

# DRAWING THE LINE

## ON SEXUAL VIOLENCE

A Guide for Ontario Educators  
Grades 1-8



## ***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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## Intermediate



### **Preventing Inappropriate Touching** (Language, Grades 7 and 8; Arts, Grades 7 and 8; and Health and Physical Education, Grades 4–6)

*The Draw the Line card/poster “Your friend tells you an adult at the school is always touching them and it feels weird”*

**Time:** 40 minutes

**Your friend  
tells you an adult at  
the school is  
always touching  
them and it feels  
weird.**

DRAW — THE — LINE.CA

**Do you tell them  
they’re worrying  
about nothing?**

#### **Grades and Expectations**

##### **The Arts**

Grade 7, Drama: B1.1, B1.3, B1.4, or Grade 8, Drama: B1.1, B1.3, B1.4  
and

##### **Language**

Grade 7, Oral Communication: 2.3, 2.5, or

Grade 8, Oral Communication: 2.3, 2.5

and

##### **Health and Physical Education**

Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or

Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C3.2

For the full text of the expectations, go to

<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>

#### **Learning Goals**

##### **Students will learn about:**

- distinguishing between appropriate touch and inappropriate touch;
- strategies for identifying and responding to unsafe situations related to inappropriate touching and for making decisions in relation to their personal safety as well as the safety of others in such situations;
- using drama to communicate their ideas about bystanders' responses to unsafe situations.

#### **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 can identify and describe appropriate touch and inappropriate touch.

<p><b>Success Criteria</b> (cont'd)</p>	<ul style="list-style-type: none"> <li>• I understand that every person has the right to decide whether and how someone else can touch them.</li> <li>• I can work with others to develop a dramatic piece that communicates ways to respond to situations involving inappropriate touch.</li> </ul>
<p><b>Required Resources</b></p>	<ul style="list-style-type: none"> <li>• print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> </ul>
<p><b>Background Information for Teachers</b></p>	<p>This lesson helps students understand the concepts of appropriate and inappropriate touching, reinforcing the idea that individuals decide for themselves what forms of physical contact they are comfortable with and which they are not. Through the use of drama, students explore possible responses to inappropriate touching and how, as bystanders, they can respond when someone they know is experiencing unwanted touching.</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 definitions of consent and bystander in the glossary</li> </ul> <div data-bbox="537 1052 1346 1339" style="background-color: #4a397b; 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>
<p><b>Step A: Minds On</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 (e.g., doodle, put on headphones, leave class,</p>

**Step A:  
Minds On**

(cont'd)

etc.). Encourage your students to reach out for help, either to you or to another 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 any words they are unfamiliar with. Develop the success criteria with your students.

Initiate a classroom discussion about appropriate and inappropriate touching by asking students to share what they believe appropriate touching is and to describe some scenarios where an individual might experience appropriate touching. If necessary, guide the discussion around to the idea that appropriate touch is touch with which we are comfortable. Highlight that, for a touch to be appropriate, the person who touches us and the way in which they touch us must respect our personal boundaries and bodily autonomy. We all have the right to determine if we want a person to shake our hand, hug us, kiss us, or initiate any other type of physical contact.

Ask students to share what they believe inappropriate touching is and to describe some scenarios where an individual might experience inappropriate touching. If necessary, guide the discussion around to the idea that inappropriate touch is any unwanted touch with which we are uncomfortable. Highlight that any type of unwanted physical contact is inappropriate touching. If a person touches us in a way that makes us feel uncomfortable, that is inappropriate touching, no matter who the person is.

Ask students to take about five minutes to talk to an elbow partner about what they would do if they were touched inappropriately.

**Step B:  
Working on it**

Organize students into small groups (about four students, or whatever works in your classroom). Briefly discuss with students what a bystander is. Distribute the *Draw the Line* card to students and have them discuss within their groups what steps they would take if they found themselves or a friend in the situation described on the front of the card.

