

DRAWING THE LINE

ON SEXUAL VIOLENCE

A Guide for Ontario Educators
Grades 9-12



OSSTF/FEESO



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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

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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.”³⁸

³⁸ 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>

D

Gender Stereotypes and Sexual Violence and Harassment (Social Sciences and Humanities, Grades 9 or 10)

Based on the following Draw the Line cards/posters:

- “Your friend’s new boyfriend asked her to go out with other men to help him financially.”
- “At a party your friend says: those girls look really drunk, let’s take them upstairs.”
- “Your peer mentor sends you nudes of a girl you know.”

Courses:

- Exploring Family Studies, Grade 9 or 10 (Social Sciences and Humanities, HIF10/20), and
- Healthy Active Living Education, Grade 9 or Grade 10 (Health and Physical Education, PPL10 or PPL20)

Time: One 75-minute period



Expectations

Exploring Family Studies

- A1.1 - Explore a variety of topics related to individual and family needs and resources... to identify topics for research and inquiry
- B2.1 - Describe various types of relationships in which adolescents are involved
- B2.2 - Describe the characteristics of healthy and unhealthy relationships
- B2.3 - Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions
- C1.1 - Identify and use effective decision-making strategies ... to make sound decisions related to their own well-being and that of their family
- C1.2 - Demonstrate individual and collaborative problem-solving skills that could be applied in situations involving family, peers, or members of the community

<p>Expectations (cont'd)</p>	<p>Healthy Active Living Education</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>Learning Goals</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> • the characteristics of healthy and unhealthy relationships; • strategies and skills they can use to intervene in cases of unhealthy relationships and sexual violence.
<p>Success Criteria</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"> • I can recognize and describe characteristics of healthy and unhealthy relationships. • I am aware of signs of sexual violence and that sexual violence has no place in a healthy relationship. • I am better prepared to respond to instances of sexual violence in a relationship.
<p>Required Resources</p>	<ul style="list-style-type: none"> • the three <i>Draw the Line</i> cards/posters identified above • chart paper, blackboard, or whiteboard • chalk or markers • YouTube video "Cycling through Consent," available at https://youtu.be/-JwKjRaUaw (optional)
<p>Learning Environment</p>	<ul style="list-style-type: none"> • Tables or groups of desks that can each accommodate groups of four to six students

Background Information for Teachers

This lesson plan focuses on the characteristics of healthy and unhealthy relationships and the role that consent plays in healthy relationships.

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.

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.

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

(cont'd)

Begin a classroom conversation to explore the general notion of consent by asking students the following questions:

- What does "consent" mean?
- What conditions must exist in order to truly have someone's consent?
- Is consent a one-time thing? Does giving permission to someone to borrow your bike for a specific event mean that the borrower has the freedom to use your bike whenever they wish in the future? Why or why not? Does allowing someone to borrow your bike mean that you have given consent for that person to allow others to ride your bike as well? Why or why not?

You may wish to show students Western University's YouTube video "Cycling through Consent," available at <https://youtu.be/-JwKjRaUaw>. Alternatively, you might use the *Do You Have Consent?* chart in **Appendix D** to walk through the requirements of consent with your students.

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

Have student volunteers read aloud the scenarios on the *Draw the Line* cards/posters. Ask students to form small groups, and assign each group a *Draw the Line* scenario. Ask the groups to consider the following questions:

- What are the individual needs of each of the persons described in the scenario?
- How are the scenarios in the cards related to our classroom discussion of consent? In the case of the nude photos, even if the girl willingly sent nude photos of herself to your peer mentor, has she consented to your receiving and/or sharing the photos? In the case of the girls who have been drinking, are they able to consent to sexual activity?
- With regard to your scenario card, what factors affect the ability of the girls to consent? Be specific.
- Within the context of consent, do the needs of a particular individual in the scenario you are considering outweigh those of any of the other individuals? Why or why not?
- How can you determine if the individuals involved in these scenarios have healthy or unhealthy relationships?
- How might stereotypes about women and men influence how we view the individual needs of the people in this scenario?

Provide time for each group to share their answers with the class.

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

"65% of young people between the ages of 9 and 17 years said they would engage in the non-consensual distribution of intimate images and sexting for fun or to make friends laugh."

