

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

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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

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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>

***Sexual Violence and Harassment as a Human Rights Violation
(Canadian and World Studies, Grade 10)***

F

Draw the Line cards/posters, as selected by the teacher

Courses:

- Civics, Grade 10 (CHV2O), and
- Healthy Active Living Education, Grade 10 (Health and Physical Education, PPL2O)

Time: Two 75-minute periods

<p>Expectations</p>	<p>Civics B3. - Analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected</p> <p>Healthy Active Living Education C2. - 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 C3. - 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>Learning Goals</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> • how and why sexual violence and harassment are human rights violations; • bystanders' responsibility to intervene and prevent sexual violence and harassment.
<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 can describe ways in which sexual violence and harassment are human rights violations.

<p>Success Criteria <i>(cont'd)</i></p>	<ul style="list-style-type: none"> • I understand and can communicate rights and responsibilities of victims and bystanders in cases of sexual violence and harassment. • I am better prepared to intervene in instances of sexual violence and harassment.
<p>Required Resources</p>	<ul style="list-style-type: none"> • <i>Draw the Line</i> Activity cards/posters, as selected by the teacher • chart paper and markers
<p>Learning Environment</p>	<p>Regular classroom set-up</p>
<p>Background information for teachers</p>	<p>In this lesson, students examine sexual violence in the context of human rights and create a charter of rights and responsibilities related to gender-based violence.</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 definition of consent (<i>see box and glossary</i>); • select the <i>Draw the Line</i> Activity Cards for your lesson (<i>see the selection of cards in section 1, page 11 of this guide</i>). <div data-bbox="537 1178 1344 1619" style="background-color: #4a4a8a; color: white; padding: 10px; border-radius: 10px;"> <p>Gender-based and sexual violence violates a number of women’s rights and human rights, including “the right to life, the right not to be subject to torture or to cruel, inhuman or degrading treatment or punishment, the right to equal protection under the law, the right to equality in the family, or the right to the highest standard attainable of physical and mental health.”</p> <p>WAVE and UNFPA Regional Office for Eastern Europe and Central Asia, <i>Strengthening Health System Responses to Gender-based Violence in Eastern Europe and Central Asia</i> (2014)</p> </div>

**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.

Review or discuss with students any agencies or and/or documents that are relevant to the issue of human rights, in Ontario, Canada, and globally (*e.g.*, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, the UN Declaration on the Rights of the Child).

Have students form small groups, and then distribute two or three cards/posters to each group. Ask students to discuss the scenarios in their groups, using the following questions as a guide:

- How would you respond to the question that appears below the description of each scenario?
- Looking at your scenarios through a human rights lens, what do you think the concerns are?
- Can you connect the issues presented in the scenarios to any human rights documents you have studied?

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

Discuss with the class the idea that with every right comes certain responsibilities (*e.g.*, students have the right to an education, but with that right comes the responsibility to show up for class, do homework, etc.).

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

Have students choose a partner, and ask each pair to work together to design a brief (three to five points) charter of the rights and responsibilities of bystanders in situations of gender-based violence, sexual violence, and/or harassment, with a particular focus on violence that could be experienced by members of their school community.

Have each pair partner with another group to compare the rights and responsibilities they have identified.

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.

**Lesson (part 3):
Consolidation**

Open the discussion to the whole class, with the goal of creating a charter consisting of the rights and responsibilities of bystanders that the class considers most important. Create a chart showing these rights and responsibilities, and encourage the class to discuss why they felt these were important.

After they have completed this task, ask students questions to encourage reflection, such as the following:

- What skills do you need to respond to the potentially threatening situations 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**

You may wish to have students delve further into the relationship between the judicial system and gender-based violence as a human rights issue (see expectation B3.3 in the Civics course: “explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada”). Students could also choose to address gender-based violence when they develop a plan of action (see overall expectation C3: “analyse a civic issue of personal interest and develop a plan of action to address it”).

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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