

# 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***

Published by White Ribbon

Project coordinated by:

Véronique Church-Duplessis, White Ribbon

Tracey Marshall, OSSTF

Contributing authors:

Véronique Church-Duplessis

Shannon Evans

Hayssam Hulays

Chantal Mancini

Tracey Marshall

Lauren Simmons

*in partnership with:*



Editor:

Barbara Tessman

Design:

Andrew Robinson, *Monografik*



**White Ribbon**

603-36 Eglinton Ave. W.

Toronto, ON M4R 1A1

416 920-6684

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)

*The Draw the Line - It Starts with You: Sexual Violence Prevention in Ontario's Education Sector initiative is funded by the Government of Ontario.*

*The views expressed in the publications are the view of White Ribbon and do not necessarily reflect those of the Government of Ontario.*

© 2017 by White Ribbon

ISBN: 978-1-7751195-1-7

*Le matériel de cette campagne est aussi disponible en français.*



# 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>

---

<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>

## ***Creating Conversations about Sexual Violence Prevention***

**A**

*Based on all seven Draw the Line cards/posters*

### **Courses:**

- English, Grade 9, Academic (English, ENG1D), *and*
- Healthy Active Living Education, Grade 9  
(Health and Physical Education, PPL1O)

**Time:** Two to three 75-minute periods

### **Expectations**

#### **English**

##### *Oral Communication*

- 2.1 - Communicate orally for several different purposes, using language suitable for the intended audience
- 2.2 - Demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
- 2.5 - Identify several different vocal strategies and use them selectively and with sensitivity to audience needs
- 2.6 - Identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning

##### *Writing*

- 2.1 - Write for different purposes and audiences using several different literary, informational, and graphic forms
- 3.6 - Use several different presentation features including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience

#### **Health and Physical 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

<p><b>Learning Goals</b></p>	<p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• ways of preventing and resolving situations involving sexual violence or harassment;</li> <li>• communicating effective strategies to respond to situations of sexual violence and harassment.</li> </ul>
<p><b>Success Criteria</b></p>	<p>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</p> <ul style="list-style-type: none"> <li>• I am aware of the impact of ignoring sexual violence.</li> <li>• I am better prepared to intervene in instances of non-consensual sexual contact.</li> <li>• I am able to write a script to communicate my ideas about responding to sexual violence.</li> <li>• I am able to make a presentation to a group about sexual violence.</li> </ul>
<p><b>Required Resources</b></p>	<ul style="list-style-type: none"> <li>• all seven <i>Draw the Line</i> cards/posters</li> <li>• Chromebooks (<i>optional</i>)</li> </ul>
<p><b>Learning Environment</b></p>	<p>Groupings of desks so students can collaborate</p>
<p><b>Background Information for Teachers</b></p>	<p>This lesson plan focuses on how bystanders can respond to situations of sexual violence. It provides opportunities for students to practise the skills, including the oral and interpersonal skills, they need to support a victim of sexual violence.</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 1486 1344 1780" style="background-color: #4a4a8a; 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. Creating consent requires good communication skills and respect for others' boundaries.</p> </div>

**Lesson (part 1):  
Activate/  
Minds On**

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 **Appendix B** of this guide.)

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 (e.g., doodle, put on headphones, leave class, etc.). 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 choose a partner, and hand out a scenario card to each pair. Ask the pairs to read the card and brainstorm possible responses to the scenario it presents. Have student pairs join with another group and share the scenarios they have been discussing. Ask the two pairs to discuss their responses and to add to each other's ideas.

Guide a classroom discussion about why it is important to draw attention to these kind of scenarios.

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

Draw the students' attention to the back of the cards, particularly the "How to *Draw the Line*" section. Provide time for students to review the advice on the card.

Instruct students that, using the advice on the card and the ideas they generated in their brainstorming session, they and their partner will create a script of a conversation between the two people in their scenario to illustrate how the situation could be dealt with.

Provide time for students to create their scripts.



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

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.

**Lesson (part 3):  
Consolidation**

Have students read their scripts to the class. Following the presentation of each script, guide discussion about the scenario and the ideas in the script. Encourage students to revise their scripts in response to feedback.

After all the scripts have been presented and reviewed, ask students questions to encourage reflection, such as the following:

- What skills do you need to respond to this potentially threatening situations 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).

**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)

## *Preventing Sexual Assault by a Person of Authority (English, Grade 10)*

**G**

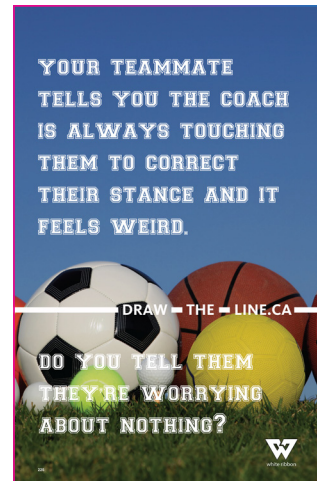
Based on Draw the Line card/poster “Your teammate tells you the coach is always touching them to correct their stance and it feels weird.”