**Step B:  
Working on it**  
(cont'd)

Inform students that each group is to create a brief skit or tableau to illustrate how bystanders could respond to the scenario on the *Draw the Line* card. Tell students that each member of the group has to participate in the skit or tableau, and that each group will present their skit or tableau to the class. Provide adequate time for group members to discuss ideas and create their skit/tableau, and then ask each group to perform for the class.

At the end of each performance, ask students to comment on the skit or tableau, answering the following questions:

- Did the performance show how the group would respond to the problem?
- Did you think this group's response was appropriate? Why or why not?

**Step C:  
Consolidation**

Review the *Draw the Line* scenario – “Your friend tells you an adult at the school is always touching them and it feels weird” – and ask students the question on the front of the card – “Do you tell them they’re worrying about nothing?” Use the information on the back of the card to guide discussion of the following questions:

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

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?
- How do you know that you have made the right decision?

Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.

**Final Thoughts**

Using student friendly language, 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 age-appropriate school and community resources that your students can access if they, or someone they know, need help.



**Final Thoughts***(cont'd)*

(**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 and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").

**Ideas for  
Extension/  
Modifications**

Teachers should be aware that some students may not be willing to talk readily about these situations. If students are reluctant to share their presentations orally, you can allow them to share their responses in writing, in a comic, or in a recording.

**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)

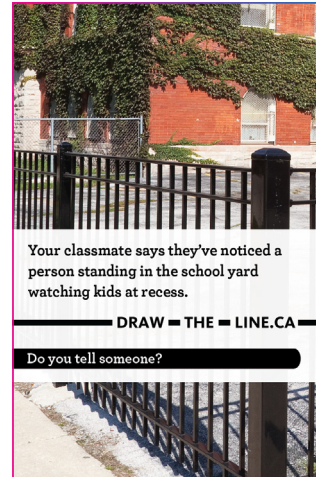
## Intermediate

H

### Preventing Stalking/Criminal Harassment (Language, Grades 7 and 8 and Health and Physical Education, Grades 7 and 8)

*The Draw the Line card/poster “Your classmate says they’ve noticed a person standing in the school yard watching kids at recess”*

**Time:** 40 minutes



#### Grades and Expectations

##### Language

Grade 7, Oral Communication: 1.1, 2.3, 2.4, 2.6, or  
Grade 8, Oral Communication: 2.3, 2.4, 2.6, or  
and

##### Health and Physical Education

Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: 2.2, 3.2, or  
Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: 2.2, 3.2

For the full text of the expectations, go to

<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>

#### Learning Goals

##### Students will learn about:

- strategies for identifying and responding to unsafe people and situations;
- the importance of bystander intervention;
- how to identify and communicate their ideas and feelings about potentially people and unsafe situations.

#### 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 can identify potentially unsafe situations and explain why they are unsafe.
- I can communicate my thoughts and feelings about potentially unsafe people.

<p><b>Success Criteria</b> (cont'd)</p>	<ul style="list-style-type: none"> <li>• I can describe strategies for responding to potentially unsafe people and situations.</li> <li>• I understand why it is important for bystanders to respond in potentially unsafe situations.</li> </ul>
<p><b>Required Resources</b></p>	<p>Teachers will need:</p> <ul style="list-style-type: none"> <li>• print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>• chart paper and markers</li> <li>• sticky notes and pens/pencils</li> <li>• exit card (see sample at the end of this lesson plan)</li> </ul>
<p><b>Background information for teachers</b></p>	<p>This lesson plan is about enhancing students' awareness of unsafe people and what actions to take when they encounter potentially unsafe people. Because young people are most likely to be harmed by someone they know, it is important that they move beyond the idea of "stranger danger." This lesson will encourage students to think about how they identify and respond to "unsafe people," regardless of whether they know the person or not.</p> <p>Before the lesson, 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.</p>
<p><b>Step A: Minds On</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 (e.g., doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.</p> <p>Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary</p>

**Step A:  
Minds On**

or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students.

