freeze or fawn.*** These are all physiological responses, they are not choices. All are instinctual survival responses. The freeze response should never be equated with consent.

### ACTIVITY

1. Provide an overview on sexual consent using the key points outlined on the slide.
2. End with a discussion question: how did the guy in the “Microphone” song show that he did not understand consent?

# LESSON PLAN

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♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to ask if the student would be comfortable with a referral.

## SLIDE #6: UNDERSTANDING CONSENT

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### BACKGROUND INFORMATION FOR EDUCATORS

Consent means everyone involved wants the activity to occur. During sexual activity, consent means understanding what is being asked and agreed to by everyone participating. Consent is the foundation of sexual relationships and is needed for every sexual activity, every time. This lesson:

- defines the concepts of consent and sexual consent
- encourages students to consider how consent can be applied to all aspects of life
- helps students to learn and practice scripts that can be used for asking, answering and navigating consent

Language and messages about consent and sexual assault have changed as we have developed a greater understanding of the rights and the laws around these issues. Here are some key points about consent:

- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about a mutual agreement to do something.
- Consent cannot be assumed or implied by silence, previous sexual history or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.
- Sex without consent is sexual assault.
- A person can only consent to activities if they are aware of the risks. If the risks are hidden, the full consent conversation cannot happen.
- Sexual assault can happen to anyone of any gender identity or age and be committed by anyone of any gender identity or age.
- It is important to use gender neutral language when discussing consent to avoid reinforcing unhealthy stereotypes.

### ACTIVITY

1. Show Video: Understanding Consent from Teaching Sexual Health Alberta Health Services  
<https://www.youtube.com/watch?v=raxPKkIDF2k>

# LESSON PLAN

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♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to ask if the student would be comfortable with a referral.

## SLIDE #7-9: CONSENT AND SEXUAL CONSENT

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### BACKGROUND INFORMATION FOR EDUCATORS

*Important points for crosscheck discussion:*

Consent is freely given. Agreeing to do something is consent only if it is voluntary.

“No” always means “no” whether given verbally or non-verbally. A lack of affirmative positive, freely given “yes” is also a “no”.

A “yes” is not consent if someone is coerced. Examples of coercion are if the person pressures, pesters, threatens, guilt trips, blackmails, intimidates, bullies, or harasses someone.

Consent is affirmative and enthusiastic. When someone is consenting, they agree wholeheartedly and are confident in their decision to consent. Both the body language and verbal language should give the same affirmative message.

Consent is agreed upon by everyone involved, and with a clear understanding of what they are agreeing to.

The person who initiates the sexual contact, or who wants to move to the next level of intimacy, is responsible for asking for—and clearly receiving—consent before continuing with the sexual contact.

Consent cannot be given when intoxicated. People who are drunk, high, sleeping or unconscious cannot give consent, either legally or practically.

A consent conversation includes asking, answering and coming to an agreement that everyone is comfortable with.

When there is consent, people feel safe and comfortable. Safety and comfort (with themselves, their body, their partner(s) and the situation) creates an environment where people can freely take part in all aspects of the consent conversation.

For consent to happen, a person needs to be given the chance to say “no”.

Consent is ongoing. This conversation needs to continue as the activity continues or changes.

Consent can be withdrawn at any time. At any point, people can change their mind and withdraw consent. Consent given in the past does not apply to any activities that happen later.

Consent cannot be assumed or implied. Flirting, clothing, sexual texts or social media communication are not consent.

Consent cannot be assumed because people are in a relationship nor should it be assumed if there was previous sexual activity. Permission must be asked for and given for an activity to proceed.

Communication that is not clear or is confusing is not consent. If there is any uncertainty that someone is agreeing to do something, the person initiating the activity must ask permission and wait until permission is clearly given before proceeding.

Silence or not responding is not consent.

Not physically resisting is not consent.

Consent applies to online situations as well. For example, taking and/or sharing an intimate photo of someone without their explicit permission is not consent. It is also important to note that sending and/or receiving intimate photos of someone who is under the age of 18 is against the law.

