

# DRAWING THE LINE

## ON SEXUAL VIOLENCE

A Guide for Ontario Educators  
Grades 9-12



OSSTF/FEESO



white ribbon

## ***Drawing the Line on Sexual Violence: A Guide for Ontario Educators***

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To order or download copies of the *Draw the Line* cards, posters, or educators' guide, go to [www.dtl.whiteribbon.ca](http://www.dtl.whiteribbon.ca)

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# CONTENTS

<i>Preface</i>	5
<b>1. Sexual Violence Prevention in Ontario: An Introduction</b>	<b>7</b>
1.1 Why We Need to Draw the Line	7
1.2 Sexual Violence Prevention Initiatives	8
<i>White Ribbon</i>	8
<i>Draw the Line</i>	9
<i>It Starts with You – It Stays with Him</i>	10
<i>It’s Never Okay</i>	10
<i>Draw the Line – It Starts with You: Sexual Violence Prevention in Ontario’s Education Sector</i>	10
<i>Using an Intersectional Approach for Sexual Violence Prevention</i>	15
<b>2. Gender-Based and Sexual Violence: A Profile</b>	<b>17</b>
2.1 The Numbers	17
2.2 Risk Factors and Intersectionality	19
2.3 Effects of Sexual Violence	20
2.4 Why Survivors Do Not Disclose or Report	21
<b>3. Responding to Gender-Based and Sexual Violence</b>	<b>23</b>
3.1 Engaging Male Bystanders	23
<i>Hypermasculinization and Gender-based Violence</i>	24
3.2 The Role of Education	25
<i>Sexual Violence Prevention Education: A Key to Mental Health and Well-Being</i>	25
<i>Consent and Healthy Relationships</i>	26
<i>How to Talk about Consent without Directly Talking about Sexual Activity</i>	27
<b>4. Drawing the Line in the Classroom</b>	<b>28</b>
4.1 Background Information for Teachers	29
4.2 Discussing Sexual Violence Prevention in the Classroom	32
<i>Creating a Safe and Accepting Learning Environment</i>	32
<i>Focusing on the Bystander</i>	32
<i>Disclosure and Reporting</i>	32
<i>Preparing Follow-up Resources</i>	34
4.3 Curriculum Connections	35
4.4 Lesson Plans	62
A. <i>Creating Conversations about Sexual Violence Prevention (English, Grade 9)</i>	63
B. <i>Consent and Technology (Health and Physical Education, Grade 9)</i>	67

C. <i>Understanding Sexual Violence and Harassment through Statistics</i> (Mathematics, Grade 9)	72
D. <i>Gender Stereotypes and Sexual Violence and Harassment</i> (Social Sciences and Humanities, Grades 9 or 10)	77
E. <i>Preventing Stalking/Criminal Harassment</i> (Arts, Grade 10)	83
F. <i>Sexual Violence and Harassment as a Human Rights Violation</i> (Canadian and World Studies, Grade 10)	90
G. <i>Preventing Sexual Assault by a Person of Authority</i> (English, Grade 10)	95
H. <i>Preventing Workplace Sexual Harassment</i> (Guidance and Career Education, Grade 10)	101
I. <i>Exploring Gender Norms and Expectations</i> (Social Sciences and Humanities, Grade 11)	106
J. <i>Perspectives on Sexual Violence and Harassment</i> (Social Sciences and Humanities, Grade 11)	113
K. <i>Understanding Sexual Violence through Data and Statistics</i> (Mathematics, Grade 11 or 12)	118

**Appendix A. – Resources** 123

1. Examples of Referrals for Student Support 123
2. Crisis Support 123
3. Information on Sexual Violence, Consent,  
and Healthy Relationships 125

**Appendix B. – Classroom Agreement Guidelines** 127

**Appendix C. – Child Sexual Abuse: Educators’ Duty to Report** 129

**Appendix D. – Do You Have Consent?** 131

**Appendix E. Dispelling the Myths about Sexual Assault** 132

Glossary 134

References 140

## 4.4 Lesson Plans

The lesson plans that follow are suggestions for ways in which teachers can integrate topics related to gender-based violence, and particularly sexual violence and harassment, into the classroom. The plans draw on selected expectations from various curriculum documents in conjunction with *Draw the Line* scenario cards to create opportunities for students to explore these issues. The content of the cards was based on the Ontario curriculum, in particular the revised Health and Physical Education curriculum (2015). Consequently, most of these lesson plans include expectations from the Health and Physical Education document, along with expectations from other curriculum documents. This approach encourages teachers and students to make cross-curricular connections with respect to these issues.

