

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

Published by White Ribbon

Project coordinated by:

Véronique Church-Duplessis, White Ribbon

Tracey Marshall, OSSTF

Contributing authors:

Véronique Church-Duplessis

Shannon Evans

Hayssam Hulays

Chantal Mancini

Tracey Marshall

Lauren Simmons

in partnership with:



Editor:

Barbara Tessman

Design:

Andrew Robinson, *Monografik*



White Ribbon

603-36 Eglinton Ave. W.

Toronto, ON M4R 1A1

416 920-6684

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.

© 2017 by White Ribbon

ISBN: 978-1-7751195-1-7

Le matériel de cette campagne est aussi disponible en français.



CONTENTS

<i>Preface</i>	5
1. Sexual Violence Prevention in Ontario: An Introduction	7
1.1 Why We Need to Draw the Line	7
1.2 Sexual Violence Prevention Initiatives	8
<i>White Ribbon</i>	8
<i>Draw the Line</i>	9
<i>It Starts with You – It Stays with Him</i>	10
<i>It’s Never Okay</i>	10
<i>Draw the Line – It Starts with You: Sexual Violence Prevention in Ontario’s Education Sector</i>	10
<i>Using an Intersectional Approach for Sexual Violence Prevention</i>	15
2. Gender-Based and Sexual Violence: A Profile	17
2.1 The Numbers	17
2.2 Risk Factors and Intersectionality	19
2.3 Effects of Sexual Violence	20
2.4 Why Survivors Do Not Disclose or Report	21
3. Responding to Gender-Based and Sexual Violence	23
3.1 Engaging Male Bystanders	23
<i>Hypermasculinization and Gender-based Violence</i>	24
3.2 The Role of Education	25
<i>Sexual Violence Prevention Education: A Key to Mental Health and Well-Being</i>	25
<i>Consent and Healthy Relationships</i>	26
<i>How to Talk about Consent without Directly Talking about Sexual Activity</i>	27
4. Drawing the Line in the Classroom	28
4.1 Background Information for Teachers	29
4.2 Discussing Sexual Violence Prevention in the Classroom	32
<i>Creating a Safe and Accepting Learning Environment</i>	32
<i>Focusing on the Bystander</i>	32
<i>Disclosure and Reporting</i>	32
<i>Preparing Follow-up Resources</i>	34
4.3 Curriculum Connections	35
4.4 Lesson Plans	63
A. <i>Creating Conversations about Sexual Violence Prevention (English, Grade 9)</i>	64
B. <i>Consent and Technology (Health and Physical Education, Grade 9)</i>	68

C. <i>Understanding Sexual Violence and Harassment through Statistics</i> (Mathematics, Grade 9)	73
D. <i>Gender Stereotypes and Sexual Violence and Harassment</i> (Social Sciences and Humanities, Grades 9 or 10)	78
E. <i>Preventing Stalking/Criminal Harassment</i> (Arts, Grade 10)	84
F. <i>Sexual Violence and Harassment as a Human Rights Violation</i> (Canadian and World Studies, Grade 10)	91
G. <i>Preventing Sexual Assault by a Person of Authority</i> (English, Grade 10)	96
H. <i>Preventing Workplace Sexual Harassment</i> (Guidance and Career Education, Grade 10)	102
I. <i>Exploring Gender Norms and Expectations</i> (Social Sciences and Humanities, Grade 11)	107
J. <i>Perspectives on Sexual Violence and Harassment</i> (Social Sciences and Humanities, Grade 11)	114
K. <i>Understanding Sexual Violence through Data and Statistics</i> (Mathematics, Grade 11 or 12)	119

Appendix A. – Resources 125

1. Examples of Referrals for Student Support 125
2. Crisis Support 125
3. Information on Sexual Violence, Consent,
and Healthy Relationships 127

Appendix B. – Classroom Agreement Guidelines 129

Appendix C. – Child Sexual Abuse: Educators’ Duty to Report 131

Appendix D. – Do You Have Consent? 133

Appendix E. Dispelling the Myths about Sexual Assault 134

Glossary 137

References 143



PREFACE

PREFACE

Sexual violence is pervasive in Canada and around the world. Putting an end to sexual violence requires changes in both attitudes and behaviours, and educators have a key role to play in laying the foundation for those changes. *Drawing the Line on Sexual Violence* was written by Ontario educators in collaboration with White Ribbon to support teachers in raising awareness among their students about topics relating to sexual violence prevention. This guide presents engaging lessons that draw on expectations from various subjects in the Ontario curriculum to address topics such as consent, healthy relationships, and the role of bystanders in sexual violence prevention in ways that are appropriate to the ages and stages of development of both elementary and secondary students.

To be effective, education about sexual violence has to take a dual approach. Students need to develop their awareness of the importance of responding to instances of sexual violence, and each lesson plan in this guide addresses the questions of why, when, and how student bystanders should respond to sexual violence. In addition, educators must take a proactive approach, teaching students about healthy, respectful relationships. Research has shown that respectful, considerate, and prosocial behaviours must be nurtured and taught at a young age; and, according to the Ontario Ministry of Education, “the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum.”¹ *Drawing the Line on Sexual Violence* supports teachers in helping younger students develop basic skills for healthy relationships, including skills related to safety, communication, and demonstrating respect for themselves and others, as well as in helping older students build their understanding of healthy relationships, consent, and conflict management. In the lessons in this guide, students learn about self and others, relationships, personal safety, and decision making – all of which play a crucial role in healthy relationships and sexual violence prevention.

¹ Ontario Ministry of Education, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships. Safe Schools Action Team Report on Gender-based Violence, Homophobia, Sexual Harassment, and Inappropriate Sexual Behaviour in Schools* (Toronto: Author, 2008), p. 11.

PREFACE

The Ontario curriculum provides multiple opportunities for teachers to integrate education on sexual violence prevention and healthy relationships in their lessons. Many of the lesson plans in this guide uses a cross-curricular approach, providing opportunities for students to apply critical-thinking and problem-solving strategies in a variety of contexts. The real-life scenarios that provide the foundation for the lesson plans will engage students and promote discussion of a range of topics related to sexual violence prevention. Although the lesson plans have been designed to be age appropriate and sensitive to issues of intersectionality, the topics and themes they explore should be addressed with sensitivity and respect for individual differences.

> **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>



1

SEXUAL VIOLENCE PREVENTION IN ONTARIO: AN INTRODUCTION

1.1 Why We Need to Draw the Line

Gender-based violence, including sexual violence and harassment, is pervasive in our society. Although men and boys experience sexual violence, most of its victims are women and girls. Violence against women and girls occurs in frightening numbers throughout the world, regardless of ethnicity, religion, and class.

Sexual violence occurs in every city and community across Ontario and across our country. One in three Canadian women will experience some form of sexual assault in her lifetime.

To eradicate violence against girls and women, we must understand its root causes. Gender-based violence, including sexual violence and harassment, arises from toxic attitudes and behaviours rooted in sexism, misogyny, and hypermasculinity. It is supported by rape culture – the implicit or explicit normalization and trivialization of male sexual violence and victim blaming in social practices, institutions, and media images.¹

Because of the pervasiveness of such attitudes, all girls and women are at risk of sexual violence, but some are at greater risk than others. As we discuss below, an individual's unique circumstances of power, privilege, and identity can contribute to the risk of their being the target of sexual violence.

Sexual violence can and must be eradicated. We must work together to make our communities safer. To end sexual violence, we must not simply react to it but prevent it. To do so, we need to change attitudes and behaviours

GENDER-BASED VIOLENCE includes 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.

SEXUAL VIOLENCE is a subset of gender-based violence. It refers to the coercion of someone into unwanted sexual activity without their consent. Coercion can include physical force, intimidation, threats, or blackmail.

GENDER refers to 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* (one's sense of being female, male, both, or neither), and *gender expression* (the way in which individuals express their gender identity to others).

¹ Ontario, *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment* (Toronto: Author, 2015), p. 9, <https://www.ontario.ca/document/action-plan-stop-sexual-violence-and-harassment>

and create a consent culture. The role of education is critical in bringing about such change, as attitudes and behaviours that contribute to sexual violence take root at an early age. Although we need to educate all students about the risk of sexual violence, and about ways to prevent it, we also need to focus on the attitudes and behaviour of boys and men.

**SEXUAL VIOLENCE
PREVENTION IN**

**ONTARIO:
AN INTRODUCTION**

Most violence against women is committed by men. Although the majority of men do not condone violence against women, all men have a role and responsibility in ending it.² Moreover, social change on the issue of sexual violence and harassment cannot be realized in isolation from other issues of

gender inequality,³ and gender equality cannot be achieved without the involvement of men and boys. *Drawing the Line on Sexual Violence* is one of several initiatives that recognize the importance of both the role of education and the role of men and boys in ending sexual violence. In the following section, we briefly describe some of the initiatives and campaigns of particular relevance to this guide.

1.2 Sexual Violence Prevention Initiatives

White Ribbon

White Ribbon is the world's largest movement of men and boys working to end violence against women and girls and to promote gender equality, healthy relationships, and a new vision of masculinity. The movement began in 1991, with the request that men wear white ribbons as a pledge to never commit, condone, or remain silent about violence against women and girls. Since then, the initiative has spread to over 65 countries.

White Ribbon works to examine the root causes of gender-based and sexual violence and create a cultural shift that will lead to a future without violence. It envisions a masculinity

WHITE RIBBON primarily, but not exclusively, works with individuals who identify as men and boys to prevent violence against individuals who identify as women and girls. Throughout this document, the terms **men** and **boys** are used to refer to any individuals who identify as such regardless of social expectations associated with the sex they were assigned at birth, and the terms **women and girls** are used to refer to any individuals who identify as such. Nevertheless, White Ribbon recognizes that gender is a spectrum and that the gender binary (man/woman) does not reflect everyone's experience and gender identity. Furthermore, White Ribbon acknowledges that transgender individuals and those who do not identify within the gender binary face additional discrimination and have a greater than average risk of experiencing gender-based violence. We encourage teachers, when using this guide, to consider the ways in which gender-based violence affects genderqueer* people, as well as cisgender** women and girls.

To facilitate such approaches, a number of the *Draw the Line* scenario cards featured in this guide use gender-neutral pronouns (they/their/ them) when referring to the individual being, or at risk of being, victimized.

² Todd Minerson et al., *Issue Brief: Engaging Men and Boys to Reduce and Prevent Gender-Based Violence* (Status of Women Canada, 2011), pp. 2, 4, 12, <http://www.whiteribbon.ca/engaging-men-and-boys-to-reduce-and-prevent-gbv/>

³ Ontario, *It's Never Okay*, p. 34.

that embodies the best qualities of being human. Through education, awareness raising, outreach, technical assistance, capacity building, partnerships, and creative campaigns, White Ribbon is helping create tools, strategies, and models that challenge negative concepts of manhood and inspire men to understand and embrace the incredible potential they have to be a part of positive change. White Ribbon believes that men and boys are part of the solution to sexual violence and part of a future that is safe and equitable for all people.

Drawing the Line on Sexual Violence is a reflection of White Ribbon's commitment to education and awareness raising. This guide is a result of a partnership between White Ribbon and Ontario educators to support teachers across the province in addressing in the classroom the prevention of gender-based and sexual violence.

Draw the Line

Draw the Line is an interactive campaign whose purpose is to engage Ontarians in a dialogue about sexual violence and to empower them to make a difference in their communities. It is a bystander-focused campaign that encourages those who witness sexual violence to consider the ways in which their presence and actions can interrupt and/or prevent these incidents. To that end, it has developed tools and strategies that can be used to equip bystanders with the awareness and skills they need to challenge sexism and acts of sexual violence and to intervene safely and effectively.

One such tool is the *Draw the Line* cards/posters that serve as the basis for the lesson plans in this guide. Each card focuses on a particular act of sexual violence or harassment, providing information that bystanders need to intervene when they witness such situations. (Section 4.1 provides a more complete description of these cards and how they can be used in the classroom to address issues related to sexual violence and harassment, including how student bystanders can respond.)

Educators may wish to consult Egale Canada Human Rights Trust's Draw the Line - Against Transphobic Violence for additional classroom resources at egale.ca/portfolio/draw-the-line/.

* **GENDERQUEER** refers to 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.

** **CISGENDER** refers to gender identity that corresponds with the sex assigned to an individual at birth.

It Starts with You – It Stays with Him

White Ribbon's *It Starts with You – It Stays with Him* initiative encourages men to be positive role models for the boys in their lives. The *It Starts with You* website provides a variety of tools and resources to help fathers, teachers, coaches, and other male leaders teach boys about consent, healthy relationships, respectful communication, and setting and respecting boundaries. By working together and by supporting the efforts of women and girls, men and boys can help create a future where all genders are valued and all individuals can live free from violence and inequality.

Male educators can share with their students the value of equal, healthy relationships and can model ways to help prevent sexual violence. They can talk about specific things men can do to end violence, such as practising consent; challenging exploitative, sexist, and homophobic language; and speaking out against sexual violence. They have an opportunity to be inspiring role models for the boys they educate. We encourage male educators to embrace this role and support the women who are working towards a more equitable society.

It's Never Okay

It's Never Okay is an action plan created by the Ontario government to end sexual violence and harassment. It recognizes that we all share a responsibility for stopping sexual violence. The action plan emphasizes the importance of education and awareness raising in order to change the attitudes and behaviours that contribute to such violence. Among the many initiatives of this action plan is a commitment to helping students at both the elementary and secondary levels gain a deeper understanding of issues related to sexual violence and its prevention. In addition, the action plan commits to developing resources for teachers so they can better support their students in developing the knowledge and skills they need to build healthy relationships and prevent sexual violence.

Draw the Line – It Starts with You:

Sexual Violence Prevention in Ontario's Education Sector

Schools are in a privileged position to educate youth about healthy relationships, consent, healthy and equitable gender norms, and sexual violence prevention. *Draw the Line – It Starts with You* is an initiative funded under the *It's Never Okay* action plan to provide educators with the tools and resources they need in order to support students in learning about issues relating to the prevention of sexual violence and harassment.

The *Draw the Line – It Starts with You* initiative includes the following tools and resources:

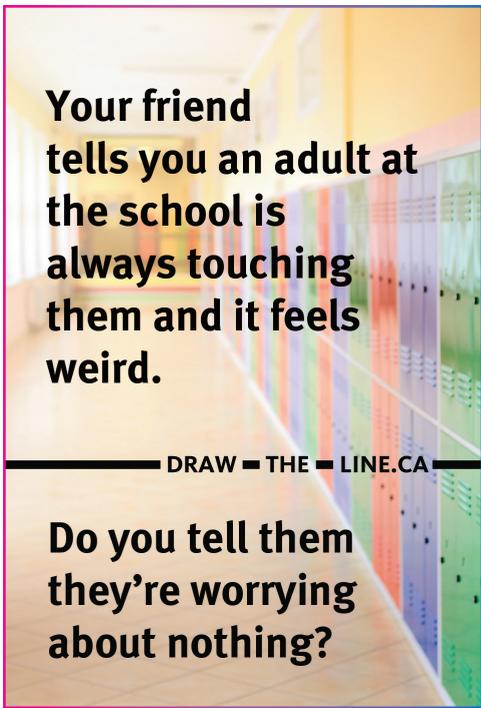
- **Scenario cards/posters** to be used in the classroom to prompt conversations around issues of sexual violence prevention (seven scenarios were developed for the secondary classroom);



Your classmate says they've noticed a person standing in the school yard watching kids at recess.

DRAW — THE — LINE.CA

Do you tell someone?



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?



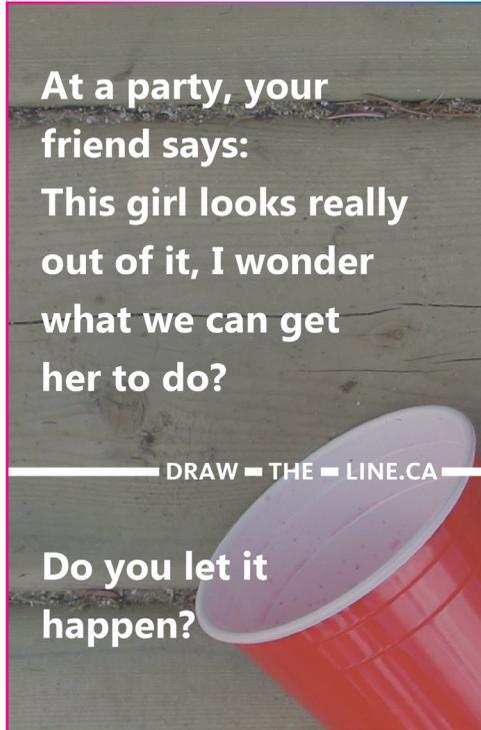
Your peer mentor sends you images of a girl you know in her underwear.

DRAW — THE — LINE.CA

Do you share them?



white ribbon



At a party, your friend says: This girl looks really out of it, I wonder what we can get her to do?

DRAW — THE — LINE.CA

Do you let it happen?

**SEXUAL VIOLENCE
PREVENTION IN
ONTARIO:
AN INTRODUCTION**

**ELEMENTARY
SCENARIOS**

TOP LEFT:
*Stalking/criminal
harassment*

TOP RIGHT:
*Inappropriate
touching*

BOTTOM LEFT:
Cybersexual violence

BOTTOM RIGHT:
*Alcohol-facilitated
sexual assault*

**SEXUAL VIOLENCE
PREVENTION IN
ONTARIO:
AN INTRODUCTION**

**SECONDARY
SCENARIOS**

TOP LEFT:
*Alcohol-facilitated
sexual assault*

TOP RIGHT:
Cybersexual violence

BOTTOM LEFT:
*Sexual assault by
a person of authority*

BOTTOM RIGHT:
*Sexual violence by
a person of authority*

AT A PARTY YOUR FRIEND SAYS: THOSE GIRLS LOOK REALLY DRUNK, LET'S TAKE THEM UPSTAIRS.

DRAW THE LINE.CA

DO YOU LET IT HAPPEN?



223

Your peer mentor sends you nudes of a girl you know.

DRAW THE LINE.CA

Do you share them?



224

YOUR TEAMMATE TELLS YOU THE COACH IS ALWAYS TOUCHING THEM TO CORRECT THEIR STANCE AND IT FEELS WEIRD.

DRAW THE LINE.CA

DO YOU TELL THEM THEY'RE WORRYING ABOUT NOTHING?