## ACTIVITY

1. Have a facilitated discussion with your students to reinforce important points about consent. Refer to slides 7 through 9 to ensure all key messages are discussed.



# LESSON PLAN

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♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to ask if the student would be comfortable with a referral.

## SLIDE #10: AGE OF CONSENT

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### BACKGROUND INFORMATION FOR EDUCATORS

#### Age of Consent

According to Canadian law, the age of consent is 16. This is the legal age when a person can make the decision to have sex. There are “close in age” exceptions to this law:

- 14 and 15 year olds may consent to sex if the partner is less than 5 years older.
- 12 and 13 year olds may consent to sex if the partner is less than 2 years older.

Consent cannot be given by anyone under 18 if the:

- other person is in a position of authority (e.g., teacher, coach, or employer).
- sexual activity is exploitative (e.g., pornography, prostitution, or trading sex for safety).

Children younger than 12 cannot consent to any type of sexual activity. Having sex with a child younger than 12 is against the law and is sexual abuse.

The PEI Community Legal Information Association has a brochure called *The Age of Consent: Young People, Sex and the Law*. You can access the brochure at <http://www.clapei.ca/sitefiles/File/publications/YOU1.pdf> or call 1-800-240-9798

### ACTIVITY

1. Referring to the slide, inform students of the age of consent and close in age exceptions according to Canadian law.

# LESSON PLAN

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♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to ask if the student would be comfortable with a referral.

## SLIDE #11: IT'S SIMPLE AS TEA

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### BACKGROUND INFORMATION FOR EDUCATORS

During today's lesson a lot of important information has been provided to students about consent. The intention of the provided video is to end on a lighter note while continuing to provide important and accurate information on the topic of sexual consent.

### ACTIVITY

1. Show Video: Consent - It's as Simple as Tea  
<https://www.youtube.com/watch?v=fGoWLWS4-kU>

NOTE: Use the video link that is provided here as well as on the accompanying slide. This is the "clean" version of the video.

# LESSON PLAN

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♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family member who have experienced assault. If someone appears upset during this lesson, it is important to ask if the student would be comfortable with a referral.

## SLIDE #12: OPTIONAL HOMEWORK ACTIVITY

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### BACKGROUND INFORMATION FOR EDUCATORS

This activity provides an opportunity for students to choose the outcome of a story about consent involving Alex and Riley (similar to a “Choose Your Own Adventure®” book).

Describe the homework activity with the following questions:

- What are some ways someone can ask for consent?  
“Is it ok if...” “Would you like it if...”  
“I would really like to...” “Can we talk about...”  
“I want to check with you before we go any further, do you want to do this?”  
“Are you comfortable?” “Is this ok?” “Do you want to stop?”
- What are some things someone could do or say to refuse consent or show the answer is “no”?  
“No.” “Not now.” “Stop.”  
“I don’t want to.” “I have to go home now.”  
“I need to use the bathroom.” “I need to study.”  
“I’m not feeling well.” “I’m not ready.”  
“Let’s talk about this later.” Riley could push Alex away
- What are some ways someone could negotiate what happens next?  
“Can we \_\_\_\_\_ instead?” (This may be important for some students. It may not be an all or nothing scenario. Maybe kissing on the lips is not acceptable, but kissing on the cheek is ok.)  
“I don’t want to go any further than holding hands or kissing on the cheek.”  
“I really like you but I am not comfortable with that. I am okay with \_\_\_\_\_. Is that something you would like to do?”

### ACTIVITY

1. Use the filters and select consent and grade 9 to download the Consent 1 and 2 lesson plans. <https://teachingsexualhealth.ca/teachers/lesson-plans-resources/resource-finder/>
2. Have students work in pairs (or individually) to determine the storyline of Alex and Riley.
3. Encourage students to choose various storylines and have a prepared response for next class.

# SELF-REFLECTION FOR EDUCATORS

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## DURING THE LESSON:

- Did students gain a better understanding of consent?
- Were Safer Space Agreements being followed?
- Were good practices established regarding group work and discussion?
- What will you change for future classes with this group?
- What will you change for future use of this lesson?



