

# 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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### 4.3 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, all of these lesson plans include expectations from the Health and Physical Education document, along with expectations from other curriculum documents. This approach encourages teachers and students to make cross-curricular connections with respect to these issues.

**DRAWING THE  
LINE IN THE  
CLASSROOM**

We encourage educators to incorporate these lesson plans into their everyday practice and support student understanding of their content. This will enable students to “develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies.”<sup>38</sup>

***The lesson plans are based on the following curriculums:***

- The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised)
- The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised)
- The Ontario Curriculum, Grades 1-8: Language, 2006 (revised)

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<sup>38</sup> Ontario Ministry of Education, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8* (Toronto: Author, 2013), p. 44,  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html>

## Primary

A

### *My Rules to Stay Safe* (Language, Grades 1–3 and Health and Physical Education, Grades 1–3)

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

**Time:** 30 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

##### Language

Grade 1, Oral Communication: 2.2, 2.7, or  
Grade 2, Oral Communication: 2.2, 2.7, or  
Grade 3, Oral Communication: 2.2, 2.7  
and

##### Health and Physical Education

Grade 1, Living Skills: 1.3, 1.5; Healthy Living, C1.2, C2.4, or  
Grade 2, Living Skills: 1.3, 1.5; Healthy Living, C1.1, C2.3, or  
Grade 3, Living Skills: 1.3, 1.5; Healthy Living, C2.2

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 and inappropriate touch;
- distinguishing between safe and potentially unsafe situations;
- strategies for responding 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 touch that is right and touch that is not right.
- I can identify situations that may not be safe.
- I can talk about how an unsafe situation makes me feel.
- I know what to do when someone touches me in a way I don't like.

<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>• blackboard, chart paper, or a whiteboard</li> <li>• chalk or markers</li> <li>• three pieces of paper, with the words “Yes,” “Maybe,” and “No” written on them</li> </ul>
<p><b>Background information for teachers</b></p>	<p>This lesson explores students’ levels of comfort and personal boundaries with respect to a range of everyday scenarios. Students are encouraged to think about how they determine whether a person or situation is safe, which people they can trust, and whether touching is appropriate or not.</p> <p>Note that, while it is normal for boundaries to vary from student to student, you should be ready to identify and discuss cases where students’ personal boundaries could put them in an unsafe situation.</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 or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students.</p>

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

Draw the outline of a child on the board or on chart paper, perhaps using the body shape of a gingerbread cookie. Write the words "My Rules to Stay Safe" on the inside of the body shape.

To open the discussion, ask students to brainstorm, using a think, pair, share strategy, things they know that help them stay safe (*e.g.*, knowing their phone number and address, how to call 911, who is a trusted adult, where to go for help, what to do if they have an allergic reaction, etc.). Record ideas in words or illustrations around the child figure.

Highlight for students that, to ensure their personal safety, they also need to know when someone is not treating them with respect and how to do something about it. Have students identify some behaviours that are not respectful (*e.g.*, bullying, name calling, inappropriate touching).

**Step B:**  
**Working on it**

Display the signs "Yes," "Maybe," and "No" on different sides of the room. For younger students, consider adding a check mark to the "Yes" sign, a question mark to "Maybe," and an "X" to "No."

Ask students to stand up. Explain to them that you will be describing to the class a variety of situations that are related to personal boundaries and safety. After they listen to a description, they should walk over to the "Yes" sign if they feel comfortable with the situation, to the "Maybe" sign if they are unsure whether they feel comfortable with the situation, and to the "No" sign if they feel uncomfortable with the situation.

Read the following scenarios to students (you can switch the order of items or add to this list, as appropriate for your students):

- Sharing a glass of drinking water with your friend
- Riding your bike/walking to school alone
- An adult you don't know well giving you a hug
- Going swimming in a lake
- An older kid you don't know well giving you a hug
- An adult you trust giving you a hug
- Playing in a park with your family
- Having a babysitter coming into the room when you are changing
- Telling an adult you trust if someone is making you feel uncomfortable
- Telling an adult you trust if someone is touching you in ways that don't feel right



**Step B:  
Working on it**

*(cont'd)*

- Joining your friend who is walking their dog

After students have moved to an area, ask them to use a think, pair, share strategy to discuss their choice with their peers. Invite students to share some of these ideas with the class.

When observing student responses, be sure to let students express their various levels of comfort and their shifting boundaries. Their levels of comfort and their boundaries will likely be influenced by context, such as their relation to the person they imagined in the scenario (e.g., whether their babysitter is a relative or someone they don't know well) or perhaps how they are feeling that day, as well as by culture and personal preferences. Although you should expect and encourage different responses among students, you should discuss with the class responses that appear to be unsafe.

**Step C:  
Consolidation**

Open a guided discussion by asking students the following questions:

- How do you know that you can trust a person?
- How do you know if a touch is caring and appropriate?
- How do you know if a touch is not appropriate?
- What can you do if a person touches you in a way that makes you uncomfortable?
- What can you do if your friend tells you that a person is touching them in a way that makes them feel uncomfortable?
- How do you know that you have made the right decision for your safety?
- How do you know that you have made the right decision for the safety of others? (optional)

While it is important to encourage all students to express their own ideas, you should intervene if a student communicates ideas that reflect unsafe attitudes or may lead to unsafe behaviours.

