

# 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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# A

## APPENDIX A. RESOURCES

The first part of this appendix outlines supports for survivors of gender-based violence that are available at the board and community levels. The second section provides information for educators to help them direct students in need to appropriate supports. The third part lists more general resources that educators can use to find information on healthy relationships and sexual violence, including background materials for their lesson plans.

### A1. Examples of Referrals for Student Support

A variety of board and community supports exist for students who are survivors of gender-based violence.

- **Board supports:** Examples of board-level supports include child and youth workers or social workers, psychologists, and psychological associates. In addition, boards are required to maintain an up-to-date list of community-based services that have professional expertise in the area of mental health, bullying, discrimination, violence, and harassment. This list is available to staff and students.\*
- **Community supports:** Examples of individuals and groups that can provide support for survivors include public health professionals, family doctors, community clinics, sexual health clinics, rape crisis centres, the Children's Aid Society, religious and spiritual community leaders, help lines (Kids Help Phone, BroTalk, LGBTQ phone lines, etc.), and the police.

### A2. Crisis Support

#### *Kids Help Phone*

Kids Help Phone provides free and confidential 24/7 counselling and information service for young people in Canada.

- 1-800-668-6868
- <http://www.kidshelpphone.ca>
- Live Chat Wednesday to Sunday 6 pm–2 am EST

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\* Ontario Ministry of Education "Progressive Discipline and Promoting Positive Student Behaviour," Policy/Program Memorandum No. 145, December 5, 2012, p. 13, <http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

### **BroTalk**

BroTalk is a free, confidential, and anonymous service that provides counselling and information to help teen boys (and those who identify as male) tackle their challenges and stresses, whether big or small. It offers counselling on topics that include, but are not limited to, fitting in, relationships, sex, depression, and school.

- 1-866-393-5933
- <http://www.brotalk.ca>
- Live Chat Wednesday to Sunday 6 pm–2 am EST

### **Children’s Aid Societies and Child Protection Services**

To locate your local children’s aid society or child protection services, go to [www.oacas.org/childrens-aid-child-protection/locate-a-childrens-aid-society/](http://www.oacas.org/childrens-aid-child-protection/locate-a-childrens-aid-society/).

### **NeedHelpNow.ca**

*NeedHelpNow.ca* helps teens stop the spread of sexual pictures or videos. Its website is designed to provide youth (13–17 years old) with practical steps to regain control in such situations. It includes information about contacting websites/online services to request that a picture/video be removed and dealing with peers who may have seen or shared the content. It highlights the importance of emotional support for those in this situation and provides information on criminal offences that may be relevant. The site also provides resources for adults who are assisting youth involved in these situations.

- <http://www.NeedHelpNow.ca>

### **Sexual Assault Help Centres**

Sexual assault centres in Ontario offer free, confidential counselling to survivors of recent and historical sexual assault. Individuals can contact a centre to ask about individual or group counselling for survivors of sexual violence. Those in need can reach a counsellor by phone at any time by calling a sexual assault centre crisis line. Counsellors from local sexual assault centres are also available to support students during classroom discussions of sexual violence prevention.

- <http://www.sexualassaultsupport.ca/support/>

### ***Lesbian Gay Bi Trans Youth Line***

The Lesbian Gay Bi Trans Youth Line is a free service for LGBTQ youth provided by LGBTQ youth. They offer support, information, and referrals specific to individual concerns.

- 1-800-268-9688
- Text: 647-694-4275
- Live chat
- <http://www.youthline.ca>

**APPENDIX A.**  
**RESOURCES**

### ***Trans Lifeline***

Trans Lifeline is a hotline staffed by transgender people for transgender people. Trans Lifeline offers support to meet the needs of members of the trans community.

- 1-877-330-6366
- <http://www.translifeline.org>

### ***Talk4Healing: A Helpline for Indigenous Women***

Talk4Healing is available to all Indigenous women – whether in urban, rural, or remote communities, both on and off reserve – throughout northern Ontario. It supports Indigenous women and their families who need help.