**DRAWING THE  
LINE IN THE  
CLASSROOM**

We encourage educators to incorporate these lesson plans into their everyday practice and support student understanding of their content. This will enable students to “develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies.”<sup>38</sup>

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<sup>38</sup> Ontario Ministry of Education, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8* (Toronto: Author, 2013), p. 44, <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html>

# E

## Preventing Stalking/Criminal Harassment (Arts, Grade 10)

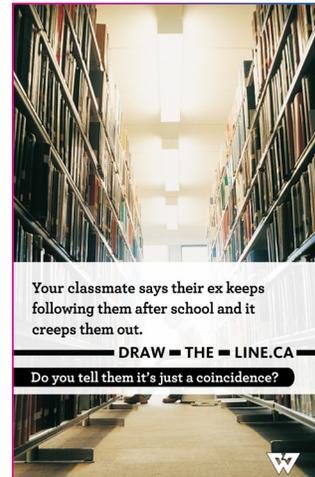
Based on the Draw the Line card/poster “Your classmate says their ex keeps following them after school and it creeps them out.”

### Courses:

- Drama, Grade 10 (Arts, ADA2O), or
- Media Arts, Grade 10 (Arts, ASM2O), and
- Healthy Active Living Education, Grade 10 (Health and Physical Education, PPL2O)

**Note:** This lesson plan should include the expectations from one of the two suggested courses from the Arts curriculum document as well as the expectations from Healthy Active Living Education.

**Time:** Two 75-minute periods



### Expectations

#### Drama

A1.1 - Develop interpretations of issues from contemporary or historical sources... as the basis for drama

A1.3 - Use role play and characterization to explore personal and social issues

B1.2 - Analyse a variety of drama works to compare and assess how they explore universal themes and issues

B2.2 - Explain how dramatic exploration helps develop awareness of different roles and identities people have in society

#### Media Arts

A1.1 - Use a variety of strategies to generate ideas, individually and/or collaboratively, for solutions to creative challenges

A1.4 - Present media art works, individually and/or collaboratively, using a variety of methods that are appropriate for their work

## Expectations

(cont'd)

**B1.3** - Use the critical analysis process to assess the effectiveness of media art works in communicating a message or expressing an emotion, and describe how their assessment of the works has evolved throughout the critical analysis process

**B2.3** - Identify and describe ways in which media art works can influence community or societal values

**B2.5** - Describe how the process of critically analysing media art works has affected their understanding of the values of other cultures and communities

### Healthy Active Living Education

**C2.** - Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

**C3.** - Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

## Learning Goals

Students will learn about:

- how gender stereotypes are presented in various media and how these can contribute to sexism and sexual violence;
- strategies and skills for responding to instances of stalking/criminal harassment;
- communicating in creative ways about ways to respond to stalking/criminal harassment.

## Success Criteria

Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:

- I am able to think critically about gender stereotypes in the media and to recognize how they can contribute to sexism and sexual violence.
- I am able to describe various strategies that bystanders can use to respond to stalking/criminal harassment.
- I am able to identify the skills that I would need to intervene in cases of stalking/criminal harassment.
- I am able to use the creative process to communicate my ideas about how to intervene in situations of stalking/criminal harassment.

<p><b>Required Resources</b></p>	<ul style="list-style-type: none"> <li>• the <i>Draw the Line</i> activity card/poster identified above</li> <li>• stage props, as needed</li> <li>• recording equipment, as needed</li> </ul>
<p><b>Learning Environment</b></p>	<p>A room with minimal furniture where students can organize into groups and move freely as required.</p>
<p><b>Background Information for Teachers</b></p>	<p>This lesson focuses on stalking/criminal harassment. Students critically examine how such behaviour is portrayed in the media. They then analyse a realistic stalking scenario and take a creative approach to communicating how they would respond in such a situation.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> <li>• review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention.</li> <li>• review the definition of consent (<i>see box and glossary</i>)</li> </ul> <div data-bbox="537 898 1333 1213" style="background-color: #e91e63; color: white; padding: 10px; border-radius: 10px;"> <p>Understanding consent is critical for young people if they are going to be able to navigate intimate relationships in a positive and respectful way. Consent, in simple terms, is a mutual verbal, physical, and emotional agreement that happens without manipulation, threats, or coercion. It is important to be aware that a person who is intoxicated is not able to consent to sexual contact.</p> </div>
<p><b>Lesson (part 1): Activate/Minds On</b></p>	<p><b>Drama and Media Arts:</b></p> <p>With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.)</p> <p>Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable (<i>e.g.</i>, doodle, put on headphones, leave class, etc.).</p>

**Lesson (part 1):  
Activate/  
Minds On**  
(cont'd)

Encourage your students to reach out for help, either to you or to a trusted adult, if they find the conversation challenging.

Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of the words they are unfamiliar with. Develop the success criteria with your students.