# EDUCATOR RESOURCES

## SLIDE #1

# Let's talk about CONSENT



## SLIDE #2

### EXAMPLES OF SAFER SPACE AGREEMENTS

- |                                                                     |                                                                            |                                                           |                                                                                                         |
|---------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> no put downs                    | <input checked="" type="checkbox"/> respect each other                     | <input checked="" type="checkbox"/> no personal questions | <input checked="" type="checkbox"/> respect personal boundaries                                         |
| <input checked="" type="checkbox"/> it's okay to pass               | <input checked="" type="checkbox"/> questions are welcome                  | <input checked="" type="checkbox"/> use correct terms     | <input checked="" type="checkbox"/> it's okay to have fun                                               |
| <input checked="" type="checkbox"/> listen when others are speaking | <input checked="" type="checkbox"/> classroom discussions are confidential | <input checked="" type="checkbox"/> speak for yourself    | <input checked="" type="checkbox"/> be sensitive to diversity, be careful about making careless remarks |

# EDUCATOR RESOURCES

## SLIDE #3

KINLEY "MICROPHONE" VIDEO



<https://www.youtube.com/watch?v=1Un1SeqlYTg>

## SLIDE #4

UNPACKING CONSENT



# EDUCATOR RESOURCES

## SLIDE #5



## SLIDE #6

What is  
**CONSENT?**

A video player is embedded on the right side of the slide. The video title is 'CONSENT: A PRETTY SIMPLE UNDERSTANDING CONSENT CONCEPT.' The video player shows a play button in the center. Below the video player is a large, stylized question mark icon.

# EDUCATOR RESOURCES

## SLIDE #7

POST DISCUSSION  
CROSSCHECK -  
IMPORTANT POINTS ABOUT  
SEXUAL CONSENT

- ☒ Freely given
- ☒ Verbal and non-verbal
- ☒ No pressure
- ☒ Affirmative and enthusiastic
- ☒ Clear understanding of agreement
- ☒ Consent can't be given when intoxicated

## SLIDE #8

POST DISCUSSION  
CROSSCHECK -  
IMPORTANT POINTS ABOUT  
SEXUAL CONSENT

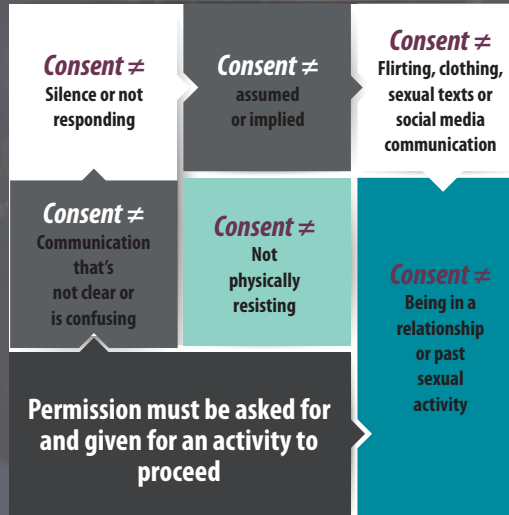
- Asking, answering and navigating ☒
- Feeling safe and comfortable ☒
- Opportunity to say yes or no ☒
- Consent is ongoing ☒
- Consent can be withdrawn at any time ☒
- Past consent doesn't equal future consent ☒



# EDUCATOR RESOURCES

## SLIDE #9

POST DISCUSSION  
CROSSCHECK -  
IMPORTANT POINTS ABOUT  
SEXUAL CONSENT



## SLIDE #10

# Age of CONSENT



The PEI Community Legal Information Association has a brochure called The Age of Consent: Young People, Sex and the Law. You can access the brochure at <http://www.cliapei.ca/sitefiles/File/publications/YOU1.pdf> or call 1-800-240-9798

- According to Canadian law, the age of consent is 16. This is the legal age when a person can make a decision to have sex. There are “close in age” exceptions to this law.
- 14 and 15 year olds may consent to sex if the partner is less than 5 years older.
- 12 and 13 year olds may consent to sex if the partner is less than 2 years older. Consent cannot be given by anyone under 18 if the:
  - other person is in a position of authority (e.g., teacher, coach, or employer).
  - sexual activity is exploitative (e.g., pornography, prostitution, or trading sex for safety).
- Children younger than 12 cannot consent to any type of sexual activity. Having sex with a child younger than 12 is against the law and is sexual abuse.