- 1-855-554-HEAL
- <http://www.talk4healing.com>

## **A3. Information on Sexual Violence, Consent, and Healthy Relationships**

### ***Draw the Line***

*Draw The Line* is an interactive campaign that aims to engage Ontarians in a dialogue about sexual violence. The campaign challenges common myths about sexual violence and equips bystanders with information on how to intervene safely and effectively.

- <http://www.draw-the-line.ca>

### ***It Starts with You***

*It Starts with You – It Stays With Him* is a campaign developed by White Ribbon and Le Centre ontarien de prévention des agressions (COPA) to inspire men to promote healthy, equal relationships among the boys in their lives. It seeks to help young people understand consent, set boundaries, value all people, regardless of gender, and use respectful communication in all their relationships.

- <http://www.itstartswithyou.ca>

### ***MediaSmarts***

MediaSmarts is a Canadian not-for-profit charitable organization promoting digital and media literacy. Its goal is to support children and youth in developing the critical-thinking skills they need to engage with media as active and informed digital citizens.

- <http://www.mediasmarts.ca>

### ***SexandU***

*SexandU.ca* is an initiative of the Society of Obstetricians and Gynaecologists of Canada that takes a real-life approach to questions and issues around sex and sexuality. *SexandU.ca* provides accurate, credible, and up-to-date information on topics related to sexual and reproductive health, including sexual assault and sexual harassment, consent, sexual orientation and gender identity, contraception, and sexually transmitted infections.

- <http://www.sexandu.ca>

### ***ConsentEd***

ConsentEd is a research group encouraging education about consent and ending sexual violence.

- <http://www.consented.ca>

### ***Webbing with Wisdom***

Webbing with Wisdom focuses on what it means to be a girl or young woman online and explores topics such as sexting, cyber harassment and bullying, online dating, and sexual exploitation. It provides information and resources around the fast-evolving issue of cybersexual violence.

- <http://www.webwise.ca>



**B**

# APPENDIX B.

## CLASSROOM

### AGREEMENT GUIDELINES

It is vital to create ground rules for classroom discussions about sensitive topics such as sexual violence. Teachers who have a pre-existing classroom agreement may find it useful to review it with their students before embarking on the lesson plans in this guide or otherwise introducing this topic in their classroom. We encourage teachers who do not have an agreement to create one with their students. Student participation in the creation of these guidelines is likely to increase students' investment in the agreement. Teachers can begin the discussion by asking students to state what they need in order to feel safe and accepted in the classroom. Teachers may wish to draw on the following list, which enumerates some principles that can foster a safe learning environment:<sup>\*</sup>

- **Respect:** Respect can be summed up as treating others the way they themselves would like to be treated. It includes listening to what others have to say without interrupting as well as always using appropriate language. It is important that students respect others' experiences.
- **Share:** Sharing involves ensuring that all students have access to "airtime." Teachers can encourage students to consider their own "airtime," asking whether their voices are being heard and whether they are leaving space for the voices of others to be heard as well.
- **Openness:** Openness refers to students' receptivity to engaging with others in the classroom. Given the level of diversity in our schools, openness is essential if students are to have respectful exchanges and learn about each other in a non-judgmental way.
- **I-Statements:** The use of I-statements (e.g., I feel, I've experienced, I don't agree ...) is a technique that helps keep the focus on personal experiences and helps distinguish between opinions (personal beliefs) and facts. Using I-statements can help limit the tendency to make overgeneralizations.

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<sup>\*</sup>This list is adapted from Egale Canada Human Rights Trust, *Draw the Line: Against Transphobic Violence* (Toronto: Author, 2015), p. 35, <https://egale.ca/portfolio/draw-the-line/>

● **Confidentiality:** Confidentiality is connected to consent. When students share a personal story with their friends or classmates, they have not consented to having those stories repeated to others beyond that circle. Students should be aware that it is not appropriate to share stories without the explicit permission from the individuals involved.

**APPENDIX B.**  
*CLASSROOM  
AGREEMENT  
GUIDELINES*



## APPENDIX C.

# CHILD SEXUAL ABUSE: EDUCATORS' DUTY TO REPORT

**C**hild sexual abuse and exploitation is one of the most underreported crimes in Canada. Most often the perpetrators are known to the child and may be a family member, mentor, teacher, or religious leader. Because the abuser is often in a position of trust or authority in relation to the child, they can try to convince the child that:

- the behaviour is normal;
- the child should not report the abuse;
- the child will not be believed if they report the abuse.