Review the lesson learning goals with your students. With their eyes closed, have students point towards the "Yes" sign if they believe they have achieved the goals, towards the "No" sign if they feel they need more practice, or towards the "Maybe" sign if they still have questions on the topic. Follow up individually with students who have pointed towards the "No" or "Maybe" sign.

**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**

With students, write or create drawings illustrating personal safety rules to be added to a class bulletin board. Consider having the rules the class has created read for the entire school during the morning announcements.

**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)

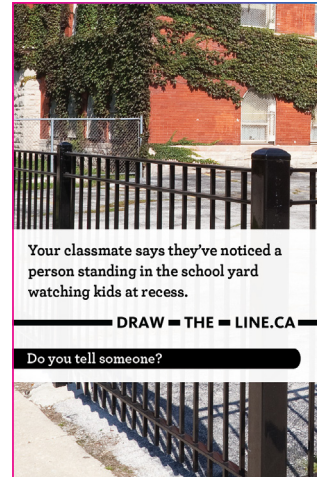
## Primary

**B**

### ***Do You Tell Someone?*** (Language, Grades 1–3 and Health and Physical Education, Grades 1–3)

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

**Time:** 30 minutes



#### **Grades and Expectations**

##### **Language**

Grade 1, Oral Communication: 2.2, 2.7, or  
Grade 2, Oral Communication: 2.2, 2.7, or  
Grade 3, Oral Communication: 2.2, 2.7  
and

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

Grade 1: Living Skills: 1.3, 1.5; Healthy Living, C1.2, C2.4, or  
Grade 2: Living Skills: 1.3, 1.5; Healthy Living, C1.1, C2.3, or  
Grade 3: Living Skills: 1.3, 1.5; Healthy Living, C2.2

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 and inappropriate touch;
- distinguishing between safe and potentially unsafe situations;
- strategies for responding 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 understand that a person I don't know can be unsafe.
- I understand that a person I know can be unsafe.
- I can identify situations that may not be safe.
- I can talk about how an unsafe situation makes me feel.
- I know what to do when I am in a situation that makes me feel unsafe.

**Required Resources**

- print or digital copies of the *Draw the Line* card/poster identified above
- a blackboard, chart paper, or a whiteboard
- chalk or markers
- props such as puppets, costumes, or cut-outs of children
- illustration or map of the schoolyard (optional)

**Background information for teachers**

This lesson is about helping children think critically about how they can determine if a person can be trusted or not. Because children 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 children to think about how paying attention to a person's behaviour can help them assess whether that person is safe, regardless of whether they know the person or not. It will also encourage students to trust their instinct if someone is making them feel weird or uncomfortable.

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

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.

**Step A: 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 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

**Step A:  
Minds On**

(cont'd)

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

Write the words "Schoolyard Safety" on the board or chart paper. Consider displaying a photo of your own schoolyard or illustrating it on paper taped to the board.

Ask students to use a think, pair, share strategy to brainstorm all of the safety considerations they need to think about when engaging in activities in the schoolyard. Provide time for students to reflect on this question on their own and with a partner, and then ask pairs to share their ideas with the class. Record these ideas in words or illustrations on the board or chart paper as a mind map or in the appropriate area of the schoolyard illustration. Ensure that "stranger" or "unsafe person" is included in the list. If it is not, guide students to that response with the following questions:

- Do we always know everyone who is around the school?
- Who might be an unsafe person at our school?
- Could someone we know cause us harm?
- Could someone we don't know cause us harm?

**Step B:  
Working on it**

Take students through the scenario described on the *Draw the Line* card – that their friend says they've noticed a person standing in the schoolyard watching kids at recess. Highlight that the friend says that the presence of this person just doesn't feel right, and asks their friend for advice.

Ask students how they should respond to their friend.

Have students form small groups and guide them in applying critical thinking skills when brainstorming how they would respond to the situation, using the following questions:

- What would you say or do if you saw someone you believed was unsafe?
- What types of behaviours can show you that a person is unsafe?

Move throughout the classroom to conference with each group, ensuring that students' responses include telling an adult they trust (e.g., a teacher, a principal, a parent/caregiver, an elder). Ensure, too, that students show compassion for their friend, whether by asking them if they are okay or encouraging them to talk to a teacher, a parent/caregiver,

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

or another adult they trust.

Ask groups to share their response with the class, using the puppets, costumes, or cut-outs as visual aids. Record these responses on the board or on the schoolyard illustration, under the title "What We Can Do."

After the groups have shared, ask students, "Is there anything else we can do?" and record the responses.

**Step C:  
Consolidation**

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

- How do you know that you have made the right decision for your safety?
- How do you know that you have made the right decision for the safety of others?

Review the lesson learning goals with your students. Have students close their eyes and display three fingers if they believe they achieved those goals, two fingers if they have more questions about the goals, or one finger if they need more time to in order to understand the lesson. Follow up with students who showed one or two fingers.

**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**

With students, walk around the schoolyard, completing a safety check of the area. Take note of areas that students have flagged as unsafe. Review specific school rules for various outdoor areas.

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)