To open the lesson, write the words “bystander” and “unsafe person” on separate half-sheets of chart paper. Provide students with sticky notes and ask them to jot down feelings or thoughts that come to mind when they hear the words “bystander” and “unsafe person.” When they are done writing, have students place their sticky notes on the appropriate pieces of chart paper.

Review some of the responses, highlight common themes among the notes, and discuss them with the class. Ensure that students understand that an unsafe person doesn’t have to be a stranger.

**85% OF CHILDREN AND YOUTH WHO ARE ABUSED ARE HURT BY SOMEONE THEY KNOW.**

**Step B:  
Working on it**

Organize students into small groups (about four students, or whatever works in your classroom). Distribute the *Draw the Line* activity card to students and have them discuss within their groups what steps they would take if they found themselves or a friend in the situation described on the front of the card.

Inform students that each group is to develop an oral presentation (e.g., a speech, short skit, description of an illustration, etc.) about what they would do in this situation and why, and that each group’s work will be presented to the class. Ensure that students understand that each group member must participate in the presentation. Allow sufficient time for each group to develop their presentation.

**Step C:  
Consolidation**

Ask each group to present their work to the class. Invite students to comment on each presentation, answering the following questions:

- Did the performance show how the group would solve the problem?
- Did you think this group’s response was appropriate? Why or why not?

Highlight the importance of bystander intervention, explaining why intervening in this situation is important, but also noting that the way a bystander intervenes depends on their own safety and their individual ability.

**Step C:  
Consolidation**

(cont'd)

To deepen discussion of responses to the scenario, ask the following questions, using the information on the back of the card to guide discussion:

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

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?
- How do you know that you have made the right decision?

Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.

Distribute exit cards (see the sample at the end of this lesson plan), provide students with the “question of the day,” and allow time for them to respond to it. Collect the exit cards at the end of the lesson.

**Final Thoughts**

Using student friendly language, 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 age-appropriate 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 and the ETFO’s Professional Relations Services bulletin “A Member’s Duty to Report under the Child and Family Services Act”).

**Ideas for  
Extension/  
Modifications**

Teachers should be aware that some students may not be willing to talk readily about these situations. If students are reluctant to share their presentations orally, you can allow them to share their response in writing, in a comic, or in a recording.

**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 Exit Card*

**Name:** \_\_\_\_\_

**Questions of the Day:** How can a bystander make a difference?

**Response:**

## Intermediate



### **Preventing Cybersexual Violence** (Arts, Grades 7 and 8; Language, Grades 7 and 8; and Health and Physical Education, Grades 7 and 8)

*The Draw the Line card/poster “Your peer mentor sends you images of a girl you know in her underwear”*

**Time:** 40 minutes



#### **Grades and Expectations**

##### **The Arts**

Grade 7, Drama: B1.1, B1.3, B1.4, B2.1, *or*

Grade 8, Drama: B1.1, B1.3, B1.4, B2.1

*and*

##### **Language**

Grade 7, Writing: 2.1, *or* Grade 8, Writing: 2.1

*and*

##### **Health and Physical Education**

Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C1.1, *or*

Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C 3.2, C3.3

For the full text of the expectations, go to

<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>

#### **Learning Goals**

##### **Students will learn about:**

- how our choices and behaviours with respect to social media can affect ourselves and others;
- how inappropriate use of social media can affect our own and other's health and well-being;
- the issue of consent in the context of social media;
- strategies for identifying and responding to the inappropriate sharing of intimate images.

#### **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 understand the risks associated with sharing intimate images online.

