

DRAW — THE — LINE.CA

**User Guide
2012**

Introduction

Sexual violence is a reality in Ontario. It is present in every city and community across the province and impacts the lives of our friends, family members and colleagues. Sexual violence can and must be eradicated.

Since the early 1970s, community-based, grassroots organizations have been working tirelessly to stamp out sexual violence from our homes and communities. They have been educating Ontarians on the pervasiveness of sexual violence and ways for them to create change.

To end sexual violence in Ontario, we must not simply react to it but prevent it.

With this in mind, Action ontarienne contre la violence faite aux femmes (AOcVF) and the Ontario Coalition of Rape Crisis Centres (OCRCC) developed a dynamic sexual violence prevention campaign. In developing the campaign, they consulted extensively with service providers, grassroots organizations, advocates and survivors. The intent was to create a campaign that represents the ethnic, linguistic, cultural, sexual, economic, and geographic diversity of Ontario.

The result? Draw-The-Line.ca (Traçons-les-limites.ca)

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.

It is our hope that Draw the Line will educate Ontarians on how to spot sexual violence and empower them to make a difference.

One in three Canadian women will experience some form of sexual violence in their lifetime. It is time for Ontario to draw the line. We must work together to make our communities safer.

Foreword

This guide is intended for individuals and/or organizations who want to implement the Draw the Line campaign. The guide leads you through the campaign concepts, branding model and ways to bring the campaign to life. It includes a comprehensive list of definitions and statistics.

Although we recognize that men are also survivors of sexual violence, this campaign is primarily directed at sexual violence against women.

If the campaign material triggers or upsets you, please see our list of available support services: draw-the-line.ca/resources

To request additional campaign material, please contact: info@draw-the-line.ca

Acknowledgements

The Ontario Coalition of Rape Crisis Centres (OCRCC) works toward the prevention and eradication of sexual violence. The Coalition recognizes that violence against women is one of the strongest indicators of prevailing societal attitudes towards women. Their membership includes sexual assault centres from all across Ontario, offering counselling, information and support services to survivors of sexual violence, including childhood sexual abuse and incest.

L'Action ontarienne contre la violence faite aux femmes (AOcVF) is committed to working towards the elimination of violence against women, through analysis, training and education and by coordinating advocacy groups that fight to end violence against women.

Public Inc. was founded by Philip Haid and Paul Estey who came together to create a company focused 100% on creating social impact. It is where profit and purpose meld. It is a company that believes small acts of "good" multiplied by lots of people adds up to a whole lot, and where fun and imagination must be baked into every idea. Always triggering an action (even symbolic) for good, Public creates initiatives that raise money, mobilize volunteers, and advocate for social causes by developing creative, scalable and impact-driven campaigns. Because it's only when people "do" that real change can happen.

ninth+crux is an award winning digital design and content studio founded on a combined 25 years' experience. Specializing in digital design, platform development, interaction modelling and planning. Developing innovative and immersive web environments based on meaningful content, ninth+crux is a team of creative thinkers, designers and developers. After creating ninth+crux in 2009, Sonia Chai and Tim Roberson went on to co-found the critically acclaimed news site, openfile.ca.

Table of Contents

Chapter 1- Understanding sexual violence	5
Definitions	5
1- "Any act, action, behaviour, or comment of sexual nature"	5
1.1 Sexual assault in the Criminal Code of Canada.....	5
1.2 Main forms of sexual violence	6
1.2.1 Rape or attempted rape.....	6
1.2.2 Fondling or attempted fondling	7
1.2.3 Harassment.....	7
1.2.3.1 Sexual harassment.....	7
1.2.3.2 Criminal harassment or stalking.....	8
1.2.3.3 cyber-harassment or cyber-intimidation	8
1.2.4 Sexual exploitation	9
1.2.5 Incest	9
1.2.6 Sexual violence in armed conflicts.....	9
1.2.7 Female genital mutilation.....	10
1.2.8 Forced marriages	10
1.2.9 Control of reproductive health.....	10
1.2.10 Ritual violence	10
1.2.11 Hate crimes against LGBTTT2SIQQ (lesbian, gay, bisexual, transsexual, transgender, two-spirit, intersex, queer and questioning)	11
2- "Committed or uttered without the consent of the person subjected to it"	11
2.1 Consent.....	11
2.2 Lack of consent	11
2.3 Age of consent	12
3- "In order to control and dominate"	13
Statistics.....	14
Effects of sexual violence.....	16
Chapter 2 - Understanding the campaign	19
Objectives	19
Products.....	19
Copyright and permission to use the resources.....	19
Branding.....	20
Dos and Don'ts.....	20
Accessibility policies.....	21
Chapter 3 – Implementing the campaign	22
Activities.....	23
First theme: Sexual violence in a romantic relationship	25
Second theme: Sexual violence by a person of authority	30
Third theme: Sexual violence facilitated by alcohol or drugs.....	34
Fourth theme: Sexual harassment in the workplace	37
Fifth theme: Sexual violence and social media	40
Table conversations	45