225

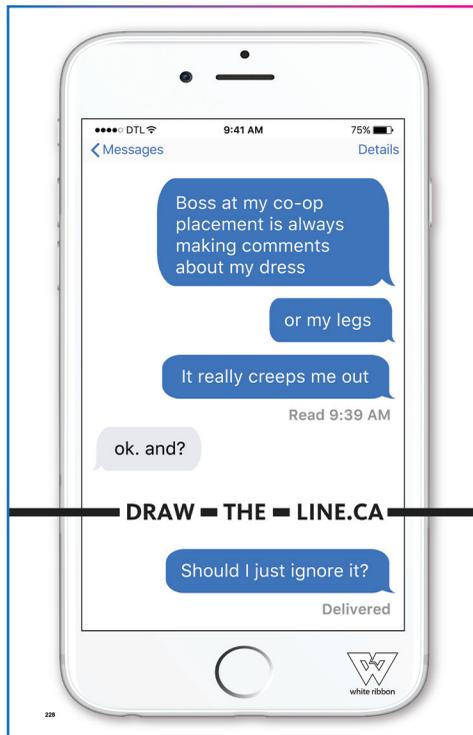
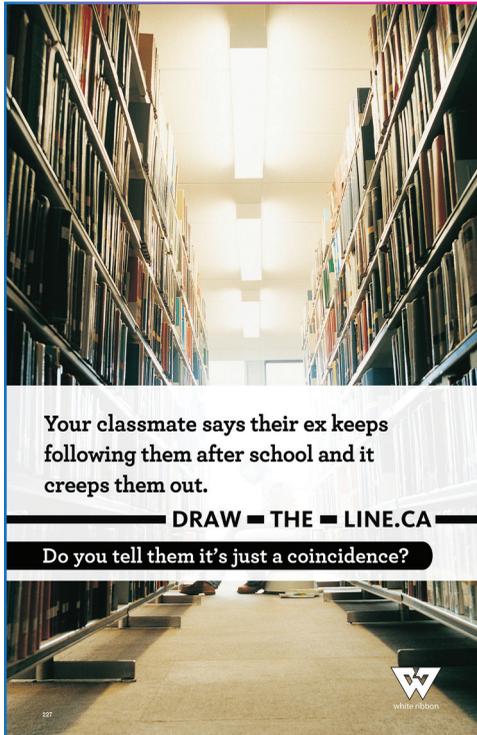
You overhear an educator telling a student how their grades would be better if they returned his texts.

DRAW THE LINE.CA

Do you tell someone?



226



**SEXUAL VIOLENCE
PREVENTION IN
ONTARIO:
AN INTRODUCTION**

**SECONDARY
SCENARIOS (cont'd)**

TOP LEFT:
*Stalking/criminal
harassment*

TOP RIGHT:
*Workplace
sexual harassment*



BOTTOM LEFT:
Sexual exploitation

To download or order free Draw the Line cards or posters, go to www.dtl.whiteribbon.ca

SEXUAL VIOLENCE
PREVENTION IN
ONTARIO:
AN INTRODUCTION

- The *It Starts with You - It Stays with Him* website, which contains testimonies and stories, tips, activities, and e-learning modules (available at www.itstartswithyou.ca);
- **Professional development workshops** (conducted between fall 2017 and fall 2018) to help educators make the best use of the initiative's tools and resources in the classroom and to raise awareness about the role men and boys can play in promoting awareness about consent and ending sexual violence;
- **Draw the Line Sexual Violence Prevention Awards** for educators, students, and members of the school community in recognition of exceptional efforts in the education sector;
- **Drawing the Line on Sexual Violence.** This guide is issued in two volumes, one for educators at the elementary level, which includes lesson plans for students in Grades 1–8, and the other for educators at the secondary level, with lesson plans for students in Grades 9–12. The volumes provide guidance for teachers on how to develop age-appropriate lessons on preventing sexual violence that are tied explicitly to the Ontario curriculum. As will be discussed in more detail in section 4, the lesson plans are designed to foster discussion of the pervasiveness of sexual violence and to provide strategies for bystanders to intervene safely and effectively to prevent sexual violence and harassment.

Both guides also include the following materials:

- background information on gender-based violence, including sexual violence and harassment;
- information about the important issue of consent;
- strategies to engage student bystanders;
- a glossary of key terms;
- resources to support sexual violence survivors and for those who wish to learn more about sexual violence prevention;
- information about the importance of, and a guide to developing, classroom agreements;
- information about educators' obligation to report child abuse.

Make sure to celebrate change makers in your community! Nominate a colleague, a student, a parent, or yourself for a **Draw the Line Sexual Violence Prevention Award**. Recipients will be announced in November 2017, May 2018, and November 2018. Visit www.dtl.whiteribbon.ca for more info.

Using an Intersectional Approach for Sexual Violence Prevention

Intersectionality is an important factor to consider in any discussions of gender-based and sexual violence prevention. In order to effectively prevent and respond to gender-based violence, it is necessary to consider how complex identities and experiences of oppression affect every survivor and perpetrator. *The Draw the Line* campaign and *Drawing the Line on Sexual Violence* use an intersectional approach, recognizing that the overlapping of various forces can create additional risk factors for particular individuals. Individuals who experience multiple forms of oppression have a higher than average risk of being the victim of sexual violence.

To use an intersectional approach to understand an individual's unique circumstances, it is necessary to examine how that individual's experience is shaped by 1) their various social identities, 2) the systems of oppression that operate in their society, and 3) the intersection of those social identities and systems of oppression.

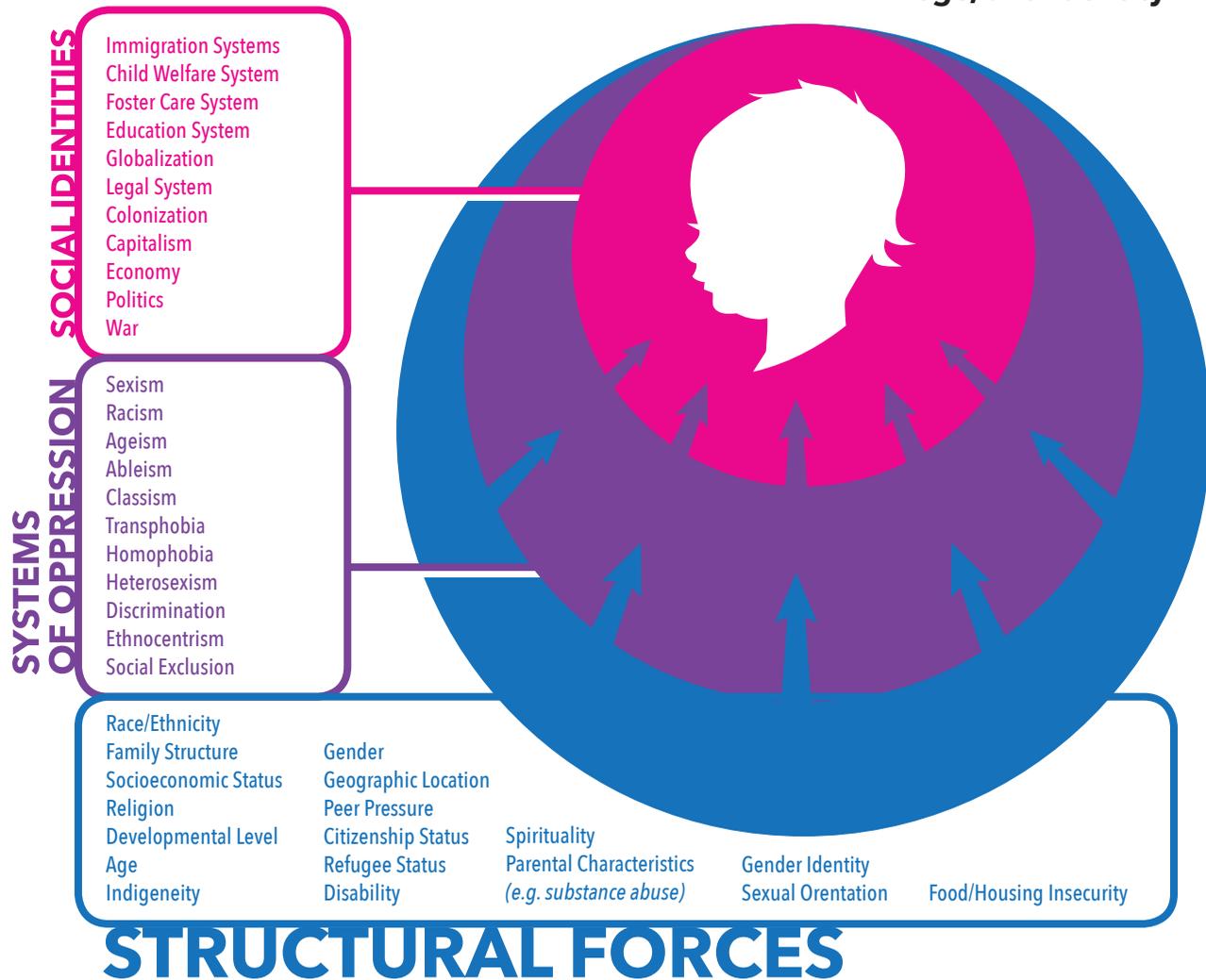
- ***Social identities*** are defined by the groups and communities to which an individual belongs. Social identities are multidimensional and are determined by many factors, including a person's race/ethnicity, gender, socio-economic status, sexuality, age, ability, education, and religion.
- ***Systems of oppression*** arise from structural forces, such as the economic, political, and education system, that create and reinforce discrimination and inequalities in any given society. Systems of oppression include racism, gender inequality, heterosexism, class stratification, ableism.
- The ***intersection*** – or interaction – of an individual's various identities and a society's multiple forms of oppression shapes that individual's experiences on a daily basis.⁴

INTERSECTIONALITY can be defined as the "overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional biases or barriers to equity for that individual or group." (Ontario Ministry of Education, Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (Toronto, 2014), p. 88)

In the present context, it is important to be aware of how these intersections can contribute to a group's or individual's risk of sexual violence (see section 2.2). An intersectional approach also highlights the fact that men's

⁴ Centre for Research and Education on Violence against Women and Children, "Intersectionality," *Learning Network Newsletter* 15; Olena Hankivsky, *Intersectionality 101*, Institute for Intersectionality Research and Policy, 2014, pp. 2-3, http://vawforum-cwr.ca/sites/default/files/attachments/intersectionality_101.pdf

Children’s Unique Circumstances of Power, Privilege, and Identity⁵



attitudes towards sexual violence and violent behaviours are shaped by their gender, race/ethnicity, class, as well as other factors. It is important to be aware of how a bystander’s social identities and experiences of privilege or discrimination can affect their ability to respond to or prevent sexual violence.

More generally, educators can apply an intersectional approach in their teaching and recognize that children are shaped by unique circumstances that affect their privilege, oppression, and social identities. An understanding of intersectionality contributes to awareness of the diversity and varied experiences of children and will lead to the development of more effective responses that can address the needs of all children.

2

GENDER-BASED AND SEXUAL VIOLENCE: A PROFILE

2.1 The Numbers

In 2014, for the first time, women in Canada experienced higher rates of violent victimization than men (85 violent incidents per thousand for women compared to 67 per thousand for men).⁶ Although rates for some violent crimes against women, such as attempted murder and physical assault, have decreased in recent years, the rate of sexual assault has not.

The statistics related to sexual violence against women are staggering:

- Each year, in Canada, approximately 460,000 women are sexually assaulted, although only a fraction of them report the assault to the police.⁷



⁶ Canada, House of Commons, *Taking Action to End Violence against Young Women and Girls in Canada*, Report of the Standing Committee on the Status of Women (Ottawa: Author, 2017), p. 3, http://www.parl.gc.ca/Content/HOC/Committee/421/FEWO/Reports/RP8823562/421_FEWO_Rpt07_PDF/421_FEWO_Rpt07-e.pdf

⁷ Holly Johnson, "Limits of a Criminal Justice Response" (University of Ottawa, 2012), https://www.stjornarradid.is/media/innanrikisraduneyti-media/media/frettir-2012/holly_20.01.12.pdf

**GENDER-BASED AND
SEXUAL VIOLENCE:
A PROFILE**

- One in three Canadian women will experience some form of sexual assault in her lifetime.⁸

Gender-based violence disproportionately affects women and girls:

- Women are 11 times more likely than men to be the victim of sexual offences.⁹
- More than a quarter (27%) of Canadian women stated they had been victimized as a child. Women were significantly more likely than men (44% compared to 16%) to have experienced physical abuse during their childhood at the hands of a family member.¹⁰
- Rates of violent victimization that were reported to the police were over 20% higher for girls than for boys.¹¹

Women also experience alarming levels of domestic violence. Approximately every six days, a woman in Canada is killed by her current or former intimate partner.¹² Women are far more prone than men to be victims of domestic violence, and the level of violence directed at them is greater.

- Men are more likely to initiate violence, while women are more likely to use violence in self-defence.
- Female victims of violence at the hands of their intimate partners are twice as likely to be physically injured, three times as likely to experience disruptions to their daily lives, and nearly seven times as likely to fear for their lives as male victims of such violence.
- 45% of the violent crimes against women are perpetrated by an intimate partner.¹³

Most men do not perpetrate or condone violence against women. However, men are responsible for 99% of the sexual assaults and 83% of the violent crimes against women that have been reported to the police.¹⁴ Men and male youths are responsible for 79% of the violent crimes against girls under the age of 12; one-third of these perpetrators are under the age of 18.¹⁵

⁸ Canadian Centre for Justice Statistics, *Measuring Violence against Women: Statistical Trends* (Ottawa: Minister of Industry, 2006), pp. 8, 24, <http://www.statcan.gc.ca/pub/85-570-x/85-570-x2006001-eng.pdf>

⁹ Canadian Centre for Justice Statistics, *Measuring Violence against Women: Statistical Trends* (Ottawa: Minister of Industry, 2013), p. 8, <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11766-eng.pdf>

¹⁰ Canada, *Taking Action to End Violence against Young Women and Girls*, p. 4.

¹¹ Ibid.

¹² Canadian Women's Foundation, "Fact Sheet: Moving Women Out of Violence" (April 2014), pp. 2, 5-6; Canadian Centre for Justice Statistics, *Measuring Violence against Women* (2013), p. 9, http://www.canadianwomen.org/sites/canadianwomen.org/files//FactSheet-VAWandDV_19_08_2016_formatted_0.pdf

¹³ Canadian Centre for Justice Statistics, *Measuring Violence against Women* (2013), p. 14.

¹⁴ Ontario, *It's Never Okay*, p. 8; Canadian Centre for Justice Statistics *Measuring Violence against Women* (2013), p. 8.

¹⁵ Canadian Centre for Justice Statistics *Measuring Violence against Women* (2013), p. 15.

2.2 Risk Factors and Intersectionality

Being young is a consistent risk factor for gender-based violence. Female youth (that is, girls 12–17 years old) are twice as likely as adult women to be victims of sexual violence. Among youth, girls are more susceptible to abuse, assault, and sexual coercion than boys.

- Female youth are eight times more likely than male youth to be the victim of sexual assault or other sexual offences.¹⁶
- Young women between the ages of 15 and 19 experience ten times more violence in intimate relationships than young men.¹⁷
- 43% of all incidents of dating violence occur among the 15–24 age group.
- 27% of Grade 11 female students report having been pressured to engage in some sort of sexual behaviour against their will.
- 15% of Grade 11 female students report having had oral sex in order to avoid having intercourse.¹⁸
- 36% of boys and 46% of girls in Grade 9 report having been the target of unwanted sexual comments, jokes, gestures, or looks. By Grade 11, the rate had declined significantly for boys but remained consistent for girls.¹⁹

The vast majority of youth who have been abused or assaulted know the perpetrator.²⁰ Given this fact, educators and others working with youth on issues relating to violence, including gender-based violence, need to approach the subject with sensitivity and understanding.

Individuals who face more than one form of discrimination – including individuals who are transgender or Indigenous or who have a disability – are at a greater risk of experiencing gender-based violence.

- 20% of trans Ontarians reported having been the target of physical or sexual assaults.
- 70% of Canadian trans youth (14–25 years old) have experienced sexual harassment.²¹
- The rate of self-reported violent victimization of Indigenous women in Canada is 2.5 times higher than the rate for non-Indigenous women.

¹⁶ Ibid., p. 16.

¹⁷ Tina Hotton Mahony, "Police-reported Dating Violence in Canada," *Juristat* (Summer 2010), <http://www.statcan.gc.ca/pub/85-002-x/2010002/article/11242-eng.htm>

¹⁸ Ontario Ministry of Education, *Shaping a Culture of Respect in Our Schools*, p. 6.

¹⁹ Ibid.

²⁰ Maire Sinha, "Family Violence in Canada: A Statistical Profile," *Juristat* (June 2013): 61.

<http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11805-eng.pdf>

²¹ Egale Canada Human Rights Trust, *Draw the Line - Against Transphobic Violence: A Guide for Educators Working with Youth to Support Bystander Intervention in Transphobic and Sexual Violence* (Toronto: Author, 2015), pp. 2–3, <https://egale.ca/portfolio/draw-the-line/>

- In cases of domestic violence, injury is more prevalent among Indigenous victims: 59% of Indigenous women reported injury arising from domestic violence, while 41% of non-Indigenous women reported such injury.²²
- According to the RCMP, 1,181 Indigenous women went missing or were murdered in Canada between 1980 and 2012. However, according to grassroots organizations, this number is much higher, with estimates closer to 4,000.²³
- Women with physical and cognitive impairments are three times more likely to be coerced into sexual activity than women without such disabilities.²⁴

2.3 Effects of Sexual Violence

Not all survivors of sexual violence react in the same way. Nevertheless, all sexual violence has negative effects. Sexual assault often has important emotional consequences: almost nine out of ten survivors report having been affected emotionally. One quarter of sexual assault survivors have difficulty carrying out everyday activities. Common effects include nightmares, feeling constantly on guard, feeling numb or detached from others, trying hard not to think about the assault, and trying to avoid situations that could trigger memories of the incident – all signs that can point to post-traumatic stress disorder (PTSD), which is associated with impaired physical health, decreased quality of life, and increased mortality.²⁵

For female youth, the effects of sexual violence include risk-taking behaviours and mental health issues, such as younger age of first voluntary intercourse, higher rates of depression and suicidal ideation, and other self-harming behaviours such as self-mutilation and eating disorders.²⁶

²² Canadian Centre for Justice Statistics. *Measuring Violence against Women* (2013), p. 19.

²³ Canadian Women's Foundation, "Fact Sheet: Moving Women Out of Violence" (April 2014), p. 2.

²⁴ Ontario, *It's Never Okay*, p. 15.

²⁵ Canadian Centre for Justice Statistics, *Self-reported Sexual Assault in Canada, 2014* (Ottawa: Minister of Industry, 2017), pp. 14–16, <http://www.statcan.gc.ca/pub/85-002-x/2017001/article/14842-eng.pdf>

²⁶ M. Kaufman, "Care of the Adolescent Sexual Assault Victim," *Pediatrics* 122, no. 2 (2008): 464.