This relationship of power and trust is the main reason why child abuse is rarely reported.\*

If a child reports being abused to you, or if you suspect that a child is being sexually abused, it is crucial that you facilitate honest and open discussion with them. In order for the child to feel comfortable talking to you, it is important to let them know that you believe them and that you do not blame them for the abuse. Do not place blame on the child by asking questions that suggest fault on their part, such as “why didn’t you tell me earlier?”

If you suspect that a child (that is, someone who is, or appears to be, under 16 years of age or a child who is 16 or 17 years old and is already under a child protection order) is or may be in need of protection, you, as an educator, are personally obligated to report your suspicions to a children’s aid society (CAS) or to a child and family service. This includes, but is not limited to, cases of abuse linked to sexual violence where:

- the child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child; or

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\*SexAssault.ca, *Child Sexual Abuse in Canada*, <http://www.sexassault.ca/childabuse.htm>

- there is a risk that the child is likely to be sexually molested or sexually exploited, or to suffer emotional harm.\*\*

Your duty to report that a child is in need of protection overrides other provisions that would otherwise make the information confidential or privileged.

After you report the situation to a CAS, the CAS will investigate the allegation. The CAS has the responsibility and authority to investigate the allegation and to protect children.†

To locate your local children's aid society or child protection services, go to <http://oacas.org/childrens-aid-child-protection/locate-a-childrens-aid-society/>. On your legal obligation to report, see Ontario Ministry of Education, "Reporting of Children in Need of Protection," Policy/Program Memorandum No. 9, August 10, 2001.

**APPENDIX C.**  
**CHILD SEXUAL ABUSE:**  
**EDUCATORS' DUTY**  
**TO REPORT**

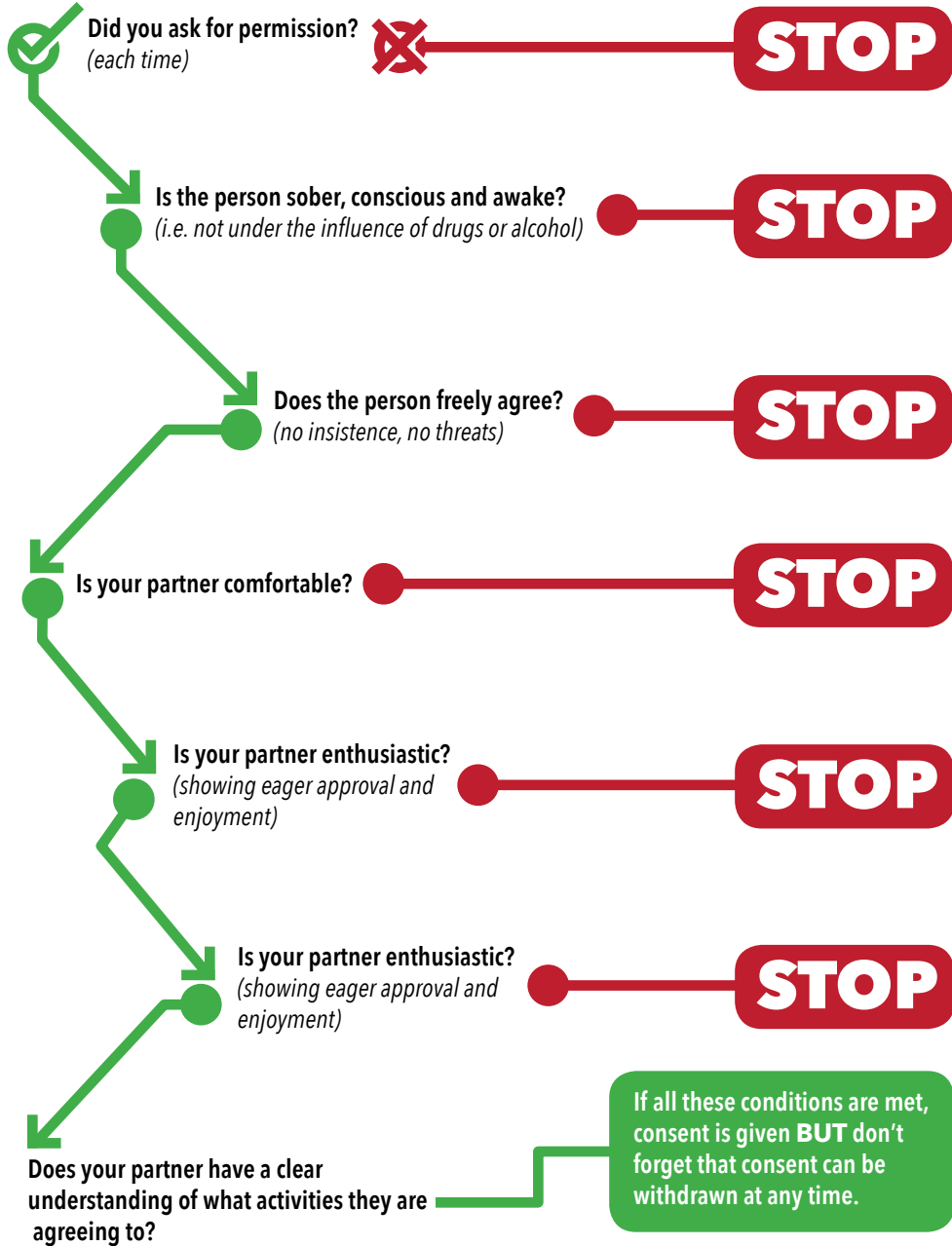
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\*\* Ontario Ministry of Education "Reporting of Children in Need of Protection, Policy/Program Memorandum No. 9, August 10, 2001.

