

# DRAWING THE LINE

## ON SEXUAL VIOLENCE

A Guide for Ontario Educators  
Grades 9-12



OSSTF/FEESO



white ribbon

## ***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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## 4.4 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.”<sup>38</sup>

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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>

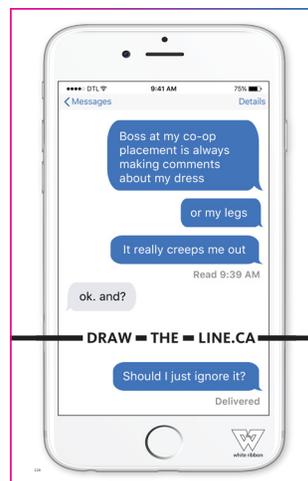
## Preventing Stalking/Criminal Harassment (Arts, Grade 10)

H

Based on the Draw the Line card/poster “Your classmate says their ex keeps following them after school and it creeps them out.”

### Courses:

- Career Studies, Grade 10  
(Guidance and Career Education, GLC2O), or
- Discovering the Workplace, Grade 10  
(Guidance and Career Education, GLD2O), and
- Healthy Active Living Education, Grade 10  
(Health and Physical Education, PPL2O)



**Note:** This lesson plan should include the expectations from one of the two suggested courses from the Guidance and Career Education curriculum document as well as the expectations from Healthy Active Living Education.

**Time:** One 75-minute period

### Expectations

#### Career Studies

##### *Exploration of Opportunities*

- Explain the importance of safety in the workplace and related employee and employer rights and responsibilities

#### Discovering the Workplace

##### *Exploration of Opportunities*

- Identify various workplace issues ... and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment
- Explain workers' rights... and responsibilities..., and identify federal and provincial legislation in which they are described

<p><b>Expectations</b> (cont'd)</p>	<p><b>Healthy Active Living Education</b></p> <p><b>C2.</b> - Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p> <p><b>C3.</b> - Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>
<p><b>Learning Goals</b></p>	<p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• their right to work in a healthy, safe, and respectful environment that is free from sexual harassment;</li> <li>• laws against harassment in the workplace.</li> </ul>
<p><b>Success Criteria</b></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"> <li>• I am aware of how harassment can affect workers.</li> <li>• I am aware that all workers have a right to work in a respectful environment that is free from sexual harassment, and how this right is supported by law.</li> <li>• I am aware of the importance of responding to instances of sexual harassment in the workplace and of strategies for doing so.</li> </ul>
<p><b>Required Resources</b></p>	<ul style="list-style-type: none"> <li>• the <i>Draw the Line</i> card/poster identified above</li> <li>• multiple copies of the "Sexual and Gender-based Harassment: Know Your Rights" brochure (Ontario Human Rights Commission, available at <a href="http://www.ohrc.on.ca/sites/default/files/Sexualandgenderbasedharassment_knowyourrights_English_accessible.pdf">http://www.ohrc.on.ca/sites/default/files/Sexualandgenderbasedharassment_knowyourrights_English_accessible.pdf</a>)</li> <li>• a sheet of 8.5" x 5.5" paper for each student</li> <li>• markers and masking tape</li> </ul>
<p><b>Learning Environment</b></p>	<p>Any setup that allows for students both to present to the class and work in small groups.</p>

## Background information for teachers

In this lesson, students will explore the rights and responsibilities of employees and employers in relation to sexual harassment.

Before the lesson:

- review sections 4.1 and 4.2 of this guide for further information on the *Draw the Line* cards and on preparing for classroom discussions of sexual violence prevention;
- review the definition of sexual harassment (see *box*).

Under the Ontario Human Rights Code, *sexual harassment* is “engaging in a course of vexatious comment or conduct that is known or ought to be known to be unwelcome.” In some cases, one incident can be serious enough to be sexual harassment.

## 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.

Ask students to read the front of the *Draw the Line* card/poster.

Have students form groups of three or four, and then pose the following questions to generate group discussion:

- What issues can you identify in this scenario?

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

- Have you ever felt uncomfortable about comments or jokes made by another person in the workplace, at school, or in another public place? Has someone you know ever felt uncomfortable about such comments or jokes?

Allow about five minutes for group discussion and then provide time for each group to report to the class.

Ask each student to write a response to the question on the card – “Should I just ignore it?” – on the 8.5” x 5.5” sheet of paper and tape the responses on the wall.

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

Distribute the “Sexual and Gender-based Harassment: Know Your Rights” brochure, and provide time for students to read it.

Have students return to their groups, and use the following questions to guide discussion within the groups:

- Does the information in this brochure affect the way you view the scenario described on the *Draw the Line* card?
- What could be the consequences if the behaviour described in the scenario is ignored?
- Why are some groups more likely to be harassed than others?

Allow time for group discussion as well as for each group to report back to the class.

- 28% of Canadian women say they have received unwelcome sexual advances or been the target of sexually charged talk in the workplace.
- 4 out of 5 victims of workplace harassment did not report unwelcome behaviours to their employers.

Ontario, *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment* (2015), 24-2

**Lesson (part 3):  
Consolidation**

Ask each student to reconsider the response they wrote earlier and think about whether they would change it. Ask students to discuss their responses within their group, using the following questions as a guide:

- Why should you draw the line? Why does the behaviour need to be addressed? Who is the target of the harassment?
- When should you draw the line?
- How should you draw the line? Who might you reach out to for assistance? How would you respond to and support your friend?
- What is your role as a witness or bystander in this situation? What skills do you need to intervene in this situation?
- What are the legal obligations of the employer in the scenario described?

Towards the end of this discussion, ask students questions to encourage reflection, 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).

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

Students could write an advice column for new workers, advising them of their right to a respectful work environment that is free from sexual harassment. Alternatively, students might write and produce a three- to five-minute video on the right of young workers to a respectful work environment that is free from sexual harassment.

**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)

> **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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