2.4 Why Survivors Do Not Disclose or Report

Many victims of sexual violence choose not to disclose or report the violence to the authorities. There are several, often overlapping, reasons for this:

- **Lack of knowledge:** Young victims may have difficulty identifying incidents as sexual violence. In cases where the victim knows the perpetrator, assumptions that relationships should be based on mutual care and trust can make it difficult for the victims to label behaviour as assault, even when it violates their sexual integrity. Also, victims may not recognize an incident as sexual assault because of common misconceptions surrounding such violence – for example, “sexual assault is most often committed by strangers or most likely to occur in dark, dangerous places” and “if the victim doesn’t scream or fight back, it can’t be assault.” (See **Appendix E** for some common myths around sexual assault.)
- **Self-blame:** Survivors may blame themselves for the assault. The victim-blaming reflexes embedded in our culture, such as commenting on a victim’s clothing or consumption of alcohol, may lead survivors to think that the assault was, in part, their fault.
- **Shame:** Survivors may feel ashamed as a result of sexual violence. They may also fear judgment from their friends and family, health care practitioners, and/or the justice system.
- **Trauma:** Survivors often suffer from psychological and emotional challenges, including post-traumatic stress disorder, depression, anxiety, shame, fear, and self-blame, all of which make reporting difficult.
- **Fear:** Close to 80% of survivors of sexual assaults know the perpetrator, who can be an intimate partner, a family member, a friend, or an acquaintance. In such situations, survivors may fear that they will not be believed or that they will face reprisals if they report the assault. Survivors who have been assaulted by someone they know may fear being ostracized or losing financial support, or they may fear for the safety of their families and friends.
- **Difficult legal process:** Survivors may not be familiar with their rights, especially if they are young or belong to linguistic minorities. For members of communities that have strained relationships with the police – including sex

**GENDER-BASED AND
SEXUAL VIOLENCE:
A PROFILE**

**GENDER-BASED AND
SEXUAL VIOLENCE:
A PROFILE**

workers and members of Indigenous, racialized, and LGBTQ communities – a lack of trust may deter them from reporting the assault. In addition, the court process is difficult for survivors, who are often subjected to victim blaming by the defence in an attempt to undermine their credibility. Survivors can be re-traumatized, as they are required to retell their experience in explicit detail. Furthermore, the rate of conviction for sexual assault is very low: 3 out of 1,000 (see the infographic in section 2.1). Survivors’ physical and emotional recovery process is often separate from the legal process.²⁷

It is important to believe and support survivors, regardless of their reaction to the assault and their decision about whether to report. False reports – that is, malicious or mistaken reports – of sexual assault are uncommon, between 2 and 8%, according to research from the United States and Great Britain.²⁸ Individuals do not lie about being sexually assaulted in greater numbers than people lie about other crimes. Moreover, given that sexual assault is one of the most underreported crimes, with only one in ten assaults being reported to the authorities, false reports are, in fact, statistically negligible. Survivors may recant their statements as a result of the drawn-out legal process, inadequate support, pressure from the perpetrator and his supporters, and/or fear of retaliation. Yet, a recantation does not mean that the violent act did not take place: more often than not, it may mean that the victim did not have the resources or support necessary to move forward with legal proceedings.²⁹

²⁷ Femifesto, *Use the Right Words: Media Reporting on Sexual Violence in Canada* (Author, 2015), pp. 42-44; *Draw the Line, User Guide* (Author, 2012), pp. 17-18, <http://www.femifesto.ca/wp-content/uploads/2015/12/UseTheRightWords-Single-Dec3.pdf>

²⁸ L. Baker, M. Campbell, and A.-L. Straatman, *Overcoming Barriers and Enhancing Supportive Responses: The Research on Sexual Violence against Women* (London, ON: Centre for Research and Education on Violence against Women and Children, Western University, 2012), pp. 16-17. Robyn Doolittle, “Unfounded: Why Police Dismiss 1 in 5 Sexual Assault Claims as Baseless,” *Globe and Mail*, February 3, 2017.

²⁹ Femifesto, *Use the Right Words*, pp. 40-41.

3

RESPONDING TO GENDER-BASED AND SEXUAL VIOLENCE

There are many things that we, as individuals and as a society, can do to improve the way we respond to gender-based and sexual violence. Effective responses can help reduce the incidence of such violence. *Drawing the Line on Sexual Violence* focuses on two interrelated strategies for improving responses to sexual violence: raising awareness among young people through education, and helping bystanders, including male bystanders, develop the skills they need to intervene safely and effectively to prevent sexual violence and support survivors.

3.1 Engaging Male Bystanders

The engagement and response of bystanders, including male bystanders, is a key to preventing sexual violence. Engaging men and boys in the prevention of such violence requires strength-based and positive messaging. Exploring the benefits of gender equality – including improved relationships, a healthier and non-violent sense of self, and healthier, more flexible masculine norms – can help men and boys see that gender equality has positive results for all. Rigid gender norms limit everyone. Using a strength-based approach increases the interest of men and boys in the issue, inspires them to take emotional ownership of gender equality, and encourages them to promote healthy masculinities in all facets of their lives.³⁰

As we have seen, the *Draw the Line* initiative highlights how bystanders – including male bystanders – can have a positive impact in responding to and preventing sexual violence. This initiative, including the *Draw the Line* cards/posters that are featured in lesson plans presented in this guide, explores concrete ways in which male bystanders can prevent violence and support survivors.

STRENGTH-BASED MESSAGING focuses on the positive roles men and boys can play to promote gender equality and prevent gender-based violence. A strength-based approach is a more effective way of fostering men's involvement and ownership of the issue than messaging that relies on shame, guilt, or fear. Aspirational and positive messaging encourages men to see themselves as part of the solution and to become allies to end gender inequality and violence against women. This approach enables more meaningful and long-term changes in attitudes and behaviours.

³⁰ National Community of Practice, *Toolkit* (2016), <http://www.canpreventgbv.ca/>

We encourage men, and particularly male educators, to take a stand against sexual violence. Actions might include the following:

**RESPONDING TO
GENDER-BASED AND
SEXUAL VIOLENCE**

- **Believe:** This issue is real. Believe survivors' experiences. Your support will make a difference.
- **Trust your gut:** Don't walk on by if you witness harassment or an assault on the street or anywhere else: assess the risk, then, as appropriate, intervene to defuse the situation. If you need to, ask for help, including by calling 911.
- **Offer support:** Ask if you can help people who have experienced violence and then connect them to support services. Help the organizations that support survivors of violence. (See **Appendix A** for information on resources and supports.)
- **It starts with you:** Lead by example. Question your own attitudes and behaviours and how they may disrespect or harm women. Sexist language and street harassment all contribute to a culture of violence. Visit www.itstartswithyou.ca
- **It stays with him:** Be a role model. Talk to your family, friends, co-workers, and students about the roles they can play in ending violence against women. Challenge the men and boys in your life to make a difference.
- **Learn more and get involved:** White Ribbon has all the resources you need to get involved, raise awareness, and make a difference. Visit www.whiteribbon.ca.

Hypermasculinization and Gender-based Violence

Hypermasculinity, which is sometimes called toxic or hegemonic masculinity, is a construction of manhood that resides in notions of dominance and superiority. It promotes narrow ideas of what it means to be a man: tough, strong, self-reliant, and emotionless. Hypermasculinity teaches and encourages boys and young men to devalue anyone or anything that exhibits so-called feminine traits: it thus nourishes the roots of sexism and misogyny and also of homophobia and transphobia. A hypermasculine perspective devalues women and LGBTQ people, making them vulnerable to abuse, violence, and harassment. Hypermasculinity is linked to violence against women, men, and those who do not conform to gender norms. In addition, among male youth, hypermasculinity is connected to poor academic performance, risk-taking

behaviours, reduced ability to identify and express emotions, lower coping skills, and mental health issues.³¹

We encourage all men and boys to challenge hypermasculinity. Healthy masculinities are based on peaceful actions, equal power relations, and self-respect. Adopting healthy masculinities is part of a change in social norms that challenges male dominance and gender-based and sexual violence.

**RESPONDING TO
GENDER-BASED AND
SEXUAL VIOLENCE**

3.2 The Role of Education

Along with the engagement of men, awareness raising and education are important strategies in preventing sexual violence. Teachers have a key role to play in raising awareness among their students about issues related to sexual violence.

Sexual Violence Prevention Education: A Key to Mental Health and Well-being

Too often, sexual violence remains a taboo subject in Ontario. This culture of silence does not help young people: it leads survivors to believe that they are alone – when they are not – and impedes their ability to seek the help they need. Educating young people about sexual violence contributes to prevention in several ways:

- it helps youth understand their rights and the laws governing consent and sexual violence;
- it equips youth with the skills to challenge myths about sexual violence;
- it educates bystanders to spot sexual violence, intervene appropriately, and support those affected;
- it helps educators respond to disclosures and direct survivors to appropriate supports.

Young people who have experienced sexual violence are most likely to disclose to a peer, a family member, or another person with whom they have a pre-existing trusting relationship. It is crucial that schools foster an atmosphere of trust, providing a safe space in which students can have conversations about sexual violence and learn about how to prevent it.³²

³¹ YWCA Culture Shift Project, *Research Report: Addressing the Sexualization of Women and Girls* (Vancouver: YWCA Metro Vancouver, 2017), p. 6, <https://ywcavan.org/sites/default/files/resources/downloads/Culture-Shift-Research-Report-Final-WEB.pdf>

³² OCRCC, White Ribbon, Ophea, and Egale Canada, Mental Health, *Youth and Sexual Violence: A FAQ* (2017).

**RESPONDING TO
GENDER-BASED AND
SEXUAL VIOLENCE**

It is important that educators do more than focus on responding to incidents of sexual violence. Taking a proactive and preventative approach – increasing awareness and teaching students about healthy relationships and unsafe situations – ultimately will help stop sexual violence before it starts. Such approaches also promote a positive school environment in which students can learn.³³ Creating a supportive environment and providing adequate responses to students’ concerns fosters students’ emotional growth and helps to secure their future health and well-being.

The following are some ways in which schools can demonstrate that they are committed to supporting students who may need to talk about sexual violence:

- posting the contact information for local sexual assault services and other anonymous support services such as Kids Help Phone and BroTalk in heavily frequented areas;
- posting visual materials, such as the *Draw the Line* posters, that promote prevention and that encourage students to speak to someone they trust;
- organizing prevention and awareness-raising initiatives about consent, healthy relationships, and sexual violence that engage all students.

Consent and Healthy Relationships

Children should start to learn healthy relationship skills, including those related to the development of respect, empathy, and effective communication, at a young age. Another key skill related to healthy relationship is the ability to understand consent. In simple terms, consent is a mutual verbal, physical, and emotional agreement that happens without manipulation, threats, or coercion. In the context of sexual behaviour:

CONSENT IS	MUTUAL: both parties have clearly agreed	CONSENT IS NOT
	ENTHUSIASTIC: there is desire and excitement	
	ONGOING: it can be retracted at any time; it is a process and it must be confirmed every step of the way	
	SPECIFIC: it is clear what activity a person is consenting to	
	VOLUNTARY: it is given freely, not under pressure, and the person involved is the one consenting	
	SOBER: the parties involved are not under the influence of alcohol or drugs	
	AUTOMATIC: it has to be negotiated each time, even in the context of a relationship	
	A GREY AREA: only a voluntary, sober, enthusiastic, mutual, and honest yes means yes. If there is no yes, there is no consent.	

³³ Ontario Ministry of Education “Progressive Discipline and Promoting Positive Student Behaviour,” Policy/Program Memorandum No. 145, December 5, 2012, p. 4, <http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

The ability to understand and practise consent is critical for young people if they are to navigate intimate relationships in a healthy and respectful way. Practising consent requires good communication skills and respect for others' boundaries. (See **Appendix D** for a guide to navigating consent.)

How to Talk about Consent without Directly Talking about Sexual Activity

Classroom discussions that directly address sexual activity may not be appropriate with students under a certain age. In these cases, it is still possible for educators to help students develop the communication and boundary-setting skills they will need to create healthy intimate relationships at a later stage. One approach is that teachers can facilitate activities or discussions that explore boundaries and consent in non-sexual contexts. For example, a teacher could guide classroom discussions about how people need to ask permission to use other people's belongings and how to set boundaries around sharing possessions, holding hands, or hugging.³⁴ Helping students develop the habit of asking for permission and respecting the answer to the request is crucial; such habits will help them develop healthy relationships and will prevent sexual violence.

**RESPONDING TO
GENDER-BASED AND
SEXUAL VIOLENCE**

³⁴ White Ribbon *It Starts with You - It Stays with Him*, www.itstartswithyou.ca

4

DRAWING THE LINE IN THE CLASSROOM

This section of *Drawing the Line on Sexual Violence* provides concrete examples of how teachers can support the development of healthy relationships and contribute to preventing sexual violence. It highlights the importance of:

- challenging and changing attitudes, behaviours, and commonly held myths that perpetuate sexual violence;
- increasing students' and educators' individual and collective capacity to understand the positive role they can play in preventing sexual violence and promoting gender equality;
- increasing the capacity of boys and male educators to become agents of change in their schools by being positive role models and active bystanders;
- strengthening the capacity of Ontario's education system, across both the elementary and secondary sectors, to prevent sexual violence.

We hope that the tools and strategies in this section will help equip educators to discuss topics such as the root causes of gender inequality, healthy relationships, sexual health and consent, and sexual violence and harassment with their students.

This section provides specific activities that educators can use in the classroom to integrate learning about issues related to gender-based and sexual violence. After some general background in section 4.1, including how to use the *Draw the Line* scenario cards, section 4.2 discusses some key considerations for educators addressing these issues in the classroom, including how to respond if their students disclose abuse. Section 4.3 consists of a "Curriculum Connections Chart" that identifies expectations in various courses throughout the secondary curriculum that can support projects and activities related to gender-based and sexual violence and harassment. Many of these activities use the *Draw the Line* scenario cards to explore the role of bystanders in reducing or preventing gender-based violence, but the chart also provides a range of activities through which students can develop their understanding of many aspects of gender-based and sexual violence, including healthy relationships and consent. Finally, section 4.4 comprises a series of specific lesson plans that integrate the *Draw the Line* scenario cards with expectations from selected courses in the secondary curriculum.

4.1 Background Information for Teachers

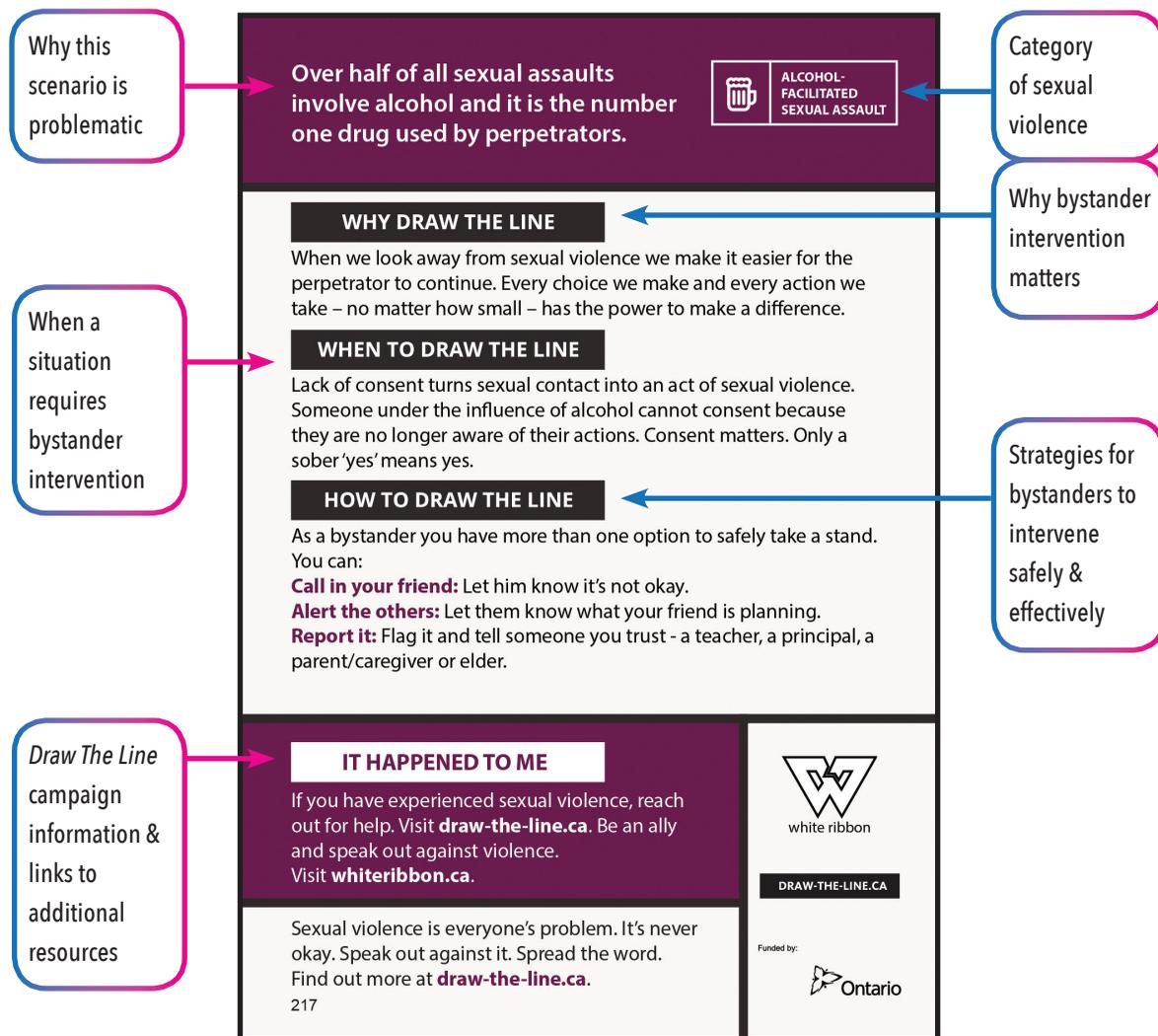
As we have seen, age is a risk factor for sexual violence. Young Ontarians – especially girls and young women – have a much higher than average risk of experiencing sexual violence (see the discussion in section 2.2). Being proactive and helping students develop the knowledge and skills they need to make informed decisions related to healthy relationships can help prevent sexual violence, promote well-being, and create a positive school environment.

Most of the lesson plans and some of the activities in the Curriculum Connections Chart use the *Draw the Line* scenario cards as tools for classroom discussions of gender-based and sexual violence. The cards are meant to spark conversations on the role bystanders can play in responding to and helping to prevent sexual violence. The front of the card presents students with a situation inspired by real-life events that they may encounter and asks them to consider how, as bystanders, they would react to it. The back of the card (*see following page*) highlights why the scenario is problematic and why it is important for bystanders to intervene, and it offers tips about realistic actions bystanders can take to prevent or stop sexual violence.

When using the cards, educators should adopt an open-ended approach, encouraging student dialogue and reflection, and providing opportunities for students to make connections to their personal lives. Teachers may use the lesson plans included in this guide or create their own activities. In both cases, classroom activities should guide students through the exploration of the feelings and reactions that these scenarios inspire, and should help them understand how these feelings can contribute to their decision to take action – or not to take action – in that given situation. Ultimately, classroom activities should not focus on instilling fear but rather on cultivating empathy for those experiencing, or at risk of experiencing, sexual violence. When it comes to sexual violence prevention, empathy is more effective than fear.

Educators should be aware that feelings, as well as boundaries, will vary from person to person. Consequently, they should avoid identifying a specific bystander response as the “correct” response to the situations in the *Draw the Line* cards. In many cases, there is no “right” answer. It is appropriate – insofar as the law allows – that bystander responses will vary, depending on factors





such as age, ability, and safety considerations, as well as the victim's wishes and needs. Nevertheless, teachers should highlight for their students that doing nothing and ignoring signs of sexual violence is not a neutral response; it is harmful. Actions, even small ones such as checking in with the person involved, can have great benefits. This is why bystander intervention matters.