† Ontario Ministry of Children and Youth Services, *Reporting Child Abuse and Neglect: It's Your Duty* (Toronto: Author, 2010).

# D

## APPENDIX D. DO YOU HAVE CONSENT?



Consent is based on **GOOD COMMUNICATION.**

Consent is **ESSENTIAL** for **HEALTHY RELATIONSHIPS.**

**CONSENT IS: MUTUAL, VOLUNTARY, ENTHUSIASTIC, SPECIFIC, & ONGOING**

# E

## APPENDIX E. DISPELLING THE MYTHS ABOUT SEXUAL ASSAULT

Society's understanding of sexual violence can be influenced by misconceptions and false beliefs (commonly referred to as "rape myths"). Separating myths from facts is critical to stopping sexual violence.

The chart below outlines some of the commonly held myths, and corrects them with the corresponding facts.

### MYTH

### FACT

**Sexual assault can't happen to me or anyone I know.**

*Sexual assault can and does happen to anyone. People of all socioeconomic and ethnic backgrounds are victims of sexual assault. Young women, Indigenous women and women with disabilities are at greater risk of experiencing sexual assault.*

**Sexual assault is most often committed by strangers.**

*Someone known to the victim, including acquaintances, dating partners, and common-law or married partners, commit approximately 82 per cent of sexual assaults.*

**Sexual assault is most likely to happen outside in dark, dangerous places.**

*The majority of sexual assaults happen in private spaces like a residence or private home.*

**If a woman doesn't report to the police, it wasn't sexual assault.**

*Just because a victim doesn't report the assault doesn't mean it didn't happen. Fewer than one in ten victims report the crime to the police.*

**It's not a big deal to have sex with a woman while she is drunk, stoned or passed out.**

*If a woman is unconscious or incapable of consenting due to the use of alcohol or drugs, she cannot legally give consent. Without consent, it is sexual assault.*

**Husbands cannot sexually assault their wives.**

*Sexual assault can occur in a married or other intimate partner relationship.*

## MYTH

## FACT

**If a woman didn't scream or fight back, it probably wasn't sexual assault.**

*When a woman is sexually assaulted, she may become paralyzed with fear and be unable to fight back. She may be fearful that if she struggles, the perpetrator will become more violent. If she is under the influence of alcohol or drugs, she may be incapacitated or unable to resist.*