<p><b>Success Criteria</b> (cont'd)</p>	<ul style="list-style-type: none"> <li>• I understand how others can be affected by the inappropriate use of social media.</li> <li>• I understand the difference between the consensual and non-consensual sharing of images and information on social media.</li> <li>• I understand strategies for responding to the inappropriate sharing of intimate images online.</li> <li>• I can work with others to develop a dramatic piece that communicates ways of responding to situations involving the inappropriate sharing of intimate images online.</li> </ul>
<p><b>Required Resources</b></p>	<ul style="list-style-type: none"> <li>• print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>• writing materials</li> <li>• exit cards (see sample at the end of this lesson plan)</li> </ul>
<p><b>Background Information for Teachers</b></p>	<p>This lesson introduces students to the concept of digital citizenship (the responsible use of technology and appropriate online behaviour) and encourages them to think critically about the uses of technology. Students write and perform dramatic pieces that illustrate why the non-consensual sharing of intimate images online is wrong, and how to respond to it.</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 definitions of child pornography, consent, cybersexual violence, and digital citizenship in the glossary.</li> </ul>
<p><b>Step A: Minds On</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 (e.g., doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or</p>



**Step A:  
Minds On**  
(cont'd)

to another 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 any words they are unfamiliar with. Develop the success criteria with your students.

Open a classroom discussion by asking students the following questions:

- What are some common forms of social media?
- What forms do you use, and what do you use them for?
- What are the benefits of social media?
- What are its dangers?

**Step B:  
Working on it**

Organize students into small groups. Distribute the *Draw the Line* scenario card to students and ask them to discuss within their groups their responses to the following questions:

- What is wrong in this scenario?
- What actions would you take if you received such images?
- How might you prevent this from happening to yourself or someone you know?

Inform students that each group will be writing and then performing a short dramatic piece to illustrate the scenario and their response to it. Emphasize that the works should include recommendations for what students can do if they ever find themselves as a bystander in this situation. Ensure that students understand that each group member must participate in the creation and performance of the work and that the focus of the skit must be on how bystanders should respond in this situation. Allow sufficient time for students to write their dramatic work.

"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.

### Step C: Consolidation

Ask each group to present their work to the class. Invite students to comment on each presentation, answering the following questions:

- Did the performance show how the group would solve the problem?
- Did you think this group's response was appropriate? Why or why not?

Highlight the importance of bystander intervention, explaining why intervening in this situation is important, but also noting that the way a bystander intervenes depends on their own safety and their individual ability.

To deepen discussion of responses to the scenario, ask the following questions, using the information on the back of the card to guide discussion:

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

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?
- How do you know that you have made the right decision?

Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.

Distribute exit cards (see the sample at the end of this lesson plan), provide students with the "question of the day," and allow time for them to respond to it. Collect the exit cards at the end of the lesson.

### Final Thoughts

Using student friendly language, 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 age-appropriate 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 and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act")

**Ideas for  
Extension/  
Modifications**

Teachers should be aware that some students may not be willing to talk readily about these situations. If students are reluctant to share their presentations orally, you can allow them to share their response in writing, in a comic, or in a recording.

**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 Exit Card*

**Name:** \_\_\_\_\_

**Questions of the Day:** How can a bystander make a difference?

**Response:**

## Intermediate

J

### **Preventing Alcohol-Facilitated Sexual Assault** (Language, Grades 7 and 8; and Health and Physical Education, Grades 7 and 8)

*The Draw the Line card/poster “At a party, your friend says: This girl looks really out of it, I wonder what we can get her to do?”*

**Time:** 40 minutes

At a party, your friend says:  
This girl looks really out of it, I wonder what we can get her to do?

DRAW THE LINE.CA

Do you let it happen?

#### **Grades and Expectations**

##### **Language**

Grade 7, Oral Communication: 2.3, 2.5; Media Literacy: 1.1, 1.3, 1.5, *or*  
Grade 8, Oral Communication: 2.3, 2.5; Media Literacy: 1.1, 1.3, 1.5  
*and*

##### **Health and Physical Education**

Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C1.2, C1.3, *or*  
Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, C2.4

For the full text of the expectations, go to

<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>

#### **Learning Goals**

##### **Students will learn about:**

- the concept of consent and how to practise consent;
- the impact of substance use on consent;
- what a bystander is and how a bystander can intervene to prevent sexual violence.