# EDUCATOR RESOURCES

## SLIDE #11

CONSENT - VIDEO



## SLIDE #12

HOMEWORK ACTIVITY

# CONSENT

## Which path would YOU take?



# EDUCATOR RESOURCES

## DESCRIPTION OF SCENES IN “MICROPHONE” MUSIC VIDEO BY JENNA MACMILLAN

### 1. KINLEY IN THE FIELD

#### REFERENCE:

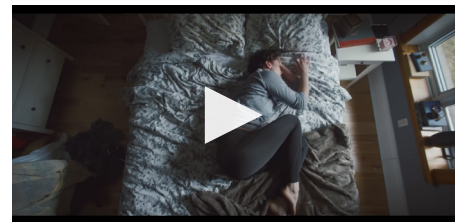
These images are a reference to KINLEY’s testimonial. In her story, she was wearing a hoodie and had changed out of her prom dress. We decided it would make the image more powerful to have KINLEY still in the prom dress but with a hoodie over top.



### 2. WOMAN IN HER BEDROOM

#### REFERENCE:

This character and scene is a reference to the victim impact statement that the survivor read out loud in the Brock Turner rape trial. She described in painful detail how difficult it was for her to sleep after the attack. In her victim impact statement, she also spoke of the courage of the two male bicyclists who interrupted the attack and stayed with her until help arrived while forcibly refusing Brock Turner to flee the scene. In order to help her sleep in the months after her attack, she placed an image of two bicycles on her ceiling and it helped her sleep. We translated this visual into a mobile which transitions to the friends around KINLEY on bikes. This victim impact statement was one of the biggest inspirations for the scenes I chose for the video. I could not shake that statement nor could I shake KINLEY’s testimonial.



### 3. MAN NEAR DUMPSTER

#### REFERENCE:

This is another reference to the Brock Turner rape trial as the assault took place beside a dumpster. It is also a reference to the fact that male survivors are often forgotten in the narrative around sexual violence prevention and I wanted to highlight sexual violence in the LGBTQ2+ community as well.



- According to one study, 1 in 5 LBG individuals in Canada experience physical/sexual violence in an intimate relationship, with bisexual women reporting this type of violence most often followed by gay men, lesbian women, then bisexual men. \*
- According to the Centre for Disease Control (CDC), 26% of gay men and 37% of bisexual men experience rape, physical violence, or stalking by an intimate partner, compared to 29% of heterosexual men\*\*

\*<http://sacha.ca/resources/statistics>

\*\*<https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>

### 4. GROUP OF BIKERS

#### REFERENCE:

The people on bikes who surround KINLEY are a reference to our own communities of support. They could be your given or chosen family or any support network of your choice. In the video, these friends support KINLEY in non-violent and non-confrontational ways. They love her and are there for her. They take her lead on how she wants to cope. It is a wake-up call for the public to rally around these survivors and be quiet no more. We used a bike as a visual because it is referenced directly in the song and in a lot of the imagery in her music. It is also another nod to the survivor in the case mentioned above. The bicycle is used as a theme throughout the video.



## 5. WOMAN IN BATHROOM

### REFERENCE:

This is a reference to the number of sexual assaults that take place in public spaces around the world. For instance, the brutal and horrific rape of a Delhi woman on a bus. We also wanted a woman of color in the video to represent survivors of color. For example, for every African American woman who reports a rape, at least 15 African American women do not report.\* Approximately 60% of African American girls experience sexual abuse by age 18.\* According to a 2014 study, about 22% of African American women reported being raped and 41% experienced other forms of sexual violence.\* African American women students in various academic settings who reported experiencing rape: 16.5% in a high school sample and 36% in a college sample.\*