Chapter 1- Understanding sexual violence

Sexual violence is a reality for far too many in Ontario. However, in order to effectively eliminate it, one must first understand what it is and its effects on both individuals and society.

The purpose of this section is to provide detailed definitions of sexual violence while also presenting some statistics. This section also includes a brief outline of some of the effects of sexual violence on survivors. The goal of this chapter is to create a foundational understanding of sexual violence in Ontario.

Definitions

To effectively prevent sexual violence, we must first understand what it is.

Sexual violence is any act, action, behavior, or comment of sexual nature, committed or uttered without the consent of the person subjected to it, in order to control and dominate.

To better understand this definition, we will divide the definition into multiple segments and study them.

1- "Any act, action, behaviour, or comment of sexual nature"

Sexual violence can take many forms. We will see a few in the following points¹.

It is important to note at this point that for some forms of sexual violence, there are differences between the definitions and terms commonly used by feminist organizations and the general public and those used in the Criminal Code of Canada. For the purposes of clarity, we will examine what the law says about sexual assault then discuss the main forms of sexual violence.

1.1 Sexual assault in the Criminal Code of Canada

In 1983, the Criminal Code of Canada was amended to replace the crime of rape with three new sexual assault offenses. With this amendment, the legislature intended to emphasize the violent nature of the aggression rather than its sexual nature.

Legally, sexual assault is now considered a form of assault. The law considers assault the use of force against another non-consenting person. Therefore, under the Criminal Code of Canada, sexual assault is the use of force against non-consenting persons in a sexual context².

The Criminal Code applies to all non-consensual sexual contacts, from fondling to rape. These different forms of sexual contact are no longer categorized according to their nature (e.g., fondling or rape), but according to their severity. Sexual assault can be assigned to one of three categories:

¹ This list is not exhaustive and the various forms discussed in this document are not covered in detail.

² Section 265 of the Criminal Code of Canada.

- Level-1 sexual assault: Assault of a sexual nature that causes little or no injury to the victim.
- Level-2 sexual assault: Sexual assault, in which the attacker is either carrying a weapon, makes threats, causes bodily harm to the victim, or is a party to the offence with another person³.
- Level 3 Aggravated sexual assault: Assault of a sexual nature in which the victim is wounded, maimed, disfigured or whose life is endangered⁴.

In 1983, the legislation also specified that men and women can be victims of sexual assault. The spouse may also be charged with sexually assaulting his or her partner. The fact that sexual assault is committed by a husband or a common-law partner⁵ is even considered an aggravating circumstance, which means that the sentence could be even more severe⁶.

1.2 Main forms of sexual violence

In this section, we will discuss the main forms of sexual violence, commonly recognized by feminist organizations and the general public.

1.2.1 Rape or attempted rape

Rape is a forced vaginal, anal (sodomy) or oral (fellatio or cunnilingus) penetration. The attacker can use his penis, another body part or an object.

Rape by a stranger is the first form of sexual violence that we think of and what many fear the most, but is not statistically the most frequent. Most often, the rape is committed by someone the woman knows: the attacker may be the husband, the spouse or the boyfriend, a family member, a friend or an acquaintance. The fact that the assault is committed by someone the woman knows adds to the distress of the woman, who can sometimes feel responsible for the violence, betrayed and humiliated, ashamed or afraid.

Feminist organizations talk about marital rape when the rape occurs in an intimate or loving relationship, no matter the age of the persons or irrespective of whether married, living together, in a long-term relationship, in an official relationship... Thus, a woman married for 15 years with children can be as much a victim of domestic rape as a 16-year girl in a short-term relationship.