### **Courses:**

- English, Grade 10 Academic (English, ENG2D),  
and
- Healthy Active Living Education, Grade 10  
(Health and Physical Education, PPL2O)

**Time:** One 75-minute period

*Optional extension:* One additional 75-minute period



### **Expectations**

#### **English**

##### *Writing*

- 1.2 - Generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate
- 1.4 - Identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing
- 2.1 - Write for different purposes and audiences using a variety of literary, graphic, and informational forms
- 2.5 - Explain how their own beliefs, values, and experiences are revealed in their writing

#### **Media Studies**

- 3.2 - Select a media form to suit the topic, purpose, and audience for a media text they plan to create and explain why it is an appropriate choice
- 3.3 - Identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning

<p><b>Expectations</b> (cont'd)</p>	<p>3.4 - Produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques</p> <p><b>Healthy Active Living Education</b></p> <p>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</p> <p>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</p>
<p><b>Learning Goals</b></p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• restrictions on sexual contact between a person in a position of authority and a minor;</li> <li>• ways of responding to situations involving sexual contact between minors and people in positions of authority;</li> <li>• communicating strategies for responding to sexual violence/harassment.</li> </ul>
<p><b>Success Criteria</b></p>	<p>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</p> <ul style="list-style-type: none"> <li>• I am aware of the legal restrictions surrounding sexual contact between persons in a position of authority and minors younger than 18.</li> <li>• I am aware of the impact of ignoring signs of sexual violence.</li> <li>• I am better prepared to intervene in instances of non-consensual sexual contact.</li> <li>• I am able to write an outline for an opinion paragraph/editorial on the importance of speaking out about sexual violence.</li> </ul>
<p><b>Required Resources</b></p>	<ul style="list-style-type: none"> <li>• the <i>Draw the Line</i> card/poster identified above</li> <li>• a chalkboard or computer/projection system</li> <li>• an editorial template (see <i>sample at the end of this lesson plan</i>)</li> <li>• writing materials (paper, pens, computers)</li> <li>• examples of editorials</li> </ul>
<p><b>Learning Environment</b></p>	<p>Any set-up that allows students to work both together and independently.</p>

**Background information for teachers**

This lesson plan focuses on the issue of consent with respect to sexual contact between minors and people in authority. It is crucial to recognize that a person under the age of 18 cannot consent to sexual contact with a person who is in a position of authority (e.g., a peer-mentor, babysitter, teacher, coach, etc.). Such contact constitutes coercion and abuse of power and is illegal. This lesson also provides opportunities for students to reflect upon the importance of bystander intervention in such situations.

Before the lesson:

- review sections 4.1 and 4.2 of this guide for further information on the *Draw the Line* cards and on preparing for classroom discussions of sexual violence prevention;
- review the definition of consent (see *box and glossary*).

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.

**Lesson (part 1): Activate/Minds On**

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 **Appendix B** of this guide.)

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 (e.g., doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to a trusted adult, if they find the conversation challenging.

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

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.

Hand out copies of the scenario card/poster or project an electronic version so all students can see it. Ask students to read the front side of the card.

Share the following discussion prompts with students (either write them on the board or project them on screen).

- What can we infer from a friend saying “it feels weird”?
- What do you know about what the law says about a situation like this?
- What would you tell a friend in this situation?
- Would your response be different if the person in the scenario wasn't your friend?

Have students form groups of two or three, and allow the groups about five minutes to discuss these questions.

Reconvene the class and allow about ten minutes for students to share the highlights of their group discussions. Guide this sharing to ensure that the following points are considered:

- the legal definition of sexual assault as it relates to minors under 18 (see the glossary for a more detailed definition of sexual assault);
- the importance of not ignoring signs of sexual violence.

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

Review with students the structure of an opinion paragraph. Provide students with some examples of newspaper editorials. Explain and discuss how they are similar to an opinion paragraph.\*

Provide students with the editorial template included at the end of this lesson. Give students the rest of the period to fill in the template, using it to help them build an argument in favour of peer intervention and speaking out against sexual violence.

\*A guide to writing to express an opinion can be found on page 42 of *Think Literacy: Cross-Curricular Approaches, Grades 7 to 12*, available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>.

<p><b>Lesson (part 2): Working On It</b> <i>(cont'd)</i></p>	<p>Allow students to consult with an elbow partner/peer in building their argument. Encourage them to refer to the back of the <i>Draw the Line</i> card, particularly for the legal aspects of the argument.</p>
<p><b>Lesson (part 3): Consolidation</b></p>	<p>Once the students have completed the template, ask a few students to share their thoughts about the importance of speaking out against sexual violence.</p> <p>To encourage reflection, ask students questions such as the following:</p> <ul style="list-style-type: none"> <li>• What skills do you need to respond to this potentially threatening situation we have been discussing?</li> <li>• How do you know that you have made the right decision about what action to take?</li> </ul>
<p><b>Lesson (part 4): Final Thoughts</b></p>	<p>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. (<b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> of this guide).</p>
<p><b>Lesson (part 5): Optional Activity</b></p>	<p>You may wish to provide opportunities for the students to:</p> <ul style="list-style-type: none"> <li>• review their templates with a peer for feedback;</li> <li>• write an opinion paragraph based on their template;</li> <li>• submit their opinion paragraphs to the school paper for publication.</li> </ul>

**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)

## Sample Editorial Template

<b>Topic</b>	<i>Introduce your readers to the topic with general statements that will capture their attention.</i>
<b>Your Opinion</b>	<i>State your opinion on the topic. Take a strong stance in favour of or against something.</i>
<b>Point #1</b>	<i>The first point to support your argument. First (or another transition word)...</i>
<b>Point #2</b>	<i>The second point to support your argument. Second (or another transition word)...</i>
<b>Point #3</b>	<i>The third point to support your argument. Lastly (or another transition word)...</i>
<b>Counter-Argument</b>	<i>Consider addressing the counter-argument, and responding. Others may say that (or another phrase)... However...</i>
<b>Summary of Argument</b>	<i>Sum up your argument, and suggest action for the reader to take. In conclusion (or another transition phrase)...</i>

> **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>



**DRAW-THE-LINE.CA**