Although the *Draw the Line* cards are designed to build on the prior knowledge, personal experience, and skills that students bring to the classroom, not all students will share the same knowledge, experience, and skills with respect to these topics. Therefore, we encourage teachers to adapt the content of and activities identified on the cards, as well as the lesson plans provided below, to meet their students' diverse needs, interests, and abilities. It is also important that teachers differentiate instruction and assessment to meet the needs of all learners in the classroom.

Given the sensitive nature of the topic, educators should not insist that students participate in discussions if they appear reluctant to do so. Also, teachers should be aware that discussions of sexual violence may lead students who have experienced such violence to disclose to a friend or to an adult they trust, including an educator. Teachers should refamiliarize themselves with their school policy on student safety and disclosure. Section 4.2 provides information for teachers on how to respond to a student who discloses abuse to them.

**DRAWING THE
LINE IN THE
CLASSROOM**

The following are some tips for teachers on integrating the subject of sexual violence prevention in the classroom.

- Use a combination of single-gender and mixed-gender discussions. Single-gender discussions can sometimes allow for more honest exchanges. For example, boys may talk more openly without girls present, and girls, who are often less assertive than boys in the classroom, may be encouraged to express themselves. On the other hand, mixed discussions are valuable because they increase empathy for female victims of sexual violence.
- Make sexual violence prevention part of regular classroom lessons and activities.
- Connect activities to students' living skills, as outlined in the Health and Physical Education curriculum, helping students to acquire "the living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes."³⁵
- Include critical discussions of gender norms and masculinity, and highlight similarities between men and women (see, e.g., Lesson Plan I, Social Sciences and Humanities, *Grade 11: Exploring Gender Norms and Expectations*).
- Help students develop their relationship skills, particularly skills related to consent, communication, and emotional intelligence.
- To convey the importance of men's roles in sexual violence prevention, use a strength-based approach and provide concrete examples of how men and boys can be allies to women and girls and can respond as active bystanders.
- Draw on communication campaigns that provoke conversations, such as the *Draw the Line* campaign.³⁶

EMOTIONAL INTELLIGENCE is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

³⁵ Ontario Ministry of Education *The Ontario Curriculum, Grades 1-8: Health and Physical Education* (Revised) (Toronto: Author, 2015), p. 6, <http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf>

³⁶ Rachel Jewkes, Michael Flood, and James Lang, "From Work with Men and Boys to Changes of Social Norms and Reduction of Inequities in Gender Relations: A Conceptual Shift in Prevention of Violence against Women and Girls," *Lancet* 315 (2015): 1586-87.

4.2 Discussing Sexual Violence Prevention in the Classroom

DRAWING THE LINE IN THE CLASSROOM

Every student has the right to learn in a safe, caring environment, free from violence and harassment. It is important that educators keep this in mind when discussing sexual violence with their students. The following suggestions are ways in which teachers can prepare themselves and their classroom for these discussions.

Creating a Safe and Accepting Learning Environment

A safe and accepting learning environment is a prerequisite for having honest discussions about sexual violence prevention. If there is no existing classroom agreement that includes guidelines for respectful and safe discussions, teachers should consider creating one. (See **Appendix B** for tips about creating a classroom agreement.) Where a classroom agreement already exists, teachers may wish to review it with their students prior to sensitive discussions. In all discussions, whether related to sexual violence or other issues, teachers should be ready to challenge stereotypes and inappropriate language.

Teachers must prepare students before introducing content that could be distressing to them. Students should be aware of what they can do if they need to avoid the challenging content, and they should be encouraged to seek support when necessary. Teaching about sexual violence prevention can be approached from the perspective of empowering students to make decisions regarding their well-being, which can increase their sense of safety. This approach also reduces potential stigma around mental health issues and leads to increased trust and better communications between educators and students.

Focusing on the Bystander

It is important to focus the conversation on what bystanders can do to prevent or interrupt sexual violence. This approach promotes discussions that shed light on how sexual violence does not concern only survivors or perpetrators – it is an issue that concerns everyone. Activities that engage students as potential allies – and not as potential victims or perpetrators – reduce defensiveness and victim-blaming attitudes, and they show that all members of the community have a role to play in preventing violence.

Disclosure and Reporting

It is likely that there will be students in the classroom who are survivors of sexual violence. Teachers, administrators, and other schools staff may wish to

prepare a plan that addresses how to respond to abuse disclosures from students, including information on supports available in the school. It is important that teachers do not feel that they are alone in taking on the responsibility that comes with disclosures: they need to be supported by the school and the board and to be aware of how they can refer students who need help to professionals. (See the information on referrals in **Appendix A**.) Ontario sexual assault centres provide free counselling services and can attend classroom discussions to support teachers and students.³⁷

Educators have a legal obligation to report suspected cases of abuse and neglect to a children's aid society if a child is or appears to be under the age of 16 (see **Appendix C**). Before speaking to an individual student about a potential disclosure, teachers need to make the student aware of this obligation and explain the related limitations to confidentiality. This should be done in a way that will not discourage a student from disclosing or seeking help. In addition, teachers should consider the following suggestions when speaking with a student who may wish to disclose:

- Normalize the experience of sexual violence by pointing out that one in three women and one in six men will experience sexual violence at some point in their lives. Highlight that survivors are not alone and that there are a variety of resources to help them when they are ready to talk.
- Explain to the student what would happen if they talked to you. It is important that students understand that you have an obligation to make sure that they are safe and that they can and should talk to you if they want help. Students should understand the obligation to report, as discussed above, but also that you will not share the information they choose to confide in you with more adults than absolutely necessary. This means that the information will be kept as confidential as possible, but that it will need to be shared with a few key professionals. Ensure that students understand that, if they confide that they are being harmed or at risk of being harmed or harming others, you would have to report the situation to child protection services. Do not make any promises with respect to confidentiality that you cannot keep.
- Give students the option to talk to someone anonymously. Sometimes survivors wish to disclose their experience but do not wish to take further action at that particular time. Resources such as Kids Help Phone and BroTalk give youth the option of talking to a counsellor anonymously (for a list of these and other resources, see **Appendix A**).
- Be aware that, as your reporting of the disclosure may occur without the

³⁷ For information about your local sexual assault centre, visit the website of the Ontario Coalition of Rape Crisis Centres, at <http://www.sexualassaultsupport.ca/support>

survivor's consent, the disclosure and reporting experience can be traumatic. In such cases, be as supportive as you can, but let professionals handle the situation.

**DRAWING THE
LINE IN THE
CLASSROOM**

If a student chooses to disclose their experience of sexual violence to a teacher, the teacher needs to be prepared to listen and help. The following are some suggestions for teachers in this situation:

- Listen with empathy and respect. Be aware of and respect linguistic, cultural, and religious beliefs and any other aspect of diversity that may be connected to the student's concerns.
- Believe the student and validate their feelings. You might restate and rephrase what the student is telling you to show that you are actively listening.
- Support the student by telling them that they are courageous for speaking up, and reassure them that you are there to help them.
- Respect the student's wishes and choices – insofar as the law and your board allow you to. Do not tell the student what to do; do tell them that you will support them regardless of their choices.
- Respect the student's privacy unless they specifically authorize you to talk about the situation with others.
- Respect the student's reactions and show empathy. There is no “right” way for victims to react to sexual violence.
- Remember to take care of yourself. For support, you may wish to reach out to your teacher federation and/or to local community organizations.

Preparing Follow-up Resources

Teachers can explore the resources listed in **Appendix A** in order to better understand how to direct students towards the supports they need. We suggest that teachers share with all students a list of appropriate resources that can support students and survivors of sexual violence, so students can consult it at any time.

4.3 Curriculum Connections

The following chart is intended to help educators integrate activities related to the prevention of gender-based violence into their everyday teaching. Activities focus on, among other topics, sexual violence, sexual harassment in the workplace, sexism and gender norms, and healthy/unhealthy relationships. Although the chart is organized by discipline and course, we encourage teachers to adopt a cross-curricular approach when addressing these topics in their classroom, combining expectations from other courses or subjects where appropriate.

**DRAWING THE
LINE IN THE
CLASSROOM**

The chart highlights a variety of ways in which the *Draw the Line* (and, in French as a Second Language courses, the *Traçons les limites*) scenario cards can be integrated into classroom activities. We encourage educators to adapt and modify these activities, taking into account their students' background and experiences, as well as their interests, aptitudes, and learning needs. The full Ontario secondary curriculum can be accessed by subject and grade at, <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>.

The lesson plans are based on the following curriculums:

- The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (revised)
- The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (revised)
- The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013, (revised)
- The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015, (revised)
- The Ontario Curriculum, Grades 9 and 10: English, 2007 (revised)
- The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised)
- The Ontario Curriculum, Grades 9 to 12: French As a Second Language – Core, Extended, and Immersion French, 2014 (revised)
- The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 2006 (revised)
- The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2006 (revised)
- The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 (revised)
- The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (revised)
- The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (revised)
- The Ontario Curriculum, Grades 9 to 12: Social Sciences and Humanities (revised, 2013)

The Arts, Grades 9 and 10

Drama, ADA2O (Grade 10)

Curriculum expectations

A1.1 – Develop interpretations of issues from contemporary or historical sources... as the basis for drama

A1.3 – Use role play and characterization to explore personal and social issues

B2.2 – Explain how dramatic exploration helps develop awareness of different roles and identities people have in society

B2.4 – Identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions

Possible activities

Create a dramatic piece depicting how gender norms and dynamics can contribute to sexual violence.

Engage in role play or create a dramatic piece about bystander responses to sexual violence scenarios outlined in various *Draw the Line* cards.

See also Lesson Plan E.

Media Arts, ASM2O (Grade 10)

Curriculum expectations

B1.1 – Identify and describe their initial responses to media art works...

B1.3 – Use the critical analysis process to assess the effectiveness of media art works in communicating a message or expressing an emotion, and describe how their assessment of the works has evolved throughout the critical analysis process

B2.3 – Identify and describe ways in which media art works can influence community or societal values

Possible activities

In a blog, critically analyse representations of gender norms and stereotypes in art and popular culture.

Create a public service announcement or short film focusing on the positive impact of bystander intervention to prevent sexual violence.

See also Lesson Plan E.

The Arts, Grades 11 and 12

Drama, ADA3M (Grade 11)

Curriculum expectations

- A1. - Use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works
- B1.2 - Analyse drama works to determine how they communicate ideas about issues, culture, and society
- B2.2 - Identify ways in which drama can influence personal growth, relationships with others, and aesthetic judgement
- B2.3 - Identify ways in which drama can influence the broader community

Possible activities

- Analyse the representation of sexual violence and harassment in dramatic works.
- Engage in role play or create a dramatic piece about bystander responses to sexual violence scenarios outlined in various *Draw the Line* cards.

Drama, ADA3O (Grade 11)

Curriculum expectations

- A1.3 - Use role play to explore the possibilities of different scenarios, situations, and characters
- B2.2 - Identify ways in which drama can promote self- and social awareness
- B2.3 - Identify ways in which drama works can promote social improvement and good citizenship

Possible activities

- Create a dramatic piece depicting how gender norms and dynamics can contribute to sexual violence.
- Engage in role play or create a dramatic piece about bystander responses to sexual violence scenarios outlined in various *Draw the Line* cards.
- Analyse how selected dramatic works treat the issue of sexual violence.

Drama, ASM3M (Grade 11)

Curriculum expectations

- A1.** – Apply the creative process to create media art works, individually and/or collaboratively
- B1.1** – Analyse, through examination and reflection, their initial response to media art works, using various strategies and modes of communication
- B2.3** – Analyse the ability of historical or contemporary media art works to influence community or societal values
- B2.4** – Analyse, on the basis of reflection, and document how creating and presenting media art works has affected their personal values and their understanding of their culture and community
- B2.5** – Analyse how the process of critically analysing media art works has affected their perception and understanding of different communities, cultures, ideologies, and/or social groups

Possible activities

- In a journal, critically analyse representations of gender norms and stereotypes in media and popular culture.
- In small groups, critically analyse media art works created by activists to raise awareness of or prevent sexual violence.
- Create a public service announcement or short film focusing on the positive impact of bystander intervention to prevent sexual violence.

Media Arts, ASM4M (Grade 12)

Curriculum expectations

- B2.3** – Analyse, on the basis of investigation, how media art works can serve as a catalyst for changing community or societal values
- B2.4** – Assess, on the basis of reflection, and communicate... the impact that creating and presenting media art works has had on the evolution of their personal values and their understanding of their culture and community

Possible activities

- In a journal, critically analyse representations of gender norms and stereotypes in art and popular culture.
- With peers, critically analyse media art works created by activists to raise awareness of or prevent sexual violence.

Media Arts, ASM4M (Grade 12) [cont'd]

B2.5 – Analyse how the process of critically analysing media art works has affected their perception and understanding of different communities, cultures, ideologies, and/or social groups, and assess the impact of these perceptions and understandings on their own media art work

Canadian and World Studies, Grades 9 and 10

History

Canadian History since World War I, CHC2D (Grade 10)

Curriculum expectations

E1.1 – Describe various social and cultural trends and developments in Canada since 1982... and assess their significance for people in Canada

E2.3 – Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Inuit, and Métis peoples since 1982..., and analyse them from various perspectives

E3.1 – Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982

Possible activities

Analyse the impact of the feminist movement in Canada since 1982.

Investigate the evolution of laws and trends about sexual violence in Canada since 1982.

Investigate the issue of sexual violence against Indigenous women and girls in Canada since 1982, including the connection between colonialism and violence against Indigenous women and girls.*

*Educators may wish to incorporate the Nishnawbe Aski Nation cards, which are available at www.draw-the-line.ca

Canadian History since World War I, CHC2P (Grade 10)

Curriculum expectations

E1.1 – Describe some key social trends and/or developments in Canada since 1982..., and assess their significance for the lives of different people in Canada

E2.2 – Describe some significant issues and/or developments that have affected relations between governments and First Nations, Inuit, and Métis peoples in Canada since 1982..., and explain some changes that have resulted from them

Possible activities

Investigate rates of sexual violence in Canada since 1982.

Investigate the issue of sexual violence against Indigenous women and girls in Canada since 1982.*

Civics (Politics)

Civics and Citizenship, CHV2O (Grade 10)

Curriculum expectations

B1.1 – Describe some civic issues of local, national, and/or global significance..., and compare the perspectives of different groups on selected issues

B1.3 – Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action

B1.4 – Communicate their own position on some issues of civic importance at the local, national, and/or global level..., explaining how their position is influenced by their belief/values

B3.5 – Identify examples of human rights violations around the world..., and assess the effectiveness of responses to such violations

Possible activities

Explore sexual violence as a human rights violation.

Create a charter of rights and responsibilities with respect to the issue of gender-based violence.

Compare organizations and strategies whose goal is to end violence against women in Canada, including the *Draw the Line* campaign.

Investigate sexual violence against Indigenous women and girls.*

See also Lesson Plan F.

Canadian and World Studies, Grades 11 and 12

History

Canada: History, Identity, and Culture, CHI4U (Grade 12)

Curriculum expectations

E1.1 - Analyse key social/cultural trends and developments in Canada during this period, including changes in social attitudes/values ..., and assess their significance for the development of Canada, including the development of identity in Canada

E2.1 - Explain the context for the development of various reform movements in Canada during this period..., and evaluate the success of some of these movements

E3.2 - Analyse how the lives, roles, and rights of Canadian women changed during this period

Possible activities

Write an essay about the impact of the feminist movement on the issue of sexual violence in Canada.

Investigate the evolution of laws and trends about sexual violence in Canada since 1945.

Investigate how attitudes towards sexual violence have changed in Canada over the past several decades.

Law

Understanding Canadian Law in Everyday Life, CLU3E (Grade 11)

Curriculum expectations

C1.1 - Identify some of the rights and freedoms protected by the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code and their corresponding responsibilities or obligations

Possible activities

Working in groups, identify some laws that protect Canadians from sexual violence and harassment.

Understanding Canadian Law..., CLU3E (Grade 11) [cont'd]

C1.2 - Identify barriers to the equal enjoyment of human rights in Canada... and the human rights issues raised by various historical and contemporary instances where the rights of different groups were violated

C2.3 - Describe how some human rights codes and related legislation have been influenced or might be influenced in future by factors such as evolving social attitudes and values, changing technology, and changing demographics

E1.2 - Describe various serious offences defined under the Criminal Code of Canada ..., other federal statutes..., and provincial laws

E2.6 - Analyse how media coverage and portrayals of crime and of legal processes and procedures... influence public perceptions of, assumptions about, and responses to crime/criminals and/or the criminal justice system

Create a classroom presentation on factors that prevent certain groups from enjoying the full protection of the law in cases of sexual violence and harassment.

Investigate how media coverage can influence public perceptions of cases of sexual violence.*

Politics

Politics in Action: Making Change, CPC3O (Grade 11)

Curriculum expectations

B1.1 - Identify some agents of political socialization..., and analyse how these agents affect their own personal political beliefs and engagement and the beliefs and engagement of others

B1.3 - Describe some challenges or barriers to political engagement

Possible activities

Investigate the causes and impact of gender-based violence in Canada.

Discuss the effectiveness of strategies to promote equality and to end gender-based violence in Canada.

Politics in Action..., CPC3O (Grade 11) [cont'd]

B1.4 - Describe personal attributes, attitudes, and skills that enhance an individual's ability to be a responsible citizen and contribute to the common good

B1.5 - Explain, with reference to the perspectives of bystanders and upstanders, why people choose to take action on, or not get involved in, political issues..., and analyse possible consequences of both stands

B2.1 - Explain the political importance of some current local, national, and/or global issues

B3.1 - Analyse the causes of some issues of political importance and how an understanding of these causes can affect the action taken to address the issues

B3.2 - Analyse the impact of some issues of political importance, with a particular emphasis on issues related to equity, human rights, and/or the environment

B3.3 - Identify actions that have been taken to address some issues of political importance, and assess the effectiveness of these actions in achieving the intended objective

C1.3 - Describe the main goals and strategies of some individuals and groups/movements that have brought about and/or are attempting to bring about greater socio-political equality, and assess their effectiveness

C3.3 - Analyse a current political issue to identify factors that could facilitate or obstruct efforts to reach a solution

D1. - Identify and analyse a political issue, with the goal of developing a personal plan of action to address this issue

Create a classroom presentation on the importance of bystander action and its relationship to responsible citizenship.

Develop an action plan related to some aspect of sexual violence prevention.

English: Grades 9 and 10; Grades 11 and 12

Curriculum expectations

Oral Communication

1. Listening to Understand
2. Speaking to Communicate

Reading and Literature Studies

1. Reading for Meaning
2. Understanding Form and Style

Writing

1. Developing and Organizing Content
2. Using Knowledge of Form and Style

Media Studies

3. Creating Media Texts

Possible activities

Engage in role play or create an oral presentation about bystanders' possible responses to *Draw the Line* scenarios.

Write an essay, editorial, or opinion piece about the importance of bystander intervention in situations described in *Draw the Line* scenarios.

Create a school-wide awareness campaign about sexual violence prevention.