**If a woman isn't crying or visibly upset, it probably wasn't a serious sexual assault.**

*Every woman responds to the trauma of sexual assault differently. She may cry or she may be calm. She may be silent or very angry. Her behaviour is not an indicator of her experience. It is important not to judge a woman by how she responds to the assault.*

**If a woman does not have obvious physical injuries, like cuts or bruises, she probably was not sexually assaulted.**

*Lack of physical injury does not mean that a woman wasn't sexually assaulted. An offender may use threats, weapons, or other coercive actions that do not leave physical marks. She may have been unconscious or been otherwise incapacitated.*

**If it really happened, the woman would be able to easily recount all the facts in the proper order.**

*Shock, fear, embarrassment and distress can all impair memory. Many survivors attempt to minimize or forget the details of the assault as a way of coping with trauma. Memory loss is common when alcohol and/or drugs are involved.*

**Women lie and make up stories about being sexually assaulted.**

*The number of false reports for sexual assault is very low, consistent with the number of false reports for other crimes in Canada. Sexual assault carries such a stigma that many women prefer not to report.*

**It wasn't rape, so it wasn't sexual violence.**

*Any unwanted sexual contact is considered to be sexual violence. A survivor can be severely affected by all forms of sexual violence, including unwanted fondling, rubbing, kissing, or other sexual acts. Many forms of sexual violence involve no physical contact, such as stalking or distributing intimate visual recordings. All of these acts are serious and can be damaging.*

**Women with disabilities don't get sexually assaulted.**

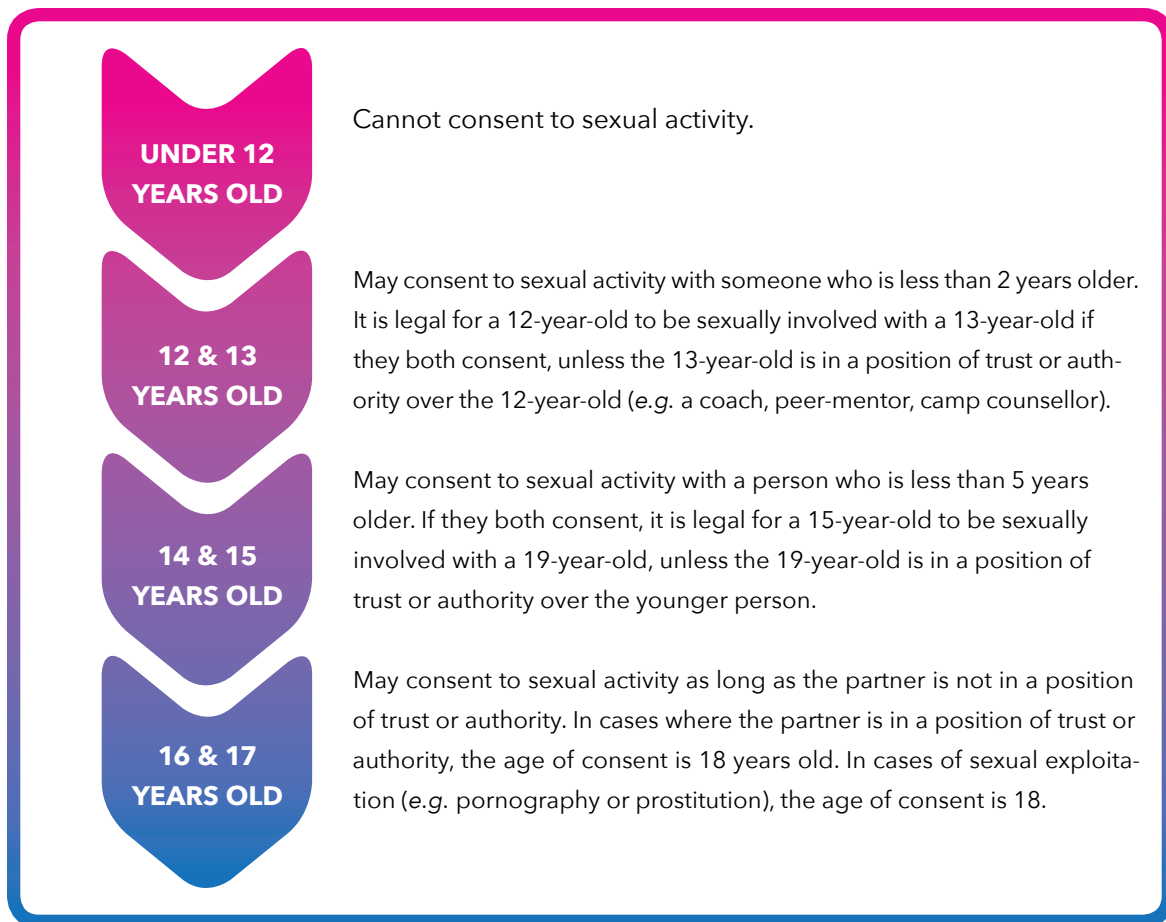
*Women with disabilities are at a high risk of experiencing sexual violence or assault. Those who live with activity limitations are over two times more likely to be victims of sexual assault than those who are able-bodied.*