Ask students to brainstorm the names of some of their favourite romantic comedies, television shows, and/or plays that include a storyline about "unrequited love" (see box for definition). Lead a discussion of the implications of this storyline, using the following prompts:

- In this storyline, how does the person who is the "object of affection" (the person being pursued) behave? How does this person respond to the other person's affections?

*Unrequited love* or one-sided love is love that is not openly reciprocated or understood as such by the beloved. The beloved may not be aware of the admirer's deep and strong romantic affection, or may consciously reject it.

- How does the person who is doing the pursuing behave? How does the pursuer respond when the object of affection appears not to be interested?
- What happens at the end of the story? What message does this ending send to women? To men?

*Stalking or criminal harassment* consists of repeated acts that cause a person to fear for their safety and may escalate in physical injury or assault. The intimidating acts may include:

- repeatedly following a person;
- repeatedly communicating with a person;
- repeatedly watching a person's home or workplace;
- directly threatening the victim or a person known to the victim.

**Lesson (part 1):  
Activate/  
Minds On**  
(cont'd)

- What type of behaviour is commonly expected of women and men in a situation where a man is pursuing a woman? How are these expectations informed by gender stereotypes? How are these stereotypes and expectations perpetuated by television shows, movies, and/or plays?
- How do you know when the behaviour of someone experiencing unrequited love becomes inappropriate? When is it harassment? Why?

**Lesson (part 2):  
Working On It**

**Drama and Media Arts:**

Break students into small groups. After reading aloud the scenario on the *Draw the Line* card/poster, ask students to consider the following questions:

- What could be the consequences of intervening? Of not intervening?
- Why might bystanders feel unable to intervene? How might they overcome these perceived barriers?
- What might be the consequences of different responses to the scenario?
- Who might bystanders reach out to for assistance?
- Might there be a difference in how young men and young women respond to the scenario? Why?
- Should there be a difference in how men and women respond? Why, or why not?

**Drama**

Have each group of students develop two role plays, each three to five minutes in length, that demonstrate two different ways in which they could respond to a classmate who was in the situation depicted on the *Draw the Line* card.

**Media Arts**

Have each group of students perform and record two scenarios, each three to five minutes in length, that demonstrate two different ways in which they could respond to a classmate who was in the situation depicted on the *Draw the Line* card.

**Note to teachers:** In both Drama and Media Arts, the focus of the creative work, regardless of whether it is a live role play or a recorded scenario, must be on how the students, as bystanders, assist their classmate. The works should not focus on the behaviour of the classmate or the ex.

**Lesson (part 2):  
Working On It**  
(cont'd)

Circulate among the groups to monitor their progress. Be prepared to intervene if any groups suggest the use of violence or inappropriate language or if they rely on stereotypes. Ensure that students do not undermine the seriousness of the issues at hand, especially as it is possible that some of their peers may have experienced this type of scenario themselves.

**Lesson (part 3):  
Consolidation**

**Drama and Media Arts:**

Provide adequate time for each group of students to perform their role plays or play their filmed scenarios for their peers.

After the presentations, ask students to consider the questions raised on the back of the cards:

- Why would you draw the line?
- When would you draw the line?
- How would you draw the line?

Using these questions, guide students in discussing, as a large group, how the role plays or filmed scenarios they created helped them identify and develop the skills they need to respond to the situation describe in the *Draw the Line* card.

Bystanders' responses and survivors' needs may vary, depending on the situation. The "right" response depends on the circumstances (e.g., safety considerations for the bystander and the survivor; the survivor's wishes). Educators should emphasize that, for bystanders, non-intervention or withdrawing from a situation is not neutral: it is harmful, as it allows the violence to continue.

Towards the end of the discussion, ask students questions to encourage reflection, such as the following:

- What skills do you need to respond to this potentially threatening situation we have been discussing?
- How do you know that you have made the right decision about what action to take?

**Lesson (part 4):  
Final thoughts**

Explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of school and community resources that your students can access if they, or someone they know, need help. (**Appendix A** of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see **Appendix C** of this guide).

**Lesson (part 5):  
Optional  
Activity**

You may wish to have students reflect on this task in a journal entry. You can ask students to reflect on the following questions:

- What were their thoughts during the group discussions? While they were creating their role play or the script for their scenario?
- How did their peers respond to their work?
- How did they respond to the work of others?
- Did the activity change the way they think about the issue?
- How might they respond if this issue were raised by their best friend?

Encourage students to add any other thoughts to their entry.

**Let us know what you think** and how to improve this lesson plan by completing a five-minute survey at [www.surveymonkey.com/r/DrawTheLine\\_Educators](http://www.surveymonkey.com/r/DrawTheLine_Educators)

> **SUBSCRIBE** to the *Draw the Line* Educators' Newsletter to learn more about new resources, professional development workshops in your regions, and the Draw the Line Sexual Violence Prevention Awards  
<http://eepurl.com/cWEBW9>



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