See also Lesson Plans A and G.

French as a Second Language: Core, Extended, and Immersion, Grades 9-12*

Curriculum expectations

A. Listening

- A1. - Listening to Understand
- A2. - Listening to Interact

B. Speaking

- B1. Speaking to Communicate
- B2. Speaking to Interact

Possible activities

Engage in role play or create an oral presentation about bystanders' possible responses to *Traçons les limites* scenarios.

French as a Second Language *[cont'd]*

C. Reading

C1. Reading Comprehension

C2. Purpose, Form, and Style

D. Writing

D1. - Purpose, Audience, and Form

D2. - The Writing Process

Write an essay, editorial, or opinion piece about the importance of bystander intervention in situations described in *Traçons les limites* scenarios.

Create a French-language school-wide awareness campaign about sexual violence prevention.

Guidance and Career Education: Grades 9 and 10; Grades 11 and 12

Career Studies, GLC2O (Grade 10)

Curriculum expectations

Exploration of Opportunities

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

Identify economic and societal trends... and explain how they influence available job opportunities and work environments

Possible activities

In groups, discuss how sexism affects everyday behaviour.

Analyse the links between gender norms and discrimination in the workplace.

Discuss the roles and responsibilities of employers and employees with respect to sexual harassment.

See also Lesson Plan H.

Discovering the Workplace, GLD2O (Grade 10)

Curriculum expectations

Essential Skills for Working and Learning

Describe a process for problem solving and use it effectively in challenging situations... in school or in the community

Exploration of Opportunities

Identify the attitudes, behaviours, work habits, and skills, including the workplace essential skills, required to obtain and keep a job

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

Possible activities

Conduct research into the causes of sexual harassment in the workplace, its impact, and strategies to eliminate it.

Create a presentation for the class on the role of employees and management in the creation and maintenance of a positive workplace that is free from harassment.

Create a general policy for eliminating sexual harassment in the workplace.

See also Lesson Plan H.

Designing Your Future, GWL3O (Grade 11)

Curriculum expectations

Interpersonal Knowledge and Skills

Demonstrate respectful and responsible behaviours... in groups at school and in community-based learning activities

Explain how conflict-resolution strategies... can be used to reach mutually agreeable solutions in work-related situations

Possible activities

Engage in role play about the importance of not ignoring inappropriate remarks, jokes, or gestures.

Analyse the rights of workers and policies designed to protect workers from sexual harassment.

Designing Your Future, GWL30 (Grade 11) [cont'd]

Describe the skills necessary to act as an advocate for themselves or others in various situations involving prejudice, bullying, or discrimination

Exploration of Opportunities

Identify examples of ethical behaviour within the workplace

Exploration of Opportunities

Describe key features of legislation governing human rights, antidiscrimination, employment, and workplace health and safety... and relate these to their observations of how the rights and responsibilities of employees and employers are addressed in their workplace experiences

Leadership and Peer Support, GPP30 (Grade 11)

Curriculum expectations

Interpersonal Knowledge and Skills

describe a conflict-resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions

Identify sources of pressure on adolescents..., and appropriate strategies to deal with these pressures.

Demonstrate an understanding of how to respond appropriately... to peers' disclosures of serious personal matters

Describe theories of group dynamics... and produce an analysis of the dynamics of groups in which they participate

Possible activities

In small groups, discuss possible responses from management and coworkers to a disclosure of sexual harassment in the workplace.

Engage in role play about possible ways to respond when a colleague or a subordinate tells a sexist or homophobic joke.

Create a policy or code of conduct for addressing sexual harassment in the workplace.

Leadership and Peer Support, GPP3O (Grade 11) [cont'd]

Explain how cultural diversity within groups may affect communication, interpersonal relations, and leadership styles, both positively and negatively

Explain how power can be used positively... or misused... in work, family, and peer contexts, and identify strategies to deal with situations where power is misused describe their rights... and responsibilities... in various leadership and peer support roles

Navigating the Workplace, GLN4O (Grade 12)

Curriculum expectations

Essential Skills for Working and Learning

Demonstrate effective use of a problem-solving process to deal with issues in school and in the workplace

Personal Management

Describe self-management skills... and use them to deal effectively with challenging situations in the school, community, or workplace

Describe and use strategies for managing conflict... and explain the issues and difficulties that may be encountered when resolving conflict

Exploration of Opportunities

Identify workplace issues... and explain how policies and procedures dealing with them contribute to a positive and productive work environment

Explain workers' rights... and responsibilities..., and identify federal and provincial legislation in which they are described

Possible activities

Engage in role play about possible ways to respond when a colleague or a subordinate tells a sexist or homophobic joke.

Create a policy or code of conduct for addressing sexual harassment in the workplace.

Health and Physical Education, Grades 9-12*

Healthy Active Living Education, PPL1O (Grade 9)

Curriculum expectations

C1.2 – Demonstrate an understanding of the benefits and risks of using electronic communication technologies..., and describe strategies that they can apply to ensure their safety while using these technologies

C2.2 – Demonstrate an understanding of the skills and strategies needed to build healthy social relationships... and intimate relationships

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

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

Possible activities

Discuss the concepts of digital citizenship and consent with respect to the use of technology.

Engage in role play about or discuss the roles bystanders can play to respond to sexual violence and harassment.

Engage in role play about how friends can help and support someone who is in an unhealthy relationship.

See also Lesson Plan B.

Healthy Active Living Education, PPL2O (Grade 10)

Curriculum expectations

C1.2 – Demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects... of a person's health and well-being

Possible activities

Discuss the concept of consent in relation to alcohol or drug use (including the inability to consent when under the influence) and the role of substance use in cases of sexual violence.

*As discussed above, the *Draw the Line* scenarios draw on content in the Health and Physical Education curriculum. As such, overall expectations from this document are included in most of the lesson plans.

Healthy Active Living Education, PPL2O (Grade 10) [cont'd]

C2.3 – Demonstrate the ability to analyse situations involving conflict within oneself... or conflict with others... and apply appropriate conflict resolution strategies

C2.4 – Demonstrate the ability... to apply adaptive, coping, and management skills... to respond to challenging situations involving substance use, addictions, and related behaviours

Engage in role play about the idea of being a stand-up friend (e.g., helping friends make good decisions, responding to or helping to prevent sexual violence, and supporting survivors).

Healthy Active Living Education, PPL3O (Grade 11)

Curriculum expectations

C1.2 – Identify behaviours and actions that can lead to adolescent injuries or death, and explain the factors that can influence adolescents to engage in or refrain from potentially harmful or dangerous behaviour

C2.1 – Describe behaviours and strategies... that can be applied to make safer choices in a variety of situations and settings... and reduce the risk of personal injury or death

C3.4 – Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations

C3.5 – Describe factors that contribute to the stigmatization of mental illness..., and identify strategies that could be used to reduce stigma in their local community and related behaviours

Possible activities

Discuss the role that peer pressure or intoxication plays in instances of sexual violence.

Engage in role play about or discuss the importance of believing and supporting survivors to provide help and to assist in their recovery.

Create an awareness campaign or public service announcement to challenge the stigma around sexual violence and to promote ways to support survivors.

Healthy Active Living Education, PPL4O (Grade 12)

Curriculum expectations

C1.1 – Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse... in different relationships and settings... as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations

C1.2 – Describe both the short-term and long-term consequences of substance misuse, including legal consequences

C1.3 – Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves

C2.2 – describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support... can be used to reduce their vulnerability to harassment, violence, or abuse

C3.2 – Analyse the occurrence of harassment, violence, and abuse in relationships... in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems

C3.4 – Analyse the portrayal of different relationships in the media... with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging

Possible activities

Create a school-wide public education campaign focusing on the role of bystanders in sexual violence prevention, using the *Draw the Line* campaign as a foundation.

Engage in role play showcasing possible bystander interventions in unhealthy relationships.

Create a school-wide awareness campaign to reduce the stigma around sexual violence and to provide survivors and bystanders with information about the resources they can access for help.

Mathematics: Grades 9 and 10; Grades 11 and 12*

Principles of Mathematics, MPM1D (Grade 9)

Curriculum expectations

Number Sense and Algebra

Solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion

Possible activities

Use statistics to investigate sexual violence in Canada or Ontario.

Foundations of Mathematics, MFM1P (Grade 9)

Curriculum expectations

Number Sense and Algebra

Represent, using equivalent ratios and proportions, directly proportional relationships arising from realistic situations

Solve problems involving ratios, rates, and directly proportional relationships in various contexts... using a variety of methods

Possible activities

Use statistics to investigate gender-based violence in Canada or Ontario.

See also Lesson Plan C.

*"Although mathematics may not, at first, seem to be a subject where connection can be made to the issue of sexual violence, the curriculum encourages teachers to connect mathematical ideas to real-world situations, noting that such connections "can enhance students' appreciation of the role of mathematics in human affairs, in areas including health, science, and the environment. Students can be made aware of the use of mathematics in contexts such as sampling and surveying and the use of statistics to analyse trends. Recognizing the importance of mathematics in such areas helps motivate students to learn and also provides a foundation for informed, responsible citizenship" (*The Ontario Curriculum, Grades 9 and 10, Mathematics* (Revised) (Toronto: Ontario Ministry of Education, 2005), p. 3)

Foundations for College Mathematics, MBF3C (Grade 11)

Curriculum expectations

D1. - Solve problems involving one-variable data by collecting, organizing, analysing, and evaluating data

D2. - Determine and represent probability, and identify and interpret its applications

Possible activities

Use statistics to investigate gender-based violence in Canada or Ontario.

See also Lesson Plan K.

Mathematics of Data Management, MDM4U (Grade 12)

Curriculum expectations

C1. - Demonstrate an understanding of the role of data in statistical studies and the variability inherent in data, and distinguish different types of data

C2. - Describe the characteristics of a good sample, some sampling techniques, and principles of primary data collection, and collect and organize data to solve a problem

Possible activities

Use statistics to investigate gender-based violence in Canada or Ontario.

Analyse the challenges of collecting sexual violence data and statistics in Canada.

See also Lesson Plan K.

Social Sciences and Humanities, Grades 9-12

Equity Studies

Gender Studies, HSG3M (Grade 11)

Curriculum expectations

Most of the expectations in this course can be used as the basis for activities on issues related to gender-based and sexual violence. Of particular relevance is subsection *C3: Gender-Based Violence and Its Prevention*.

Possible activities

Analyse how sexism affects everyday behaviour.

Create a webpage highlighting the links between gender norms and discrimination.

Discuss the *Draw the Line* campaign, with the goal of creating new scenario posters about sexual violence prevention.

See also Lesson Plan 1.

Equity, Diversity, and Social Justice, HSE3E (Grade 11)

Curriculum expectations

A1.1 - Explore a variety of topics related to equity, diversity, and/or social justice... to identify topics for research and inquiry

B1.1 - Explain how various aspects of identity... may be socially constructed and internalized

Possible activities

In groups, explore ways in which gender norms are created and perpetuated.

Discuss some ways in which aspects of social identity intersect and how this can contribute to a person's risk of experiencing sexual violence.*

Equity, Diversity, and Social Justice, HSE3E (Grade 11) [cont'd]

B1.2 - Demonstrate an understanding of how a variety of factors... intersect in individuals to create diverse experiences of identity and social roles

B1.3 - Explain positive and negative ways in which social norms can affect individuals

B1.4 - Explain how biases and stereotypes, including those related to race, class, gender, and sexual orientation, are transmitted through the media and popular culture

B2.1 - Explain how power and privilege operate in various Canadian social, economic, and political contexts

B2.3 - Demonstrate an understanding of the difference between individual and systemic forms of discrimination and oppression

B2.4 - Describe the effects of discrimination and oppression on individuals and groups

B3.1 - describe ways in which one's personal choices or behaviour... can help empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

Work in groups to create a presentation on how representations of gender in the media and popular culture can contribute to sexual violence.

Discuss how sexism can affect everyday interactions.

Identify some protections for women under the Ontario Human Rights Code.

Engage in role play about bystanders' ability to prevent sexual violence and harassment.

See also Lesson Plan 1.

Equity and Social Justice: From Theory to Practice, HSE4M (Grade 12)

Curriculum expectations

B1.3 - Explain how individual and systemic factors... can cause or perpetuate inequity and social injustice

Possible activities

Investigate how gender norms are created and perpetuated.

Equity and Social Justice..., HSE4M (Grade 12) [cont'd]

B2.1 – Analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary

B2.2 – Analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups

B3.1 – Analyse stereotypes found in the media and popular culture, and assess their impact

B3.3 – Demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues

C1.2 – Analyse a broad range of current equity and social justice issues in Canada... with reference to the underlying social circumstances and potential strategies for addressing the issues

C3.1 – Compare challenges facing various equity-seeking groups..., and describe some of the policies, strategies, and initiatives used by these groups to address their concerns

D1.2 – Describe how education can help promote equity and social justice

D1.3 – Analyse ways in which personal actions... can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts

D1.4 – Assess the effectiveness of various strategies that have been used, both historically and in the present day, to address equity and social justice issues

Create a presentation for the class on how intersecting aspects of social identity can contribute to a person's risk of experiencing sexual violence.*

Analyse how gender stereotypes in media and popular culture can contribute to sexual violence.

Analyse how sexism impacts everyday interactions.

In groups, discuss the effectiveness of various initiatives used by groups to address gender-based violence.

Write an essay about the role of education in preventing sexual violence.

In groups, discuss the role of bystanders in specific situations involving gender-based violence.

Family Studies

Exploring Family Studies HIF1O/2O (Grade 9 or 10)

Curriculum expectations

A1.1 – Explore a variety of topics related to individual and family needs and resources... to identify topics for research and inquiry

A1.2 – Identify key concepts... related to their selected topics

B2.1 – Describe various types of relationships in which adolescents are involved

B2.2 – Describe the characteristics of healthy and unhealthy relationships

B2.3 – Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions

C1.1 – Identify and use effective decision-making strategies... to make sound decisions related to their own well-being and that of their family

C1.2 – Demonstrate individual and collaborative problem-solving skills that could be applied in situations involving family, peers, or members of the community

D1.1 – Identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being

D1.2 – Explain the importance of taking personal responsibility for maintaining their health and well-being

Possible activities

Discuss healthy and unhealthy relationships and the place of communication and consent in healthy relationships.

Conduct a research project on the resources available to help young people who are involved in unhealthy relationships.

Discuss the role of family members as bystanders with a responsibility to recognize unhealthy relationships and prevent sexual violence.

See also Lesson Plan D.

Dynamics of Human Relationships, HHD30 (Grade 11)

Curriculum expectations

A1.1 - Explore a variety of topics related to healthy relationships ... to identify topics for research and inquiry

C1. - Demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships

C2. - Demonstrate an understanding of various social and cultural influences on relationships

C3. - Demonstrate an understanding of various dynamics and challenges that can affect relationships

C4. - Demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships

D1. - Demonstrate an understanding of the nature of individual rights and responsibilities in human interactions

D2. - Demonstrate an understanding of the extent of individual rights and responsibilities within the wider community

E3. - Demonstrate an understanding of effective strategies for resolving conflicts in human interactions

E4. - Analyse and assess social-action initiatives that support or contribute to healthy relationships and/or healthy communities, and design and implement an initiative of their own

Possible activities

Conduct a research project about dating violence or about sexual exploitation and human trafficking in Canada.

Engage in group discussion about the development and application of communication skills and the concept of consent in the context of relationships.

Engage in group discussion or role play about possible bystander intervention in unhealthy relationships and instances of sexual exploitation.

See also Lesson Plan I.

Working with Infants and Young Children, HPW3C (Grade 11)

Curriculum expectations

E2.1 - Demonstrate an understanding of factors that can lead to neglect or physical, sexual, or emotional abuse

E2.2 - Identify indicators of neglect and physical, sexual, and emotional abuse

E2.3 - Demonstrate an understanding that people who work with children have a duty to report and intervene in suspected cases of neglect and physical, sexual, and emotional abuse, and describe prescribed procedures for doing so

E2.4 - Describe strategies early childhood educators can use to anticipate and prevent neglect and physical, sexual, and emotional abuse

E3.4 - Describe strategies that can be used in early learning programs to challenge gender stereotypes

Possible activities

Discuss how gender norms are learned at a young age and how we can promote greater flexibility with respect to such norms.

Analyse the *Draw the Line* scenarios for the elementary sector and how these can be used to help education children about sexual violence prevention.*

General Social Sciences

Introduction to Anthropology, Psychology, and Sociology, HSP3U (Grade 11)

Curriculum expectations

B3.1 - Explain how culture produces diverse forms of human behaviour

B3.2 - Explain ways in which culture is an agent of socialization

Possible activities

Write a report on how representations of men and women in popular culture contribute to sexism and gender-based violence.

* For the elementary scenarios, see www.dtl.whiteribbon.ca.

Introduction to Anthropology, Psychology, and Sociology, HSP3U (Grade 11) [cont'd]

C2.2 - Explain, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and behavioural responses

C2.3 - Explain how diverse psychological factors... influence individual behaviour

C3.1 - Identify and describe the role of socialization in the psychological development of the individual

D2.1 - Explain, from a sociological perspective, how diverse factors... influence and shape individual and group behaviour

D2.2 - Explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination..., and describe their impacts on individuals and society

D2.3 - Explain, from a sociological perspective, how diverse influences... shape social behaviour

D3.3 - Evaluate the relative influence of primary agents of socialization... and secondary agents of socialization... on the socialization of the individual

Create a presentation for the class on intersectionality and sexual violence.

See also Lesson Plan J.

Introduction to Anthropology, Psychology, and Sociology, HSP3C (Grade 11)

Curriculum expectations

- B3.1** - Explain how culture produces diverse forms of human behaviour
- B3.2** - Describe ways in which culture is an agent of socialization
- C2.2** - Describe, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and behavioural responses
- C2.3** - Describe how diverse psychological factors ... influence individual behaviour
- C3.1** - Identify the role of socialization in the psychological development of the individual
- D2.2** - Explain the relationship between prejudice and individual and systemic discrimination..., and describe their impacts on individuals and society
- D2.3** - Describe, from a sociological perspective, ways in which diverse influences... shape social behaviour
- D3.3** - Compare the relative influence of primary agents of socialization... and secondary agents of socialization... on the socialization of the individual

Possible activities

- Create a web page on how representations of men and women in popular culture contribute to sexism and gender-based violence.
- Create a poster illustrating how intersecting aspects of social identity can contribute to a person's risk of experiencing sexual violence.
- See also Lesson Plan J.*

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.

