

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

Published by White Ribbon

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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

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

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

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ISBN: 978-1-7751195-1-7

Le matériel de cette campagne est aussi disponible en français.



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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>

Consent and Technology
(Health and Physical Education, Grade 9)

B

Based on the Draw the Line card/poster “Your peer mentor sends you nudes of a girl you know”

Courses:

- Healthy Active Living Education, Grade 9 (Health and Physical Education, PPL10)

Time: One or two 75-minute periods



<p>Expectations</p>	<p>C2.3 - Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality</p> <p>C3.3 - Describe skills and strategies... that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment</p>
<p>Learning Goals</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> • the concept of consent, particularly as it relates to the use of technology; • rights and responsibilities associated with the use of social media; • strategies and decision-making skills for responding to situations involving the inappropriate sharing of intimate images.
<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 understand the importance of consent and am able to recognize when consent has or hasn't been given. • I understand how communications technology can be misused, including in ways that constitute harassment and sexual violence. • I understand the social, personal, and legal consequences of taking or sharing intimate images. • I am better prepared to respond to situations of inappropriate sharing of intimate images

<p>Required Resources</p>	<ul style="list-style-type: none"> • the <i>Draw the Line</i> card/poster identified above • an electronic or print copy of the “Do You Have Consent?” flowchart (see Appendix D) • a SMART Board, projector, or other means of showing YouTube videos • other <i>Draw the Line</i> Activity cards or posters (<i>optional</i>) • a presentation by a local sexual assault centre public educator or by an OPP or local police service community officer (<i>optional</i>)*
<p>Learning Environment</p>	<p>Groupings of desks so students can collaborate</p>
<p>Background Information for Teachers</p>	<p>This lesson is designed to help students think critically about the way they use technology, particularly with respect to the issue of consent. It uses the issue of the inappropriate sharing of intimate images to highlight what students can do to promote digital citizenship.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> • 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; • review the definitions of child pornography, consent, and digital citizenship (<i>see boxes and glossary</i>). <div data-bbox="537 1220 1344 1535" style="background-color: #2c5e8c; color: white; padding: 10px; border-radius: 10px;"> <p>Understanding consent is critical for young people if they are going to be able to navigate intimate relationships in a positive and respectful way. Consent, in simple terms, is a mutual verbal, physical, and emotional agreement that happens without manipulation, threats, or coercion. It is important to be aware that a person who is intoxicated is not able to consent to sexual contact.</p> </div>

**Background
Information
for Teachers**
(cont'd)

Child pornography versus Sexting

Child pornography includes naked or semi-naked sexual pictures 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 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.

**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 following videos to your students:

- "Teen Pressured into Sending Nude Pictures – What Would You Do?" available at <https://youtu.be/xtlc2MdXsR4>
- "Witnessing Sexting – What Would You Do?" available at <https://youtu.be/PlrnH26uRn0>

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

Discuss the concept of consent with the class, using the following questions:

- What does "consent" mean?
- How can you apply the principles consent in your daily life, including in non-sexual situations?
- What might prevent you from seeking consent about some situation in your day-to-day life? How would you feel if you knew that consent was important to the other person in this situation?
- *Optional:* What are the laws about the age of consent in Canada? (See *glossary*.)

Distribute or display the "Do You Have Consent?" flowchart (see **Appendix D**) and use it to discuss with your students whether or not consent has been given in a variety of situations. (You may want to use some of the other *Draw the Line* scenarios for this activity.)

Discuss the concepts of online consent and responsible use of technology with your students, asking questions such as the following:

- What are some of the things you should consider before posting anything on the Internet?
- How can you have respectful cyber-relationships?
- How can you apply the principle of consent when using communications technology?

"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.

Read the *Draw the Line* scenario aloud – "Your peer mentor sends you nudes of a girl you know" – and ask students how they would answer the question on the card: "Do you share them?" Encourage classroom discussion of the issue by asking students why they would share – or not share – the pictures.

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

Guide a class discussion about the personal, social, and legal consequences of taking or sharing intimate images. Encourage students to ask questions and to play “what if” as they determine the personal or social consequences of different scenarios. Ask students to consider how the law would apply in these “what if” situations. Ensure that students discuss why these laws exist and why they are necessary.

**Lesson (part 3):
Consolidation**

Ask students to reflect on the steps they could take if they were faced with the scenario on the *Draw the Line* card. Ensure that students are familiar with NeedHelpNow.ca, which provides support for teens to stop the spread of intimate pictures and videos.

To encourage reflection, ask students questions such as the following:

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

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

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

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

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



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