#### **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 understand what consent is and can identify when it has and has not been given.
- I understand that someone who is intoxicated cannot give consent.
- I understand strategies that bystanders can use to intervene to prevent sexual violence.

<b>Required Resources</b>	<ul style="list-style-type: none"> <li>• print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>• consent checklist (see sample at the end of this lesson plan)</li> <li>• coloured paper (green, yellow, and red, if possible)</li> <li>• game scenarios</li> <li>• computer or screen with Internet access to show YouTube video</li> <li>• exit card (see samples at the end of this lesson plan)</li> </ul>
<b>Background information for teachers</b>	<p>This lesson focuses on the issue of consent. Students consider various scenarios – including ones involving alcohol and physical contact – to explore what consent is, and what it is not.</p> <p>It is important to note that over half of all sexual assaults involve alcohol and/or drugs and that alcohol is the substance most commonly used by perpetrators. Although students in Grades 7 and 8 may not themselves be using substances such as alcohol and drugs, they may find themselves in situations where others are using them (e.g., older friends or siblings). It is therefore important that students develop the skills they need to respond in these situations.</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, particularly as it relates to sexual contact while intoxicated (see box and glossary).</li> </ul> <div data-bbox="535 1291 1346 1577"> <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>
<b>Step A: Minds On</b>	<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>

**Step A:  
Minds On**  
(cont'd)

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 another 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 any words they are unfamiliar with. Develop the success criteria with your students.

Open a classroom discussion by asking students how they would define consent. After allowing a few minutes for discussion, play the video "Ask. Listen. Respect: A Video about Consent" (available at <https://www.youtube.com/watch?v=n6X5I7xoxEY>), and then ask students the following questions:

- After watching the video, has your definition of consent changed?
- If so, how and why?

Discuss with the class what consent means in the context of sexual contact, using the checklist at the end of this lesson plan. Ask students the following questions:

- What are some examples of when people are not able to give consent?
- Can you think of a situation in which you might be unable to make a sound and safe decision? How might consent apply in that situation?

Ensure that substance use comes up in response to these questions, if necessary referring students back to the "sober" item on the consent checklist.

**Step B:  
Working on it**

Organize students into small groups and inform them that they will be playing a consent game within their groups. Distribute to each group a slip of paper containing one of the first four scenarios listed at the end of this lesson plan. (You may also use your own scenarios that reflect similar situations and the interests/abilities of your students.)

**Step B:  
Working on it**  
(cont'd)

Provide time for the groups to discuss the scenario and answer the accompanying question.

Have the groups share their work with the rest of the class. Guide discussion around the issues surrounding the different scenarios. Have students answer the yes/no question and then encourage discussion by asking, how do you know?

Explain that scenario 5 is to be addressed as a class. Ask three volunteers to come to the front of the class. Give each of the volunteers a set of papers showing the colours (or the words) green, yellow, and red. Explain that green means that they are sure that consent has been given; yellow mean that they are unsure of whether consent has been given; and red means that they are sure that consent has not been given.

Read scenario 5 aloud. Ask, has consent been given? Ask the volunteers to hold up their green, yellow, or red paper, and have each student explain their choice.

**Step C:  
Consolidation**

Show students the *Draw the Line* poster – “At a party, your friend says: This girl looks really out of it, I wonder what we can get her to do?” – and ask them the question on the front of the card: “Do you let it happen?”

Ask students the following questions to guide a discussion of the situation:

- Why would you draw the line?
- When would you draw the line?
- How do you draw the line? How could you stop being a passive bystander and become a stand-up friend or an active bystander? What can a bystander do 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.

**Step C:  
Consolidation**

*(cont'd)*

Ensure that the discussion addresses the issue of consent:

- Has the girl consented?
- How do you know?
- Does the lack of consent affect how you respond?

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?
- How do you know that you have made the right decision?

Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.

Distribute the exit cards, providing time for students to complete them.