### APPENDIX E. DISPELLING THE MYTHS ABOUT SEXUAL ASSAULT

# GLOSSARY

*All definitions in this glossary are specific to the context of this document.*

**Age of consent.** The age at which a person can legally consent to sexual activity. The following diagram present the ages of consent as laid out in the Criminal Code of Canada. See *also* Consent.



**Bystander.** A person who is neither the survivor nor the perpetrator of an act of sexual violence but who has the potential to get involved to prevent or stop sexual violence. A bystander is anyone who is in a position to intervene before, during, or after an incident of sexual violence.



**Child pornography.** Child pornography includes naked or semi-naked sexual picture or video of a person under 18 years old, or of a person under 18 years old engaging in a sex act. It is illegal to view, keep, send, post, or take such pictures or videos. However, the Supreme Court of Canada has decided that young people have a right to express themselves sexually by creating and sharing sexual images of themselves (sexting) as long as:

- it is 100% consensual;
- the images stay private (*i.e.*, they are not shared or distributed by the person who receives them);
- there is no physical or sexual assault or abuse depicted in the image or video.

**Cisgender.** Gender identity that corresponds with the sex assigned to an individual at birth.

**Consent.** Voluntary agreement, without coercion, to engage in sexual activity. Consent, which can be expressed with words and/or actions, must be given whenever a sexual activity is proposed. The person initiating the sexual practice should always ask the other if they wish to participate. When a person consents to sex, that consent will not carry over automatically to future sexual practices. Also, consent to one practice does not mean agreeing to all sexual practices; consent must be obtained when trying something new. Consent must be approached as a process, and it must be present throughout the sexual act: a person may decide to stop at any time. If the partner does not stop, the act becomes sexual violence. See also, *Age of consent*.

There is no consent when:

- the person expresses refusal in words (*e.g.*, “No,” “I don’t want to,” “I don’t like it,” “I’m not ready,” “I’m tired,” “I don’t feel well,” “Stop”);
- the person expresses refusal with gestures and behaviours (*e.g.*, pushing away, struggling, trying to get away, freezing, crying);
- the aggressor coerces the victim (*e.g.*, through the use of violence, force, threats, intimidation, manipulation);
- a person other than the victim “consents” to the act (*e.g.*, a parent, sibling, spouse);
- the aggressor abuses a position of trust, power, or authority;

- the person is incapable of consenting to sexual acts. Several circumstances may make a person incapable of giving their consent:
  - The person has a disability (e.g., a mental illness or developmental disability) that prevents them from fully understanding a sexual practice.
  - The person is asleep or unconscious.
  - The person is intoxicated (e.g., has consumed alcohol or drugs) and is no longer fully aware of their actions.

## GLOSSARY

**Consent culture.** A culture in which asking for consent is normalized and promoted. In order to create a consent culture, it is necessary to respect each other's boundaries and bodily autonomy, to value individuals as human beings, and not to objectify them. Open dialogue and mutual respect are essential for consent culture and will create safe spaces for all. Consent culture is not exclusive to sexual activity and applies in all aspects of our lives.