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

**DRAWING THE
LINE IN THE
CLASSROOM**

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>

Creating Conversations about Sexual Violence Prevention

A

Based on all seven Draw the Line cards/posters

Courses:

- English, Grade 9, Academic (English, ENG1D), *and*
- Healthy Active Living Education, Grade 9
(Health and Physical Education, PPL1O)

Time: Two to three 75-minute periods

Expectations

English

Oral Communication

- 2.1** - Communicate orally for several different purposes, using language suitable for the intended audience
- 2.2** - Demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
- 2.5** - Identify several different vocal strategies and use them selectively and with sensitivity to audience needs
- 2.6** - Identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning

Writing

- 2.1** - Write for different purposes and audiences using several different literary, informational, and graphic forms
- 3.6** - Use several different presentation features including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience

Health and Physical 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

Learning Goals	<p>Students will learn about:</p> <ul style="list-style-type: none"> • ways of preventing and resolving situations involving sexual violence or harassment; • communicating effective strategies to respond to situations of sexual violence and harassment.
Success Criteria	<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 am aware of the impact of ignoring sexual violence. • I am better prepared to intervene in instances of non-consensual sexual contact. • I am able to write a script to communicate my ideas about responding to sexual violence. • I am able to make a presentation to a group about sexual violence.
Required Resources	<ul style="list-style-type: none"> • all seven <i>Draw the Line</i> cards/posters • Chromebooks (<i>optional</i>)
Learning Environment	<p>Groupings of desks so students can collaborate</p>
Background Information for Teachers	<p>This lesson plan focuses on how bystanders can respond to situations of sexual violence. It provides opportunities for students to practise the skills, including the oral and interpersonal skills, they need to support a victim of sexual 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>). <div data-bbox="618 1576 1433 1871" style="background-color: #4a4a8a; 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. Creating consent requires good communication skills and respect for others' boundaries.</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.

Ask students to choose a partner, and hand out a scenario card to each pair. Ask the pairs to read the card and brainstorm possible responses to the scenario it presents. Have student pairs join with another group and share the scenarios they have been discussing. Ask the two pairs to discuss their responses and to add to each other's ideas.

Guide a classroom discussion about why it is important to draw attention to these kind of scenarios.

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

Draw the students' attention to the back of the cards, particularly the "How to *Draw the Line*" section. Provide time for students to review the advice on the card.

Instruct students that, using the advice on the card and the ideas they generated in their brainstorming session, they and their partner will create a script of a conversation between the two people in their scenario to illustrate how the situation could be dealt with.

Provide time for students to create their scripts.

<p>Lesson (part 2): Working On It <i>(cont'd)</i></p>	<p>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.</p>
<p>Lesson (part 3): Consolidation</p>	<p>Have students read their scripts to the class. Following the presentation of each script, guide discussion about the scenario and the ideas in the script. Encourage students to revise their scripts in response to feedback.</p> <p>After all the scripts have been presented and reviewed, ask students questions to encourage reflection, such as the following:</p> <ul style="list-style-type: none"> • What skills do you need to respond to this potentially threatening situations we have been discussing? • How do you know that you have made the right decision about what action to take?
<p>Lesson (part 4): Final Thoughts</p>	<p>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).</p>

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

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="618 1304 1424 1621" style="background-color: #0056b3; 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.

<p>Lesson (part 2): Working On It <i>(cont'd)</i></p>	<p>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.</p>
<p>Lesson (part 3): Consolidation</p>	<p>Ask students to reflect on the steps they could take if they were faced with the scenario on the <i>Draw the Line</i> card. Ensure that students are familiar with <i>NeedHelpNow.ca</i>, which provides support for teens to stop the spread of intimate pictures and videos.</p> <p>To encourage reflection, ask students questions such as the following:</p> <ul style="list-style-type: none"> • 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?
<p>Lesson (part 4): Final Thoughts</p>	<p>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).</p>

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

Understanding Sexual Violence and Harassment through Statistics (Mathematics, Grade 9)



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

Courses:

- Foundations of Mathematics, Grade 9 (Mathematics, MFM1P), and
- Healthy Active Living Education, Grade 9 (Health and Physical Education, PPL1O)

Time: One 75-minute period

Expectations	<p>Mathematics <i>Number Sense and Algebra</i></p> <ul style="list-style-type: none"> • represent, using equivalent ratios and proportions, directly proportional relationships arising from realistic situations • solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion <p>Health and Physical Education</p> <p>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</p> <p>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>
Learning Goals	<p>Students will learn about:</p> <ul style="list-style-type: none"> • using mathematical processes to express statistical facts about sexual violence and harassment.
Success Criteria	<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 am able to analyse and present statistics on sexual violence and/or harassment using percentages, ratios, and whole numbers.

<p>Success Criteria <i>(cont'd)</i></p>	<ul style="list-style-type: none"> • I have an understanding of the rates of sexual violence in Canada. • I am aware of the importance of bystander intervention in instances of sexual violence and harassment.
<p>Required Resources</p>	<ul style="list-style-type: none"> • multiple copies of the <i>Draw the Line</i> cards/posters • notebooks, pens/pencils • SMART Board or another way of displaying statistics for the class
<p>Learning Environment</p>	<p>Groupings of desks so students can collaborate</p>
<p>Background Information for Teachers</p>	<p>In this lesson, students will analyse statistics (percentages, ratios, and whole numbers) on sexual violence, deepening their understanding of these statistics by considering them in the context of their school population. Students will also reflect on the importance bystander intervention in instances of sexual violence and harassment.</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 statistics about gender-based and sexual violence presented in section 2.1 of this guide; • compile statistics on gender-based violence as well as general data on the school population (<i>e.g.</i>, number of students in the school/classroom; number of girls in the school/classroom). <div data-bbox="698 1417 1512 1712" style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px;"> <p>Each year, in Canada, approximately 460,000 women are sexually assaulted, although only a fraction of them report the assault to the police.</p> <p>One in three Canadian women will experience some form of sexual assault in her lifetime.</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.

Have students form small groups. Distribute some of the *Draw the Line* scenario cards to each group and ask students to discuss with group members their responses to the scenarios. Allow time for the class as a whole to discuss the scenarios, asking whether students think they are accurate representations of real issues.

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

Using a SMART Board, provide students with a variety of statistics on gender-based and sexual violence. (These can be drawn from section 2.1 of this guide and/or from material that can be found at the following links: <http://canadianwomen.org/facts-about-violence>; <http://www.cbc.ca/strombo/news/7-sobering-stats-about-violence-against-women-in-canada> and <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11766/11766-1-eng.htm>.)

Ask students to relate these statistics to the scenarios on the cards, and then discuss whether the statistics changed their response to the scenarios).

Instruct the groups of students to work with the statistics to determine different ways of expressing them (*i.e.*, as percentages, ratios, and/or whole numbers). Provide the groups with figures about the classroom

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

and/or school population broken down by gender, and ask students to consider the sexual violence statistics in the context of the classroom/school numbers. You may wish to use questions such as the following to guide these activities:

- According to studies, 66% of women experience sexual violence in their lifetime. What does that percentage look like as a ratio?
- What does this percentage or ratio look like as a whole number in relation to the number of girls in our school?

Have students show their thinking in their notebooks. Circulate as students do their individual work, asking questions such as the following:

- How did you come to that number?
- Have you shown the process or steps you used in your calculations?

**Lesson (part 3):
Consolidation**

Guide a whole-class discussion, using the following questions:

- How do these statistics contribute to your understanding of the reality of sexual violence and harassment?
- How do they contribute to your understanding of the need to intervene in situations of sexual violence and harassment?
- How can you intervene?

Teachers and students can use the information on the back of the *Draw the Line* postcards to support discussion about possible intervention strategies.

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.

Distribute an exit card, asking students how percentages compare to whole numbers and to ratios.

<p>Lesson (part 4): Final Thoughts</p>	<p>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).</p>
<p>Lesson (part 5): Optional Activity</p>	<p>You may wish to tie this activity to Sexual Harassment Awareness Week and have students turn their findings into a poster for an awareness campaign in the school.</p>

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

Gender Stereotypes and Sexual Violence and Harassment (Social Sciences and Humanities, Grades 9 or 10)

D

Based on the following Draw the Line cards/posters:

- “Your friend’s new boyfriend asked her to go out with other men to help him financially.”
- “At a party your friend says: those girls look really drunk, let’s take them upstairs.”
- “Your peer mentor sends you nudes of a girl you know.”

Courses:

- Exploring Family Studies, Grade 9 or 10 (Social Sciences and Humanities, HIF10/20), and
- Healthy Active Living Education, Grade 9 or Grade 10 (Health and Physical Education, PPL10 or PPL20)

Time: One 75-minute period



Expectations

Exploring Family Studies

- A1.1 - Explore a variety of topics related to individual and family needs and resources... to identify topics for research and inquiry
- B2.1 - Describe various types of relationships in which adolescents are involved
- B2.2 - Describe the characteristics of healthy and unhealthy relationships
- B2.3 - Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions
- C1.1 - Identify and use effective decision-making strategies ... to make sound decisions related to their own well-being and that of their family
- C1.2 - Demonstrate individual and collaborative problem-solving skills that could be applied in situations involving family, peers, or members of the community

<p>Expectations (cont'd)</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"> • the characteristics of healthy and unhealthy relationships; • strategies and skills they can use to intervene in cases of unhealthy relationships and sexual violence.
<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 recognize and describe characteristics of healthy and unhealthy relationships. • I am aware of signs of sexual violence and that sexual violence has no place in a healthy relationship. • I am better prepared to respond to instances of sexual violence in a relationship.
<p>Required Resources</p>	<ul style="list-style-type: none"> • the three <i>Draw the Line</i> cards/posters identified above • chart paper, blackboard, or whiteboard • chalk or markers • YouTube video "Cycling through Consent," available at https://youtu.be/-JwKjRaUaw (optional)
<p>Learning Environment</p>	<ul style="list-style-type: none"> • Tables or groups of desks that can each accommodate groups of four to six students

Background Information for Teachers

This lesson plan focuses on the characteristics of healthy and unhealthy relationships and the role that consent plays in healthy relationships.

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 consent (*see box and glossary*).

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.

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.

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

Begin a classroom conversation to explore the general notion of consent by asking students the following questions:

- What does "consent" mean?
- What conditions must exist in order to truly have someone's consent?
- Is consent a one-time thing? Does giving permission to someone to borrow your bike for a specific event mean that the borrower has the freedom to use your bike whenever they wish in the future? Why or why not? Does allowing someone to borrow your bike mean that you have given consent for that person to allow others to ride your bike as well? Why or why not?

You may wish to show students Western University's YouTube video "Cycling through Consent," available at <https://youtu.be/-JwlKjRaUaw>. Alternatively, you might use the *Do You Have Consent?* chart in **Appendix D** to walk through the requirements of consent with your students.

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

Have student volunteers read aloud the scenarios on the *Draw the Line* cards/posters. Ask students to form small groups, and assign each group a *Draw the Line* scenario. Ask the groups to consider the following questions:

- What are the individual needs of each of the persons described in the scenario?
- How are the scenarios in the cards related to our classroom discussion of consent? In the case of the nude photos, even if the girl willingly sent nude photos of herself to your peer mentor, has she consented to your receiving and/or sharing the photos? In the case of the girls who have been drinking, are they able to consent to sexual activity?
- With regard to your scenario card, what factors affect the ability of the girls to consent? Be specific.
- Within the context of consent, do the needs of a particular individual in the scenario you are considering outweigh those of any of the other individuals? Why or why not?
- How can you determine if the individuals involved in these scenarios have healthy or unhealthy relationships?
- How might stereotypes about women and men influence how we view the individual needs of the people in this scenario?

Provide time for each group to share their answers with the class.

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

“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.

Begin a conversation about the role of bystanders with the class using the questions at the bottom of each card (“Do you let it happen?” “Do you share them?” “Do you shrug it off?”). Ask students what factors affect their decision-making process.

Have students return to their groups, and ask them to further consider one more question:

- How would you intervene in this scenario?

Suggest that groups also identify who they might ask for help in this situation.

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.

Reconvene the class, and ask each group to share their answers with the rest of the class. Record the answers on chart paper or on a whiteboard/chalkboard so that students can see them.

**Lesson (part 3):
Consolidation**

Ask students to consider the following questions:

- What are the signs of healthy and unhealthy relationships?
- Why do you think these scenarios depict situations specifically involving young women? Would your thinking about and response to these situations change if the victims were young men? Why, or why not?
- If no one intervened in these situations, how could they potentially result in sexual violence?

<p>Lesson (part 3): Consolidation <i>(cont'd)</i></p>	<p>Towards the end of their discussion, ask students questions to encourage reflection, such as the following:</p> <ul style="list-style-type: none"> • 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?
<p>Lesson (part 4): Final Thoughts</p>	<p>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).</p>
<p>Lesson (part 5): Optional Activity</p>	<p>You may wish to ask students to find examples of media reports of sexual violence that could have been prevented, had bystanders intervened. Encourage students to explain how the issue consent is involved, to identify potential interventions by bystanders, and/or to analyse the report(s) for gender bias.</p> <p>Students could record their analysis in a journal entry or short essay, or could give a short presentation to the class.</p>

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

Preventing Stalking/Criminal Harassment (Arts, Grade 10)

E

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

Courses:

- Drama, Grade 10 (Arts, ADA2O), or
- Media Arts, Grade 10 (Arts, ASM2O), 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 Arts curriculum document as well as the expectations from Healthy Active Living Education.

Time: Two 75-minute periods

Expectations

Drama

- A1.1 - Develop interpretations of issues from contemporary or historical sources... as the basis for drama
- A1.3 - Use role play and characterization to explore personal and social issues
- B1.2 - Analyse a variety of drama works to compare and assess how they explore universal themes and issues
- B2.2 - Explain how dramatic exploration helps develop awareness of different roles and identities people have in society

Media Arts

- A1.1 - Use a variety of strategies to generate ideas, individually and/or collaboratively, for solutions to creative challenges
- A1.4 - Present media art works, individually and/or collaboratively, using a variety of methods that are appropriate for their work

<p>Expectations <i>(cont'd)</i></p>	<p>B1.3 – Use the critical analysis process to assess the effectiveness of media art works in communicating a message or expressing an emotion, and describe how their assessment of the works has evolved throughout the critical analysis process</p> <p>B2.3 – Identify and describe ways in which media art works can influence community or societal values</p> <p>B2.5 – Describe how the process of critically analysing media art works has affected their understanding of the values of other cultures and communities</p> <p>Healthy Active Living Education</p> <p>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</p> <p>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 gender stereotypes are presented in various media and how these can contribute to sexism and sexual violence; • strategies and skills for responding to instances of stalking/criminal harassment; • communicating in creative ways about ways to respond to stalking/criminal 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 am able to think critically about gender stereotypes in the media and to recognize how they can contribute to sexism and sexual violence. • I am able to describe various strategies that bystanders can use to respond to stalking/criminal harassment. • I am able to identify the skills that I would need to intervene in cases of stalking/criminal harassment. • I am able to use the creative process to communicate my ideas about how to intervene in situations of stalking/criminal harassment.

<p>Required Resources</p>	<ul style="list-style-type: none"> • the <i>Draw the Line</i> activity card/poster identified above • stage props, as needed • recording equipment, as needed
<p>Learning Environment</p>	<p>A room with minimal furniture where students can organize into groups and move freely as required.</p>
<p>Background Information for Teachers</p>	<p>This lesson focuses on stalking/criminal harassment. Students critically examine how such behaviour is portrayed in the media. They then analyse a realistic stalking scenario and take a creative approach to communicating how they would respond in such a situation.</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>) <div data-bbox="698 986 1505 1304" style="background-color: #e91e63; 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>
<p>Lesson (part 1): Activate/Minds On</p>	<p>Drama and Media Arts:</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 Appendix 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 (<i>e.g.</i>, doodle, put on headphones, leave class, etc.).</p>

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

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 brainstorm the names of some of their favourite romantic comedies, television shows, and/or plays that include a storyline about "unrequited love" (see box for definition). Lead a discussion of the implications of this storyline, using the following prompts:

- In this storyline, how does the person who is the "object of affection" (the person being pursued) behave? How does this person respond to the other person's affections?

Unrequited love or one-sided love is love that is not openly reciprocated or understood as such by the beloved. The beloved may not be aware of the admirer's deep and strong romantic affection, or may consciously reject it.

- How does the person who is doing the pursuing behave? How does the pursuer respond when the object of affection appears not to be interested?
- What happens at the end of the story? What message does this ending send to women? To men?

Stalking or criminal harassment consists of repeated acts that cause a person to fear for their safety and may escalate in physical injury or assault. 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.

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

- What type of behaviour is commonly expected of women and men in a situation where a man is pursuing a woman? How are these expectations informed by gender stereotypes? How are these stereotypes and expectations perpetuated by television shows, movies, and/or plays?
- How do you know when the behaviour of someone experiencing unrequited love becomes inappropriate? When is it harassment? Why?

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

Drama and Media Arts:

Break students into small groups. After reading aloud the scenario on the *Draw the Line* card/poster, ask students to consider the following questions:

- What could be the consequences of intervening? Of not intervening?
- Why might bystanders feel unable to intervene? How might they overcome these perceived barriers?
- What might be the consequences of different responses to the scenario?
- Who might bystanders reach out to for assistance?
- Might there be a difference in how young men and young women respond to the scenario? Why?
- Should there be a difference in how men and women respond? Why, or why not?

Drama

Have each group of students develop two role plays, each three to five minutes in length, that demonstrate two different ways in which they could respond to a classmate who was in the situation depicted on the *Draw the Line* card.

Media Arts

Have each group of students perform and record two scenarios, each three to five minutes in length, that demonstrate two different ways in which they could respond to a classmate who was in the situation depicted on the *Draw the Line* card.

Note to teachers: In both Drama and Media Arts, the focus of the creative work, regardless of whether it is a live role play or a recorded scenario, must be on how the students, as bystanders, assist their classmate. The works should not focus on the behaviour of the classmate or the ex.

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

Circulate among the groups to monitor their progress. Be prepared to intervene if any groups suggest the use of violence or inappropriate language or if they rely on stereotypes. Ensure that students do not undermine the seriousness of the issues at hand, especially as it is possible that some of their peers may have experienced this type of scenario themselves.

**Lesson (part 3):
Consolidation**

Drama and Media Arts:

Provide adequate time for each group of students to perform their role plays or play their filmed scenarios for their peers.

After the presentations, ask students to consider the questions raised on the back of the cards:

- Why would you draw the line?
- When would you draw the line?
- How would you draw the line?

Using these questions, guide students in discussing, as a large group, how the role plays or filmed scenarios they created helped them identify and develop the skills they need to respond to the situation describe in the *Draw the Line* card.

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.

Towards the end of the 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**

You may wish to have students reflect on this task in a journal entry. You can ask students to reflect on the following questions:

- What were their thoughts during the group discussions? While they were creating their role play or the script for their scenario?
- How did their peers respond to their work?
- How did they respond to the work of others?
- Did the activity change the way they think about the issue?
- How might they respond if this issue were raised by their best friend?

Encourage students to add any other thoughts to their entry.

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

***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="700 1265 1512 1710" 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

Preventing Sexual Assault by a Person of Authority (English, Grade 10)

G

Based on Draw the Line card/poster “Your teammate tells you the coach is always touching them to correct their stance and it feels weird.”