**Final Thoughts**

Using student friendly language, 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 age-appropriate 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 and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act")

**Ideas for  
Extension/  
Modifications**

For the consent game, you may wish to allow students to develop their own scenarios and have other groups assess whether or not consent has been given.

Using the scenarios from this lesson plan as models, your students may wish to create an online test that presents different consent scenarios and asks whether or not consent has been given in each. (Students can use Google Forms to create their test, [https://support.google.com/docs/answer/7032287?hl=en&ref\\_topic=6063584](https://support.google.com/docs/answer/7032287?hl=en&ref_topic=6063584))

You may wish to walk your students through the "Do You Have Consent?" flowchart (see **Appendix D**).



**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)

### *Consent Checklist*

#### **Consent is:**

- **Mutual:** both parties have clearly agreed
- **Enthusiastic:** there is desire and excitement
- **Ongoing:** it can be retracted at any time; it is a process and it must be confirmed every step of the way
- **Specific:** it is clear what activity a person is consenting to
- **Voluntary:** it is given freely, not under pressure
- **Sober:** no one's judgment is altered and blurred by alcohol or drugs

#### **Consent is NOT:**

- **Automatic:** it has to be negotiated each time, even in the context of a relationship
- **A grey area:** only a voluntary, sober, enthusiastic, mutual, and honest yes means yes. If there is no yes, there is no consent.

## ***Consent Game Scenarios***

### *Scenario 1:*

Jason and his friend Keith are texting each other about girls they like at school. Keith tells Jason that he likes Aisha and wants to ask her to be his date for the graduation dance. Jason texts Aisha and her friends to tell them that Keith plans on asking Aisha out for graduation.

Did Keith give consent?

### *Scenario 2:*

It's the end of the school day, and Gurmeet is walking to the bike rack to get his bicycle. That morning, he had let his friend ride his bike to school. As Gurmeet reaches the bike rack, he notices that his bike is missing. He looks up and sees his friend riding the bike down the road towards his house.

Did Gurmeet give consent to his friend to ride his bike home from school?

### *Scenario 3:*

Alison has recently been taking driving lessons to get her G1. After school, she has a few friends over to her house, and they're complaining about being hungry. They tell her that she should drive them to the grocery store so they can buy something to eat. Alison grabs the keys, and she and her friends head to the door to take her parents' car.

Did Alison's parents give consent for Alison to use the car?

### *Scenario 4:*

Andrew, Erica, Giulia, and Colin are attending a graduation party. They are ready to celebrate the end of their elementary education with a bang. They heard there was going to be alcohol at the party. Although that news makes them unsure, they decide to go to the party anyway. A few hours into the party, Erica, Giulia, and Colin find a crowd gathered around Andrew. He has passed out and with a bottle of beer in his hand, and other party-goers are writing on him and have vandalized his belongings.

Has Andrew consented to this behaviour?

### ***Consent Game Scenarios (cont'd)***

Scenario 5:

Mateo, Cintia, and a group of their friends, who are all in Grade 8, have been invited to a party. Mateo and Cintia have been dating for two months. Mateo tells Cintia that, if she doesn't kiss him, it's over. Cintia feels pressured to do something that she doesn't want to. She agrees to kiss Mateo but at the last minute changes her mind. Mateo tries to kiss her anyway.

Did Cintia give consent?

### ***Sample Exit Card***

**Name:** \_\_\_\_\_

**Questions of the Day:**

1. What is consent?
2. What is a bystander?

**Response:**

*Sample Exit Cards*

**EXIT CARD**

Name: \_\_\_\_\_

***In my opinion, consent means:***

**EXIT CARD**

Name: \_\_\_\_\_

***An active bystander (or upstander) is someone who:***

**EXIT CARD**

Name: \_\_\_\_\_

***If someone is drunk or unconscious, they cannot:***

**EXIT CARD**

Name: \_\_\_\_\_

***I can look out for the safety of someone who is in an unsafe situation by:***