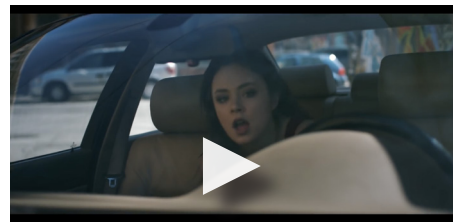
*\*<http://endrapeoncampus.org/new-page-3/>*



## 6. WOMAN IN CAB

### REFERENCE:

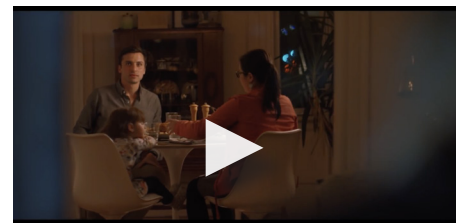
This is a visual nod to the survivor in the Sexual Assault case against a cab driver in Halifax. The infamous quote in that trial from the judge was “Clearly a drunk can consent”.



## 7. FAMILY IN THE HOUSE

### REFERENCE:

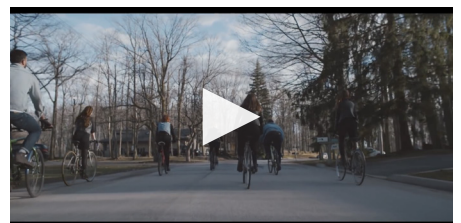
This is a reference to perpetrators who commit violence and try to forget it rather than face it. It is a reference to KINLEY’s attacker who she calls out in the song and who she mentions in her testimonial.



## 8. CAMEOS FROM FRIENDS IN VARIOUS PLACES

### REFERENCE:

I chose these images to represent the many faces of survivors of sexual assault and the many places where these crimes can occur.





## 9. KINLEY IN CONCERT WITH SURVIVORS

### REFERENCE:

The final scenes of the video represent that sexual assault does not have to define our future; our voices are louder together. The image of KINLEY looking into the camera is both a message to her attacker that she will no longer be silenced but also an invitation to share her microphone.



## 10. BIKE IN THE FIELD

### REFERENCE:

The image of the bike in the field represents our hope that survivors can reclaim the physical and emotional space where the assault takes place. That they can own it and be released from it.



« According to one study, 1 in 5 LBG individuals in Canada experience physical/sexual violence in an intimate relationship, with bisexual women reporting this type of violence most often followed by gay men, lesbian women, then bisexual men. »

# STUDENT HANDOUT

## "MICROPHONE" Handwritten lyrics by KINLEY

When you held my hand that night and said "don't you worry."  
I thought I was the chosen one.  
But you led me to the field and you kissed me so fast.  
I couldn't find my legs to run.