Canada, House of Commons, *Taking Action to End Violence against Young Women and Girls in Canada* (2017), p. 40.

Begin a conversation about the role of bystanders with the class using the questions at the bottom of each card ("Do you let it happen?" "Do you share them?" "Do you shrug it off?"). Ask students what factors affect their decision-making process.

Have students return to their groups, and ask them to further consider one more question:

- How would you intervene in this scenario?

Suggest that groups also identify who they might ask for help in this situation.

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.

Reconvene the class, and ask each group to share their answers with the rest of the class. Record the answers on chart paper or on a whiteboard/chalkboard so that students can see them.

**Lesson (part 3):
Consolidation**

Ask students to consider the following questions:

- What are the signs of healthy and unhealthy relationships?
- Why do you think these scenarios depict situations specifically involving young women? Would your thinking about and response to these situations change if the victims were young men? Why, or why not?
- If no one intervened in these situations, how could they potentially result in sexual violence?

**Lesson (part 3):
Consolidation**

(cont'd)

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

- What skills do you need to respond to the 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).

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

You may wish to ask students to find examples of media reports of sexual violence that could have been prevented, had bystanders intervened. Encourage students to explain how the issue consent is involved, to identify potential interventions by bystanders, and/or to analyse the report(s) for gender bias.

Students could record their analysis in a journal entry or short essay, or could give a short presentation to the class.

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

Exploring Gender Norms and Expectations (Social Sciences and Humanities, Grade 11)

Based on the following Draw the Line cards/posters:

- “At a party your friend says: those girls look really drunk, let’s take them upstairs.”
- “Your peer mentor sends you nudes of a girl you know.”
- “Your classmate says their ex keeps following them after school and it creeps them out.”
- “Your friend’s new boyfriend asked her to go out with other men to help him financially.”

Courses:

- Gender Studies, Grade 11
(Social Sciences and Humanities, HSG3M), or
- Equity, Diversity, and Social Justice, Grade 11
(Social Sciences and Humanities, HSE3E), or
- Dynamics of Human Relationships, Grade 11
(Social Sciences and Humanities, HHD3O), and
- Healthy Active Living Education, Grade 11
(Health and Physical Education, PPL3O)

Note: This lesson plan should include the expectations from one of the three suggested courses from the Social Sciences and Humanities curriculum document as well as the expectations from Healthy Active Living Education.

Time: One 75-minute period



Expectations

Gender Studies

B1.2 - Explain how gender norms are socially constructed and may be culturally specific, and describe possible tensions between an individual's gender performance and societal norms

B2.2 - Explain the differences as well as the links between individual and systemic forms of sexism and discrimination, and describe ways in which these forms manifest themselves

Expectations

(cont'd)

- B3.1 - Analyse representations of gender in media and popular culture
B3.2 - Analyse the impact on individuals of stereotypical representations of gender in media and popular culture

Equity, Diversity, and Social Justice

- D2.2 - Demonstrate an understanding of how to apply strategies to effectively and safely address personal experiences of bias, stereotypes, prejudice, discrimination, and/or oppression
D2.3 - Demonstrate an understanding of how to respond safely and effectively when witnessing a situation or behaviour that reflects prejudice, discrimination, oppression, harassment, or bullying

Dynamics of Human Relationships

- C2. - Demonstrate an understanding of various social and cultural influences on relationships
C3. - Demonstrate an understanding of various dynamics and challenges that can affect relationships
C4. - Demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships

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 constructed and perpetuated and how they contributed to discrimination, oppression, and sexual violence;
- strategies for intervening safely and effectively to prevent sexual violence.

Success Criteria

Teachers should work with their students to create success criteria appropriate for the class.

Success Criteria

(cont'd)

Possible criteria for this lesson plan include the following:

- I have an understanding of how gender stereotypes are constructed and of their impact on individuals.
- I am aware of how gender stereotypes contribute to discrimination, oppression, and sexual violence.
- I know how I can intervene safely and effectively to prevent sexual violence.

Required Resources

- the four *Draw the Line* cards/posters identified above
- chart paper (two pieces per group)
- markers and tape
- classroom whiteboard, chalkboard, or SMART Board

Learning Environment

Grouping of desks so students can collaborate.