Courses:

- English, Grade 10 Academic (English, ENG2D),
and
- Healthy Active Living Education, Grade 10
(Health and Physical Education, PPL2O)

Time: One 75-minute period

Optional extension: One additional 75-minute period



Expectations

English

Writing

- 1.2 - Generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate
- 1.4 - Identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing
- 2.1 - Write for different purposes and audiences using a variety of literary, graphic, and informational forms
- 2.5 - Explain how their own beliefs, values, and experiences are revealed in their writing

Media Studies

- 3.2 - Select a media form to suit the topic, purpose, and audience for a media text they plan to create and explain why it is an appropriate choice
- 3.3 - Identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning

<p>Expectations (cont'd)</p>	<p>3.4 - Produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>Healthy Active Living Education</p> <p>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</p> <p>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"> • restrictions on sexual contact between a person in a position of authority and a minor; • ways of responding to situations involving sexual contact between minors and people in positions of authority; • communicating strategies for responding to sexual violence/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 am aware of the legal restrictions surrounding sexual contact between persons in a position of authority and minors younger than 18. • I am aware of the impact of ignoring signs of sexual violence. • I am better prepared to intervene in instances of non-consensual sexual contact. • I am able to write an outline for an opinion paragraph/editorial on the importance of speaking out about sexual violence.
<p>Required Resources</p>	<ul style="list-style-type: none"> • the <i>Draw the Line</i> card/poster identified above • a chalkboard or computer/projection system • an editorial template (see <i>sample at the end of this lesson plan</i>) • writing materials (paper, pens, computers) • examples of editorials
<p>Learning Environment</p>	<p>Any set-up that allows students to work both together and independently.</p>

Background information for teachers

This lesson plan focuses on the issue of consent with respect to sexual contact between minors and people in authority. It is crucial to recognize that a person under the age of 18 cannot consent to sexual contact with a person who is in a position of authority (e.g., a peer-mentor, babysitter, teacher, coach, etc.). Such contact constitutes coercion and abuse of power and is illegal. This lesson also provides opportunities for students to reflect upon the importance of bystander intervention in such situations.

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 consent (see box and glossary).

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.

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.

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

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.

Hand out copies of the scenario card/poster or project an electronic version so all students can see it. Ask students to read the front side of the card.

Share the following discussion prompts with students (either write them on the board or project them on screen).

- What can we infer from a friend saying “it feels weird”?
- What do you know about what the law says about a situation like this?
- What would you tell a friend in this situation?
- Would your response be different if the person in the scenario wasn't your friend?

Have students form groups of two or three, and allow the groups about five minutes to discuss these questions.

Reconvene the class and allow about ten minutes for students to share the highlights of their group discussions. Guide this sharing to ensure that the following points are considered:

- the legal definition of sexual assault as it relates to minors under 18 (*see the glossary for a more detailed definition of sexual assault*);
- the importance of not ignoring signs of sexual violence.

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

Review with students the structure of an opinion paragraph. Provide students with some examples of newspaper editorials. Explain and discuss how they are similar to an opinion paragraph.*

Provide students with the editorial template included at the end of this lesson. Give students the rest of the period to fill in the template, using it to help them build an argument in favour of peer intervention and speaking out against sexual violence.

*A guide to writing to express an opinion can be found on page 42 of *Think Literacy: Cross-Curricular Approaches, Grades 7 to 12*, available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>.

<p>Lesson (part 2): Working On It <i>(cont'd)</i></p>	<p>Allow students to consult with an elbow partner/peer in building their argument. Encourage them to refer to the back of the <i>Draw the Line</i> card, particularly for the legal aspects of the argument.</p>
<p>Lesson (part 3): Consolidation</p>	<p>Once the students have completed the template, ask a few students to share their thoughts about the importance of speaking out against sexual violence.</p> <p>To encourage reflection, ask students questions such as the following:</p> <ul style="list-style-type: none"> • 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?
<p>Lesson (part 4): Final Thoughts</p>	<p>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).</p>
<p>Lesson (part 5): Optional Activity</p>	<p>You may wish to provide opportunities for the students to:</p> <ul style="list-style-type: none"> • review their templates with a peer for feedback; • write an opinion paragraph based on their template; • submit their opinion paragraphs to the school paper for publication.

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

Sample Editorial Template

Topic	<i>Introduce your readers to the topic with general statements that will capture their attention.</i>
Your Opinion	<i>State your opinion on the topic. Take a strong stance in favour of or against something.</i>
Point #1	<i>The first point to support your argument. First (or another transition word)...</i>
Point #2	<i>The second point to support your argument. Second (or another transition word)...</i>
Point #3	<i>The third point to support your argument. Lastly (or another transition word)...</i>
Counter-Argument	<i>Consider addressing the counter-argument, and responding. Others may say that (or another phrase)... However...</i>
Summary of Argument	<i>Sum up your argument, and suggest action for the reader to take. In conclusion (or another transition phrase)...</i>

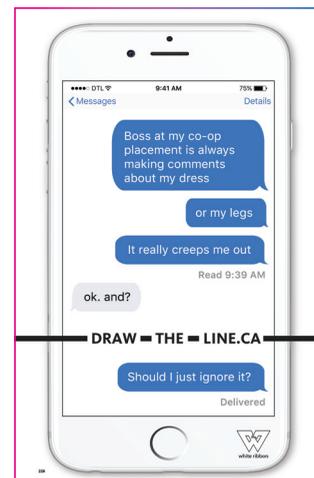
Preventing Stalking/Criminal Harassment (Arts, Grade 10)

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	<p>Career Studies <i>Exploration of Opportunities</i></p> <ul style="list-style-type: none"> • Explain the importance of safety in the workplace and related employee and employer rights and responsibilities <p>Discovering the Workplace <i>Exploration of Opportunities</i></p> <ul style="list-style-type: none"> • 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>Expectations (cont'd)</p>	<p>Healthy Active Living Education</p> <p>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</p> <p>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"> • their right to work in a healthy, safe, and respectful environment that is free from sexual harassment; • laws against harassment in the workplace.
<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 am aware of how harassment can affect workers. • 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. • I am aware of the importance of responding to instances of sexual harassment in the workplace and of strategies for doing so.
<p>Required Resources</p>	<ul style="list-style-type: none"> • the <i>Draw the Line</i> card/poster identified above • multiple copies of the "Sexual and Gender-based Harassment: Know Your Rights" brochure (Ontario Human Rights Commission, available at http://www.ohrc.on.ca/sites/default/files/Sexual%20and%20gender%20based%20harassment_know%20your%20rights_English_accessible.pdf) • a sheet of 8.5" x 5.5" paper for each student • markers and masking tape
<p>Learning Environment</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**
(cont'd)

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

Exploring Gender Norms and Expectations (Social Sciences and Humanities, Grade 11)

Based on the following Draw the Line cards/posters:

- “At a party your friend says: those girls look really drunk, let’s take them upstairs.”
- “Your peer mentor sends you nudes of a girl you know.”
- “Your classmate says their ex keeps following them after school and it creeps them out.”
- “Your friend’s new boyfriend asked her to go out with other men to help him financially.”

Courses:

- Gender Studies, Grade 11
(Social Sciences and Humanities, HSG3M), or
- Equity, Diversity, and Social Justice, Grade 11
(Social Sciences and Humanities, HSE3E), or
- Dynamics of Human Relationships, Grade 11
(Social Sciences and Humanities, HHD3O), and
- Healthy Active Living Education, Grade 11
(Health and Physical Education, PPL3O)

Note: This lesson plan should include the expectations from one of the three suggested courses from the Social Sciences and Humanities curriculum document as well as the expectations from Healthy Active Living Education.

Time: One 75-minute period



Expectations

Gender Studies

B1.2 - Explain how gender norms are socially constructed and may be culturally specific, and describe possible tensions between an individual's gender performance and societal norms

B2.2 - Explain the differences as well as the links between individual and systemic forms of sexism and discrimination, and describe ways in which these forms manifest themselves

<p>Expectations (cont'd)</p>	<p>B3.1 – Analyse representations of gender in media and popular culture B3.2 – Analyse the impact on individuals of stereotypical representations of gender in media and popular culture</p> <p>Equity, Diversity, and Social Justice D2.2 – Demonstrate an understanding of how to apply strategies to effectively and safely address personal experiences of bias, stereotypes, prejudice, discrimination, and/or oppression D2.3 – Demonstrate an understanding of how to respond safely and effectively when witnessing a situation or behaviour that reflects prejudice, discrimination, oppression, harassment, or bullying</p> <p>Dynamics of Human Relationships C2. – Demonstrate an understanding of various social and cultural influences on relationships C3. – Demonstrate an understanding of various dynamics and challenges that can affect relationships C4. – Demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships</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 gender stereotypes are constructed and perpetuated and how they contributed to discrimination, oppression, and sexual violence; • strategies for intervening safely and effectively to prevent sexual violence.
<p>Success Criteria</p>	<p>Teachers should work with their students to create success criteria appropriate for the class.</p>

<p>Success Criteria (cont'd)</p>	<p>Possible criteria for this lesson plan include the following:</p> <ul style="list-style-type: none"> • I have an understanding of how gender stereotypes are constructed and of their impact on individuals. • I am aware of how gender stereotypes contribute to discrimination, oppression, and sexual violence. • I know how I can intervene safely and effectively to prevent sexual violence.
<p>Required Resources</p>	<ul style="list-style-type: none"> • the four <i>Draw the Line</i> cards/posters identified above • chart paper (two pieces per group) • markers and tape • classroom whiteboard, chalkboard, or SMART Board
<p>Learning Environment</p>	<p>Grouping of desks so students can collaborate.</p>
<p>Background Information for Teachers</p>	<p>This lesson focuses on gender stereotypes and how they can contribute to discrimination, oppression, and sexual violence.</p> <p>You should be aware that the activities in this lesson can present challenges, given the explicit discussion of sexist and homophobic terms of abuse. At the outset, you should reassure students that they are in a safe space where they can explore and unpack the meaning of gender stereotypes and the terms of verbal abuse that are used to enforce gender norms. Emphasize that, while it is important to name the abusive language, this discussion must be respectful.</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 (see <i>box and glossary</i>). <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>

**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.

Open a discussion by asking students the following questions:

- What does the word “stereotype” mean?
- What gender stereotypes did you face when you were growing up?

A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

- What gender stereotypes do you currently face?
- Who might feel uncomfortable with the gender stereotypes in our culture? Why?

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

Have the class break up into groups of four or five, and provide each group with two sheets of chart paper. Instruct each group to draw the outline of a box on each sheet, making sure that there is space to write inside and outside the outline of the boxes. Title one “Woman in a Box” and the other “Man in a Box.”*

Ask students to list inside the respective gender boxes stereotypes, expectations, and attributes associated with being women/girls and men/boys.

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

After allowing students a few minutes to work on this task, ask them to list, around the outside of the respective gender boxes, some of the names that boys/men and girls/women are called when they do not conform to these stereotypes or expectations.

After the students have had time to complete these two tasks, bring the class back together. Post two blank gender boxes where everyone can see them. Ask students to share some of the stereotypes they came up with, and record them in the respective boxes. Examples might include the following:

- **Man:** *fearless, emotionless, tough, successful, player, dominant, confident, in control, angry, never cries, aggressive*
- **Woman:** *pretty, soft, emotional, passive, sensitive, wanting to please men, sexually available*

Then, ask students to contribute the derogatory terms they have come up with, and record these on the outside of the respective boxes. (You might record the sexist terms on one side of the box, the homophobic/transphobic ones on the other side, and other derogatory terms below the box – see the sample boxes provided at the end of this lesson plan.)

Guide a class discussion of the boxes, using questions such as the following:

- What are your thoughts and reactions when looking at these gender boxes?
- Which box has more power?
- How early do children start learning and assimilating gender stereotypes?
- How do these stereotypes affect men/boys, women/girls, and non-binary people?
- Is it possible to stay inside the box all the time?
- What happens when people step “outside the box”?
- If a woman stays inside the box all of the time, does she stay safe?
- How do you think these stereotypes can lead to violence against women and girls? How might they lead to violence against men?

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

During this discussion, ensure that students recognize that men, women, and non-binary people are all affected by unhealthy, limiting gender norms. Ensure that students understand that there is nothing inherently unhealthy with many of the attributes in the boxes (e.g., with men being strong and powerful, or women being nice or sensitive). Problems arise when we believe that there are no alternatives (e.g., that a woman can't be strong and powerful, or that a man can't be nice and sensitive).

**Lesson (part 3):
Consolidation**

Distribute the *Draw the Line* cards to the class. After students read the scenarios, guide a class discussion, using questions such as the following:

- What gender stereotypes are relevant to these situations?
- According to the stereotypes we've been discussing, how are men supposed to behave in sexual, or potentially sexual, situations?
- How can these gender stereotypes contribute to sexual violence?
- What are some ways in which bystanders could intervene in these situations to prevent sexual violence?
- How could promoting healthier gender norms for all contribute to greater well-being and a reduction of violence?

Towards the end of this discussion, 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).

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

Sample "Man in a Box"

Girl	Fearless	Emotionless	Gay	
Pussy	Successful	Never cries	Fag	
Sissy	Tough	Angry	Homo	
Bitch	Dominant	Powerful	Queer	
Mama's boy	In control	Strong		
	Confident	Player		
	Aggressive	Provider		
	Weak	Loser	Wuss	Nerd

Sample "Woman in a Box"

Slut	Feminine	Pretty	Lesbian		
Whore	Emotional	Polite	Dyke		
Ho	Nice	Passive	Tomboy		
Bitch	Sweet	Gossiper			
Prude	Thin	Attention-seeker			
	Sensitive	Cool girl			
	Hysterical	Opinionated	Bossy	Stuck-up	Fat

Perspectives on Sexual Violence and Harassment (Social Sciences and Humanities, Grade 11)

Based on all seven Draw the Line cards/posters



Courses:

- Introduction to Anthropology, Psychology, and Sociology, Grade 11 (Social Sciences and Humanities, HSP3U or HSP3C), *and*
- Healthy Active Living Education, Grade 11 (Health and Physical Education, PPL3O)

Time: One 75-minute period

Expectations

HSP3U

C2.2 - Explain, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and behavioural responses

C2.3 - Explain how diverse psychological factors... influence individual behaviour

D2.1 - Explain, from a sociological perspective, how diverse factors... influence and shape individual and group behaviour

D2.3 - Explain, from a sociological perspective, how diverse influences ... shape social behaviour

HSP3C

C2.2 - Describe, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and behavioural responses

C2.3 - Describe how diverse psychological factors... influence individual behaviour

D2.1 - Describe, from a sociological perspective, how diverse factors... influence and shape individual and group behaviour

D2.3 - Describe, from a sociological perspective, ways in which diverse influences... shape social behaviour

<p>Expectations (cont'd)</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 Goal</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> • how sociological and psychological factors influence people's behaviours, including my own behaviour, in relation to 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 am aware of ways in which psychological and sociological factors influence people's behaviours and attitudes in relation to sexual violence and harassment. • I am aware of and can communicate how my values affect my attitudes about sexual violence and decisions about how to respond to such violence. • I am better prepared to intervene in instances of gender-based and sexual violence.
<p>Required Resources</p>	<ul style="list-style-type: none"> • all seven <i>Draw the Line</i> cards/posters • chart paper for mind maps • a SMART Board with Internet access or other means of showing a YouTube video
<p>Learning Environment</p>	<p>Groupings of desks so students can collaborate.</p>
<p>Background Information for Teachers</p>	<p>In this lesson, students examine various psychological and sociological factors that contribute to sexual violence in Ontario. Students also consider how psychological and sociological factors influence bystanders' choices to intervene or not when they witness sexual violence.</p>

Background information for teachers

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 consent (*see box and glossary*).

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.

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 class the public service announcement “Who Will You Help,” available at <https://www.youtube.com/watch?v=896NBBL4ri0>.

Ask students to describe the four scenarios presented in the video. Using chart paper, draw the outline of a mind map for each scenario. Guide a class discussion on the factors that contributed to the behaviour of the

<p>Lesson (part 1): Activate/ Minds On <i>(cont'd)</i></p>	<p>perpetrator or perpetrators in each scenario, and record them on the appropriate mind map. Set aside a few minutes to discuss the rationale for this message from the Ontario government, and ask students how effective they think it is.</p>
<p>Lesson (part 2): Working On It</p>	<p>Ask students to form groups of two or three. Distribute a couple of <i>Draw the Line</i> cards/posters to each group, and guide group discussion of the scenarios with the following questions:</p> <ul style="list-style-type: none"> • What factors would influence the belief of the perpetrator or perpetrators that their behaviour in this situation is acceptable? • What needs to be done in the immediate situation to challenge these beliefs and behaviours? • In the longer term, what sociological and psychological factors need to change so that these beliefs and behaviours are no longer considered acceptable? • What sociological and psychological factors may influence how bystanders chose to respond in the given scenarios, whether by action or inaction? <p>Raise the question of how a bystander's relationship to the victim or perpetrator might influence their decision about how to respond in a given situation. To discuss this question, you might wish to focus on one or more of the following cards:</p> <ul style="list-style-type: none"> • "At a party your friend says: those girls look really drunk, let's take them upstairs." • "Your peer mentor sends you nudes of a girl you know." • "You overhear an educator telling a student how their grades would be better if they returned his texts."
<p>Lesson (part 3): Consolidation</p>	<p>Ask each student to choose one card and to write a short (a half- to one-page) reflection on their beliefs, values, and opinions as they relate to possible bystander responses in the situation. Instruct students to identify the factors that have influenced their beliefs and values.</p> <p>After they have completed this task, ask students questions to encourage reflection, such as the following:</p> <ul style="list-style-type: none"> • 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 tie this activity to Sexual Harassment Awareness Week. Students could turn their reflections into a poster for an awareness campaign in the school.

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

Understanding Sexual Violence through Data and Statistics (Mathematics, Grade 11 or 12)

K

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

Courses:

- Foundations for College Mathematics, Grade 11 (Mathematics, MBF3C), *or*
- Mathematics of Data Management, Grade 12 (Mathematics, MDM4U), *and*
- Healthy Active Living Education, Grade 11 or 12
(Health and Phys. Education, PPL3O or PPL4O)

Note: This lesson plan should include the expectations from one of the two suggested courses from the Mathematics curriculum document as well as the expectations from the corresponding grade in Healthy Active Living Education.

Time: Three 75-minute periods

Expectations

Foundations for College Mathematics

D1. - Solve problems involving one-variable data by collecting, organizing, analysing, and evaluating data

Mathematics of Data Management

C1. - Demonstrate an understanding of the role of data in statistical studies and the variability inherent in data, and distinguish different types of data

C2. - Describe the characteristics of a good sample, some sampling techniques, and principles of primary data collection, and collect and organize data to solve a problem

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.

Learning Goal	<p>Students will learn about:</p> <ul style="list-style-type: none"> • how to use data and statistics to express facts about sexual violence and harassment.
Success Criteria	<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 am able to generate and analyse data on sexual violence and harassment. • I am aware of the importance of bystander intervention in instances of sexual violence and harassment.
Resources Required	<ul style="list-style-type: none"> • various <i>Draw the Line</i> cards/posters • paper and pens/pencils
Learning Environment	<p>Regular class set-up</p>
Background information for teachers	<p>Students will design and conduct a survey to gather and analyse data on their peers' views about an issue related to a <i>Draw the Line</i> card/poster.</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 commonly held myths about sexual assault (see Appendix E); • select the <i>Draw the Line</i> scenario cards/posters for your lesson (see the selection of cards in section 1, page 11 of this guide) <div data-bbox="700 1499 1512 1787" style="background-color: #e91e63; color: white; padding: 10px; border-radius: 10px;"> <p>Each year, in Canada, approximately 460,000 women are sexually assaulted, although only a fraction of them report the assault to the police.</p> <p>One in three Canadian women will experience some form of sexual assault in her lifetime.</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.