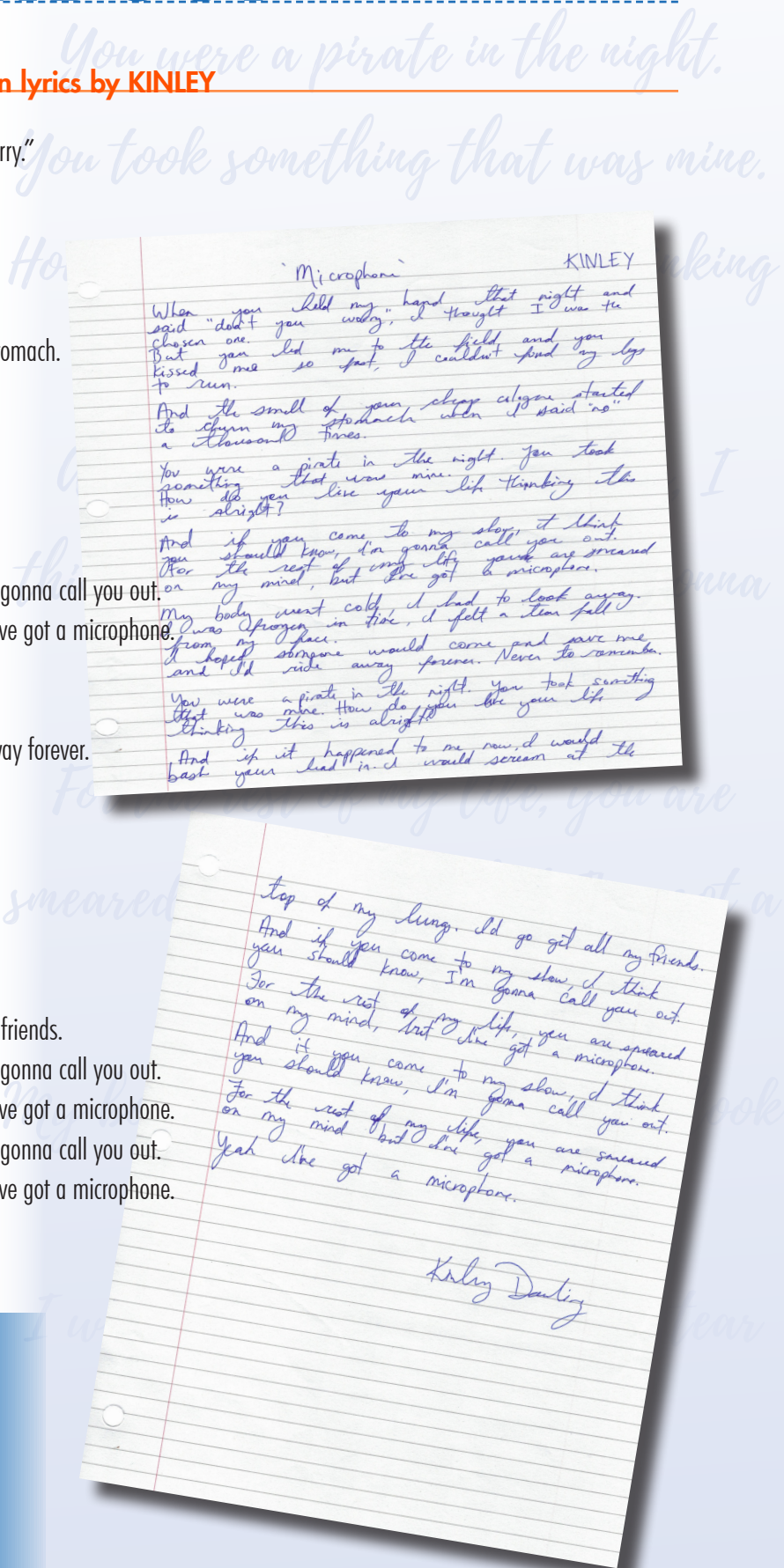
And the smell of your cheap cologne started to churn my stomach.  
When I said "no" a thousand times.  
You were a pirate in the night.  
You took something that was mine.  
How do you live your life thinking this is alright?

And if you come to my show, I think you should know, I'm gonna call you out.  
For the rest of my life, you are smeared on my mind, but I've got a microphone.  
My body went cold, I had to look away.  
I was frozen in time, I felt a tear fall from my face.  
I hoped someone would come and save me and I'd ride away forever.  
Never to remember.  
You were a pirate in the night.  
You took something that was mine.

How do you live your life thinking this is alright?  
And if it happened to me now, I would bash your head in.  
I would scream at the top of my lungs. I'd go get all of my friends.  
And if you come to my show, I think you should know, I'm gonna call you out.  
For the rest of my life, you are smeared on my mind, but I've got a microphone.  
And if you come to my show, I think you should know, I'm gonna call you out.  
For the rest of my life, you are smeared on my mind, but I've got a microphone.

Yeah, I've got a microphone.

KINLEY and Jenna MacMillan (the Director of the "Microphone" music video) worked out a dramatic way to portray the fallout of her assault and of other cases in the media at the time, with a hope of delivering a positive message to victims.





[illegible]

This image shows a full-page view of a notebook or worksheet. At the top left, the word "NOTES" is written in a large, bold, blue font. A horizontal dashed blue line extends from the end of the word across the entire width of the page. Below this header, the rest of the page is filled with horizontal grey lines, providing space for writing.

NOTES

# THE "MICROPHONE" PROJECT



## CONSENT