Background Information for Teachers

This lesson focuses on gender stereotypes and how they can contribute to discrimination, oppression, and sexual violence.

You should be aware that the activities in this lesson can present challenges, given the explicit discussion of sexist and homophobic terms of abuse. At the outset, you should reassure students that they are in a safe space where they can explore and unpack the meaning of gender stereotypes and the terms of verbal abuse that are used to enforce gender norms. Emphasize that, while it is important to name the abusive language, this discussion must be respectful.

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.

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.

Open a discussion by asking students the following questions:

- What does the word “stereotype” mean?
- What gender stereotypes did you face when you were growing up?

*A **stereotype** is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.*

- What gender stereotypes do you currently face?
- Who might feel uncomfortable with the gender stereotypes in our culture? Why?

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

Have the class break up into groups of four or five, and provide each group with two sheets of chart paper. Instruct each group to draw the outline of a box on each sheet, making sure that there is space to write inside and outside the outline of the boxes. Title one “Woman in a Box” and the other “Man in a Box.”*

Ask students to list inside the respective gender boxes stereotypes, expectations, and attributes associated with being women/girls and men/boys.

*The gender boxes exercise was originally created by the Oakland Men’s Project.

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

After allowing students a few minutes to work on this task, ask them to list, around the outside of the respective gender boxes, some of the names that boys/men and girls/women are called when they do not conform to these stereotypes or expectations.

After the students have had time to complete these two tasks, bring the class back together. Post two blank gender boxes where everyone can see them. Ask students to share some of the stereotypes they came up with, and record them in the respective boxes. Examples might include the following:

- **Man:** *fearless, emotionless, tough, successful, player, dominant, confident, in control, angry, never cries, aggressive*
- **Woman:** *pretty, soft, emotional, passive, sensitive, wanting to please men, sexually available*

Then, ask students to contribute the derogatory terms they have come up with, and record these on the outside of the respective boxes. (You might record the sexist terms on one side of the box, the homophobic/transphobic ones on the other side, and other derogatory terms below the box – see the sample boxes provided at the end of this lesson plan.)

Guide a class discussion of the boxes, using questions such as the following:

- What are your thoughts and reactions when looking at these gender boxes?
- Which box has more power?
- How early do children start learning and assimilating gender stereotypes?
- How do these stereotypes affect men/boys, women/girls, and non-binary people?
- Is it possible to stay inside the box all the time?
- What happens when people step “outside the box”?
- If a woman stays inside the box all of the time, does she stay safe?
- How do you think these stereotypes can lead to violence against women and girls? How might they lead to violence against men?

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

During this discussion, ensure that students recognize that men, women, and non-binary people are all affected by unhealthy, limiting gender norms. Ensure that students understand that there is nothing inherently unhealthy with many of the attributes in the boxes (e.g., with men being strong and powerful, or women being nice or sensitive). Problems arise when we believe that there are no alternatives (e.g., that a woman can't be strong and powerful, or that a man can't be nice and sensitive).

**Lesson (part 3):
Consolidation**

Distribute the *Draw the Line* cards to the class. After students read the scenarios, guide a class discussion, using questions such as the following:

- What gender stereotypes are relevant to these situations?
- According to the stereotypes we've been discussing, how are men supposed to behave in sexual, or potentially sexual, situations?
- How can these gender stereotypes contribute to sexual violence?
- What are some ways in which bystanders could intervene in these situations to prevent sexual violence?
- How could promoting healthier gender norms for all contribute to greater well-being and a reduction of violence?

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

- What skills do you need to respond to the 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

Sample "Man in a Box"

Girl	Fearless	Emotionless	Gay	
Pussy	Successful	Never cries	Fag	
Sissy	Tough	Angry	Homo	
Bitch	Dominant	Powerful	Queer	
Mama's boy	In control	Strong		
	Confident	Player		
	Aggressive	Provider		
	Weak	Loser	Wuss	Nerd

Sample "Woman in a Box"

Slut	Feminine	Pretty	Lesbian		
Whore	Emotional	Polite	Dyke		
Ho	Nice	Passive	Tomboy		
Bitch	Sweet	Gossiper			
Prude	Thin	Attention-seeker			
	Sensitive	Cool girl			
	Hysterical	Opinionated	Bossy	Stuck-up	Fat