Have students form small groups. Distribute a few *Draw the Line* cards to each group and ask students to discuss their own responses to the scenarios with their group members, using the following questions for guidance:

- Do you believe that the scenarios depicted in the cards are accurate representations of reality?
- What factors do you think affect your beliefs about the scenarios?
- Do you think that your peers, or other students in the school, would have the same beliefs that you do? Why or why not?

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

As a class, review concepts related to data management, such as sample, sample size, population, bias, mean, median, and so on.

Ask students to form pairs, with each pair selecting a *Draw the Line* card to provide a topic for their data collection/analysis. Allow students time to determine a research question to serve as the basis for their survey. As an example, students using the card "Your teammate tells you the coach is always correcting their stance..." might wish to consider one of the following questions:

- Do students who play on sports teams have a different view of sexual harassment than the general population?

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

- Do male students have different views of sexual harassment than female and genderqueer students?

Provide time for the pairs of students to create their survey questions and to determine their sample and collection methodology. In order to guide students, you might ask them the following questions:

- Who are the groups or individuals you would need to survey to answer your research question?
- What would be the ideal sample size? What would be a realistic/achievable sample size?
- How will you collect the responses?

Allow time for groups to conduct their survey and collect their data in accordance to the sample and collection methodology they have developed.

After the pairs have completed the data collection, provide time for them to analyse the data and interpret the results.

**Lesson (part 3):
Consolidation**

Have each pair share their methodology and findings with the whole class. Encourage class discussion about the findings and their social implications, using the following questions as a guide:

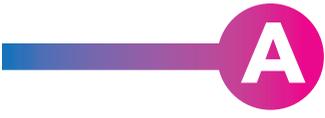
- What are the implications of these findings?
- What do these findings tell you about different beliefs about sexual violence?
- How might these beliefs influence whether or not a bystander intervenes in a case of sexual violence?

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.

Be prepared to intervene in the discussion if students seem to be subscribing to commonly held myths about sexual assault (see **Appendix E**).

<p>Lesson (part 3): Consolidation <i>(cont'd)</i></p>	<p>Conclude the lesson with a guided discussion, drawing, as necessary, on the information on the back of the <i>Draw the Line</i> cards, of how bystanders can help prevent incidents of sexual violence.</p>
<p>Lesson (part 4): Final Thoughts</p>	<p>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).</p>
<p>Lesson (part 5): Optional Activities</p>	<p>You could tie this activity to Sexual Harassment Awareness Week and have students turn their findings into a poster for an awareness campaign in the school.</p>

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

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
- www.kidshelpphone.ca
- Live Chat Wednesday to Sunday 6 pm–2 am EST

* 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>

APPENDIX A.
RESOURCES

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
- 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/.

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.

- 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.

- 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
- www.youthline.ca

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
- 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
- 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.

- www.draw-the-line.ca

APPENDIX A.
RESOURCES

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.

- 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.

- 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.

- www.sexandu.ca

ConsentEd

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

- 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.

- 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:

- **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.

*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/>

APPENDIX B.
CLASSROOM
AGREEMENT
GUIDELINES

- **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 C.

CHILD SEXUAL ABUSE: EDUCATORS' DUTY TO REPORT

Child 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

*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.**

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

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.†

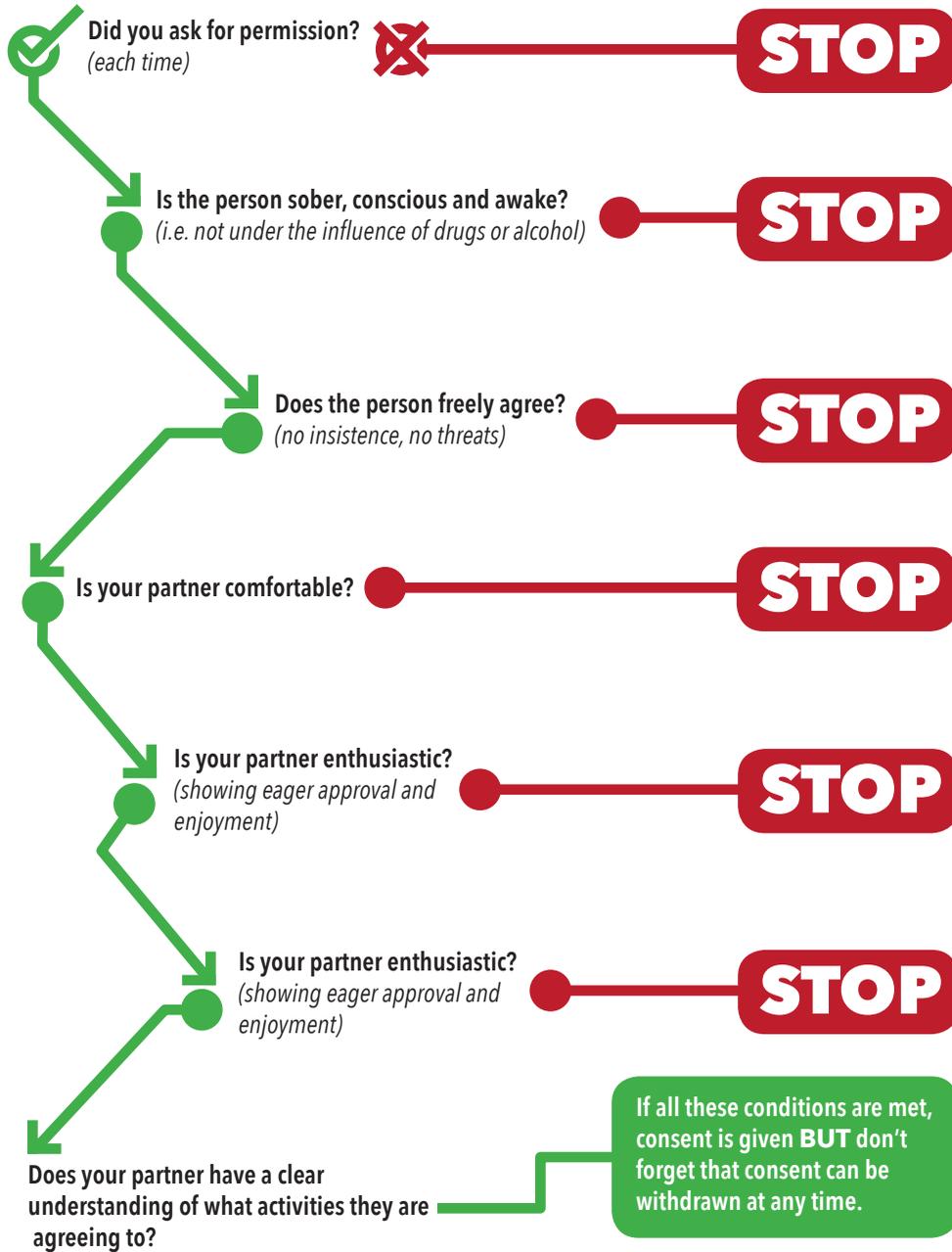
To locate your local children's aid society or child protection services, go to <http://oacas.org/childrens-aid-child-protection/locate-a-childrens-aid-society/>. On your legal obligation to report, see Ontario Ministry of Education, "Reporting of Children in Need of Protection," Policy/Program Memorandum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

** 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.	<i>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.</i>
Sexual assault is most often committed by strangers.	<i>Someone known to the victim, including acquaintances, dating partners, and common-law or married partners, commit approximately 82 per cent of sexual assaults.</i>
Sexual assault is most likely to happen outside in dark, dangerous places.	<i>The majority of sexual assaults happen in private spaces like a residence or private home.</i>
If a woman doesn’t report to the police, it wasn’t sexual assault.	<i>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.</i>
It’s not a big deal to have sex with a woman while she is drunk, stoned or passed out.	<i>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.</i>
Husbands cannot sexually assault their wives.	<i>Sexual assault can occur in a married or other intimate partner relationship.</i>

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.

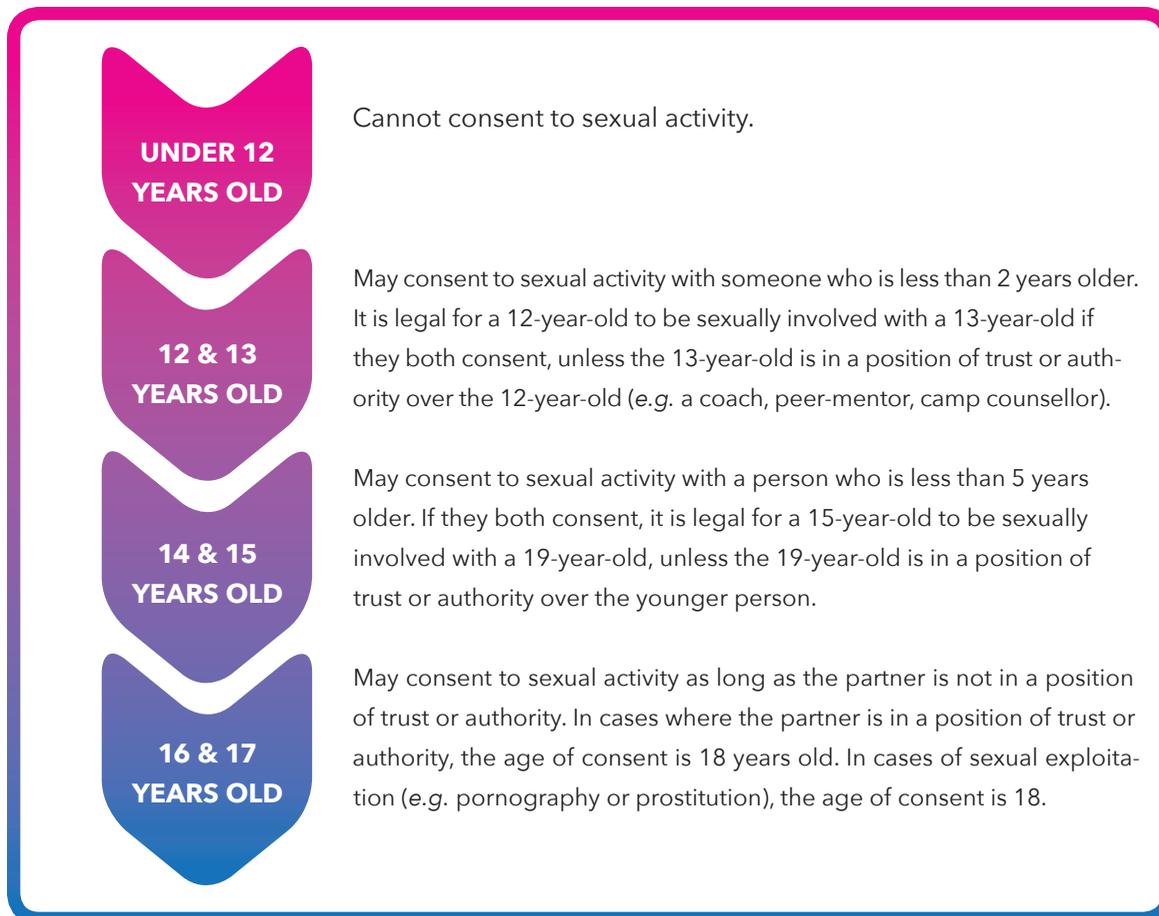
Women with disabilities are at a high risk of experiencing sexual violence or assault. Those who live with activity limitations are over two times more likely to be victims of sexual assault than those who are able-bodied.

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.

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.

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.

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.

GLOSSARY

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.

Stalking. See Criminal harassment.



REFERENCES

- Baker, L., M. Campbell, and A.-L. Straatman. *Overcoming Barriers and Enhancing Supportive Responses: The Research on Sexual Violence against Women. A Resource Document*. London, ON: Centre for Research and Education on Violence against Women and Children, Western University, 2012.
- Canada. House of Commons. *Taking Action to End Violence against Young Women and Girls in Canada*, Report of the Standing Committee on the Status of Women. Ottawa: Author, 2017. http://www.parl.gc.ca/Content/HOC/Committee/421/FEWO/Reports/RP8823562/421_FEWO_Rpto7_PDF/421_FEWO_Rpto7-e.pdf
- Canadian Centre for Child Protection, NeedHelpNow.ca. *The Law and Reporting*. https://needhelpnow.ca/app/en/law_and_reporting-laws_in_canada
- Canadian Centre for Justice Statistics. *Measuring Violence against Women: Statistical Trends*. Ottawa: Minister of Industry, 2006. <http://www.statcan.gc.ca/pub/85-570-x/85-570-x2006001-eng.pdf>
- Canadian Centre for Justice Statistics. *Measuring Violence Against Women: Statistical Trends*. Ottawa: Minister of Industry, 2013. <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11766-eng.pdf>
- Canadian Centre for Justice Statistics. *Self-reported Sexual Assault in Canada*, 2014. Ottawa: Minister of Industry, 2017. <http://www.statcan.gc.ca/pub/85-002-x/2017001/article/14842-eng.pdf>
- Canadian Women's Foundation "Fact Sheet: Moving Women out of Violence." April 2014. http://www.canadianwomen.org/sites/canadianwomen.org/files//FactSheet-VAWandDV_19_o8_2016_formatted_o.pdf
- Centre for Research and Education on Violence against Women and Children. "Intersectionality." *Learning Network Newsletter*, 15 (October 2015).
- Draw the Line, *User Guide*. Author, 2012. www.draw-the-line.ca/resources/index.html

REFERENCES

- Egale Canada Human Rights Trust. *Draw the Line – Against Transphobic Violence: A Guide for Educators Working with Youth to Support Bystander Intervention in Transphobic and Sexual Violence*. Toronto: Author, 2015. <https://egale.ca/portfolio/draw-the-line/>
- Femifesto. *Use the Right Words: Media Reporting on Sexual Violence in Canada*. Author, 2015. <http://www.femifesto.ca/wp-content/uploads/2015/12/UseTheRightWords-Single-Dec3.pdf>
- Hankivsky, Olena. *Intersectionality 101*. Institute for Intersectionality Research and Policy, 2014. http://vawforum-cwr.ca/sites/default/files/attachments/intersectionality_101.pdf
- Jewkes, Rachel, Michael Flood, and James Lang. “From Work with Men and Boys to Changes of Social Norms and Reduction of Inequities in Gender Relations: A Conceptual Shift in Prevention of Violence against Women and Girls.” *Lancet* 315 (2015): 1580–89.
- Johnson, Holly. “Limits of a Criminal Justice Response.” University of Ottawa, 2012. https://www.stjornarradid.is/media/innanrikisraduneyti-media/media/frettir-2012/holly_20.01.12.pdf
- Kaufman, M. (2008). “Care of the Adolescent Sexual Assault Victim.” *Pediatrics* 122, no. 2 (2008): 462–70.
- Kids Help Phone, *Sexting: Privacy and the law*, <https://kidshelpphone.ca/article/sexting-privacy-and-law-o>
- Krug, Etienne G., et al., eds. *World Report on Violence and Health*. Geneva: World Health Organization, 2002. http://apps.who.int/iris/bitstream/10665/42495/1/9241545615_eng.pdf
- Mahony, Tina Hotton. “Police-reported Dating Violence in Canada.” *Juristat* (Summer 2010). <http://www.statcan.gc.ca/pub/85-002-x/2010002/article/11242-eng.htm>
- Minerson, Todd, H. Carolo, T. Dinner, and C. Jones *Issue Brief: Engaging Men and Boys to Reduce and Prevent Gender-Based Violence*. Status of Women Canada, 2011. <http://www.whiteribbon.ca/engaging-men-and-boys-to-reduce-and-prevent-gbv/>

National Community of Practice (2016). *Toolkit*. <http://www.canpreventgbv.ca/>

OCRCC, White Ribbon, Ophea, and Egale Canada. *Mental Health, Youth and Sexual Violence: A FAQ*. 2017.

REFERENCES

Only with Consent “Consent Culture.” 2016.
<http://onlywithconsent.org/blog/consent-culture>

Ontario. *It’s Never Okay: An Action Plan to Stop Sexual Violence and Harassment*. Toronto: Author, 2015. <https://www.ontario.ca/document/action-plan-stop-sexual-violence-and-harassment>

Ontario Ministry of Children and Youth Services (2010). *Reporting Child Abuse and Neglect: It’s Your Duty*. Toronto: Author, 2010.
<http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/abuseandneglect.aspx>

Ontario Ministry of Education “Reporting of Children in Need of Protection.” Policy/Program Memorandum No. 9. August 10, 2001.
<http://www.edu.gov.on.ca/extra/eng/ppm/9.html>

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

Ontario Ministry of Education. *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Toronto: Author, 2014.
<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

Ontario Ministry of Education. *The Ontario Curriculum, Grades 1–8: Health and Physical Education* (Revised). Toronto: Author, 2015.
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf>

Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 and 10, Mathematics* (Revised). Toronto: Author, 2005.

Ontario Ministry of Education. *The Ontario Curriculum, Grades 9–12: Health and Physical Education* (Revised). Toronto: Author, 2015.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

REFERENCES

- Ontario Ministry of Education. *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8*. Toronto: Author, 2013. <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html>
- Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 and 10, Mathematics*. Toronto: Author, 2005.
- Ontario Ministry of Education. *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships. Safe Schools Action Team Report on Gender-based Violence, Homophobia, Sexual Harassment, and Inappropriate Sexual Behaviour in Schools*. Toronto: Author, 2008. <http://www.edu.gov.on.ca/eng/teachers/RespectCulture.pdf>
- Ontario Ministry of Education. *21st Century Competencies: Foundation Document for Discussion*. Toronto: Author, 2016. http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf
- SexAssault.ca. *Child Sexual Abuse in Canada*. n.d. <http://www.sexassault.ca/childabuse.htm>
- SexAssault.ca. *Sexual Assault Statistics in Canada*. n.d. <http://www.sexassault.ca/statistics.htm>
- Sinha, Maire. "Family Violence in Canada: A Statistical Profile." *Juristat* (June 2013). <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11805-eng.pdf>
- University of California, San Francisco, Office of Diversity and Outreach. "Unconscious Bias." n.d. <https://diversity.ucsf.edu/resources/unconscious-bias>
- WAVE and UNFPA Regional Office for Eastern Europe and Central Asia. *Strengthening Health System Responses to Gender-based Violence in Eastern Europe and Central Asia - A Resource Package*. July 30, 2014. <http://www.health-genderviolence.org/news/191>
- White Ribbon. *It Starts with You: It Stays with Him*. 2015. www.itstartswithyou.ca
- YWCA Culture Shift Project. *Research Report: Addressing the Sexualization of Women and Girls*. Vancouver: YWCA Metro Vancouver, 2017. <https://ywcavan.org/sites/default/files/resources/downloads/Culture-Shift-Research-Report-Final-WEB.pdf>

> **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>



DRAW-THE-LINE.CA