**Criminal harassment; stalking.** Repeated acts that cause a person to fear for their safety and that may escalate into physical injury or assault. According to the Criminal Code, the intimidating acts may include:

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

**Cybersexual violence.** The use of the Internet and/or new technologies to harass or intimidate someone. Cybersexual violence includes, but is not limited to:

- making online threats;
- spreading rumours;
- disseminating pictures or videos;
- pornography.

**Digital citizenship.** The responsible use of technology and appropriate online behaviour. An individual practising good digital citizenship contributes to the culture of the digital community in a safe, responsible, appropriate, accountable, and ethical way.

**Gender.** Socially constructed ideas of what it means to be male or female. Gender may or may not reflect the social expectations associated with a person's sex assigned at birth. Gender can be conceptualized not as a binary (man/woman) but rather as a spectrum that encompasses a rich blend of biology, gender identity, and gender expression.

## GLOSSARY

**Gender-based violence.** Any form of behaviour – including psychological, physical, and sexual behaviour – that is based on an individual's gender and is intended to control, humiliate, or harm the individual. This form of violence is generally directed at women and girls and is based on an attitude or prejudice, which can be conscious or unconscious and which exists on the individual and institutional level, that aims to subordinate an individual or group on the basis of sex and/or gender identity.

**Gender expression.** The way in which individuals express their gender identity to others.

**Gender identity.** An individual's sense of being female, male, both, or neither.

**Genderqueer.** Gender identity and/or expression that may not correspond with social and cultural expectations. Genderqueer individuals may reject the gender binary, move between genders, or identify with multiple genders.

**Hypermasculinization.** The overexpression of male stereotypes, including callous attitudes towards women, the valorization of violence as an expression of manliness, and danger-seeking behaviours. Hypermasculinized men are likely to engage in behaviours that demonstrate their power and dominance and devalue women and feminine traits more generally.

**Intersectionality.** The overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination, which may result in additional biases or barriers to equity for that individual or group, or render them at greater risk of gender-based violence.

**Intimate partner violence; dating violence.** A range of abusive behaviours, from verbal and emotional abuse to sexual violence, physical assault, and homicide both during the relationship and after it has ended.

**Rape culture:** A culture in which dominant ideas, social practices, media images, and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing male sexual violence and by blaming survivors for their own abuse.

**Sexting.** See Child pornography.

GLOSSARY

**Sexual assault.** Any assault of a sexual nature that violates a person's integrity. Sexual assault is characterized by a broad range of behaviours, carried out in circumstances in which an individual has not freely agreed or consented; that involve the use of force, threats, and/or control; and that make the person feel uncomfortable, distressed, and/or frightened. In order to reflect the fact that sexual violence is about power and control, not sexual desire, the Criminal Code emphasizes the violent nature of the aggression rather than its sexual nature. Sexual assault includes, but is not limited to:

- rape, including marital rape;
- fondling or rubbing;
- forced kissing.

**Sexual exploitation.** Sexual abuse through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. According to the Criminal Code, child or youth sexual exploitation includes all child pornography offences, which apply to images and recordings of sexual activity or sexual body parts of individuals under 18 years of age, as well as child luring offences, age of consent offences, and prostitution under the age of 18.

**Sexual harassment.** Unwanted behaviour that intimidates or causes another person offence or humiliation. Sexual harassment includes, but is not limited to:

- whistling and catcalling;
- asking insistently for a date or phone number;
- making inappropriate comments or spreading rumours about a woman's body, sexuality, or sexual orientation;
- staring at a woman's body;
- disseminating photos, videos, or drawings of a sexual nature of or to a person;
- blackmailing or making threats to obtain sexual favours;
- blocking a woman's way, pushing her into a corner, or standing too close;
- exposing one's genitals.

**Sexual violence.** The coercion of someone into unwanted sexual activity without their consent. Coercion can include physical force, intimidation, threats, or blackmail. Sexual violence includes:

- sexual harassment and unwanted sexual advances;
- rape and sexual assault;
- sexual abuse of children and of people with mental or physical disabilities;
- forced prostitution and trafficking of people for the purpose of sexual exploitation;
- denial of the right to use contraception and measures to protect against sexually-transmitted infections.

**GLOSSARY**

**Stalking.** See Criminal harassment.



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