**J*****Perspectives on Sexual Violence and Harassment (Social Sciences and Humanities, Grade 11)***

Based on all seven Draw the Line cards/posters

Courses:

- Introduction to Anthropology, Psychology, and Sociology, Grade 11 (Social Sciences and Humanities, HSP3U or HSP3C), *and*
- Healthy Active Living Education, Grade 11 (Health and Physical Education, PPL3O)

Time: One 75-minute period

Expectations**HSP3U**

C2.2 - Explain, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and behavioural responses

C2.3 - Explain how diverse psychological factors... influence individual behaviour

D2.1 - Explain, from a sociological perspective, how diverse factors... influence and shape individual and group behaviour

D2.3 - Explain, from a sociological perspective, how diverse influences ... shape social behaviour

HSP3C

C2.2 - Describe, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and behavioural responses

C2.3 - Describe how diverse psychological factors... influence individual behaviour

D2.1 - Describe, from a sociological perspective, how diverse factors... influence and shape individual and group behaviour

D2.3 - Describe, from a sociological perspective, ways in which diverse influences... shape social behaviour

<p>Expectations (cont'd)</p>	<p>Healthy Active Living Education</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>Learning Goal</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> • how sociological and psychological factors influence people's behaviours, including my own behaviour, in relation to sexual violence and harassment.
<p>Success Criteria</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"> • I am aware of ways in which psychological and sociological factors influence people's behaviours and attitudes in relation to sexual violence and harassment. • I am aware of and can communicate how my values affect my attitudes about sexual violence and decisions about how to respond to such violence. • I am better prepared to intervene in instances of gender-based and sexual violence.
<p>Required Resources</p>	<ul style="list-style-type: none"> • all seven <i>Draw the Line</i> cards/posters • chart paper for mind maps • a SMART Board with Internet access or other means of showing a YouTube video
<p>Learning Environment</p>	<p>Groupings of desks so students can collaborate.</p>
<p>Background Information for Teachers</p>	<p>In this lesson, students examine various psychological and sociological factors that contribute to sexual violence in Ontario. Students also consider how psychological and sociological factors influence bystanders' choices to intervene or not when they witness sexual violence.</p>

Background information for teachers
(cont'd)

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.

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.

Show the class the public service announcement “Who Will You Help,” available at <https://www.youtube.com/watch?v=896NBBL4ri0>.

Ask students to describe the four scenarios presented in the video. Using chart paper, draw the outline of a mind map for each scenario. Guide a class discussion on the factors that contributed to the behaviour of the

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

perpetrator or perpetrators in each scenario, and record them on the appropriate mind map. Set aside a few minutes to discuss the rationale for this message from the Ontario government, and ask students how effective they think it is.

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

Ask students to form groups of two or three. Distribute a couple of *Draw the Line* cards/posters to each group, and guide group discussion of the scenarios with the following questions:

- What factors would influence the belief of the perpetrator or perpetrators that their behaviour in this situation is acceptable?
- What needs to be done in the immediate situation to challenge these beliefs and behaviours?
- In the longer term, what sociological and psychological factors need to change so that these beliefs and behaviours are no longer considered acceptable?
- What sociological and psychological factors may influence how bystanders chose to respond in the given scenarios, whether by action or inaction?

Raise the question of how a bystander's relationship to the victim or perpetrator might influence their decision about how to respond in a given situation. To discuss this question, you might wish to focus on one or more of the following cards:

- "At a party your friend says: those girls look really drunk, let's take them upstairs."
- "Your peer mentor sends you nudes of a girl you know."
- "You overhear an educator telling a student how their grades would be better if they returned his texts."

**Lesson (part 3):
Consolidation**

Ask each student to choose one card and to write a short (a half- to one-page) reflection on their beliefs, values, and opinions as they relate to possible bystander responses in the situation. Instruct students to identify the factors that have influenced their beliefs and values.

After they have completed this task, ask students questions to encourage reflection, such as the following:

- What skills do you need to respond to the 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).

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

You may wish to tie this activity to Sexual Harassment Awareness Week. Students could turn their reflections into a poster for an awareness campaign in the school.

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

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