Although marital rape is an offence and a person may be charged for raping his partner, for many, sex in a couple is considered a "duty" to which women should submit. There is a misconception that a woman entering a relationship automatically gives consent to all future sexual relations or practices. Some men do not hesitate to impose sexual relations, positions or practices on their partner. It is a persistent myth that rape within relationships is not possible and for this reason, it is rarely acknowledged as a form of sexual violence.

³ Section 272 of the Criminal Code of Canada.

⁴ Section 273 of the Criminal Code of Canada.

⁵ To qualify as common-law spouses legally, the couple must live together for at least one year (section 2 of the Criminal Code of Canada).

⁶ Subsection 718.2 of the Criminal Code of Canada.

Rape can be committed by one person, often known to the woman, but rape can also be committed by a group. A group of men and boys can get together to rape one or more women. These rapes can even be organized and orchestrated: organizations, such as gangs, fraternities or motorcycle clubs, may ask new members to commit gang rapes as an initiation. These rapes, often committed under peer pressure, are means of domination, control and intimidation.

According to the Criminal Code of Canada, rape is now considered an assault. To determine to which category of assault rape belongs, in order to return a prison verdict, one must determine the severity of the injury to the victim and the circumstances of rape.

1.2.2 Fondling or attempted fondling

Fondling is the act of touching, for sexual purposes, a part of another person's body. This can range from a forced kiss to touching a body part in a sexual manner, from rubbing against the person in a sexual manner to forced masturbation (whether the attacker masturbates the victim or forces the victim to masturbate him or to masturbate herself).

Fondling can be committed by a stranger, but also by persons known to the woman, including her husband, her common-law spouse, her boyfriend, a family member, a friend or an acquaintance. Fondling can be committed by one person or several people at once.

As we have seen, fondling is considered an assault and the attacker may be charged, for example, for rubbing against a non-consenting victim in a public area or forcing a person to masturbate him.

1.2.3 Harassment

There are different types of harassment, direct or indirect, related to sexual violence.

1.2.3.1 Sexual harassment

Sexual harassment consists of comments, attitudes, blackmail, advances, and threats of a sexual nature, made verbally, in written form or visual form and causing the woman to feel uncomfortable or insecure. In severe cases, the actions are repeated and constant and can lead to unwanted touching or even rape.

The following may be considered sexual harassment:

- Telling sexist jokes and jokes of a sexual nature
- Making inappropriate comments regarding one or more body parts or speculate on the woman's sexuality or sexual orientation
- Whistling
- Looking insistently on a woman's body
- Spreading rumours of a sexual nature
- Streaming photos or drawings of a sexual nature
- Asking incessantly for a date or a phone number
- Blackmailing or making threats to obtain sexual favors

- Blocking the way, pushing in the corner of a room, approaching or leaning too closely
- Showing one's genitals.

Sexual harassment can occur at work, at school, in college or university, at home, in public places (e.g., a bus or a shopping mall), within a group of friends or acquaintances, or even on the street.

Sexual harassment is not penalized as such in the Criminal Code of Canada. Under the Occupational Health and Safety Act, workplace sexual harassment is enshrined in law⁷ and requires companies to take internal measures to fight against it. Sexual harassment is also covered under the *Ontario Human Rights Code*. It states that sexual harassment is “engaging in a course of vexatious comment or conduct that is known or ought to be known to be unwelcome.”

1.2.3.2 Criminal harassment or stalking

These are repeated acts which result in the targeted person feeling constantly harassed and fearing for her own safety or for that of her family members or friends. This may be the result of:

- Following repeatedly the victim or someone known to her
- Communicating repeatedly with the victim or someone known to her (e.g., making phone calls, leaving messages, sending emails, texting, etc.)
- Watching the residence or workplace of the victim or someone known to her
- Behaving in a threatening manner toward the victim or a member of her family.

Feminist organizations consider this type of harassment as a form of sexual violence because stalking can lead to sexual assault or can be used by the attacker to intimidate the woman after a sexual assault.

Criminal harassment is punishable under the Criminal Code of Canada⁸. This type of harassment is also regulated by the Occupational Health and Safety Act of Ontario: Employers are required to implement policies and measures to address criminal harassment, among other things.

Note also that uttering threats is punishable by law (e.g., threatening to hurt or to kill the person, a relative or an animal, threatening to destroy property)⁹.

1.2.3.3 cyber-harassment or cyber-intimidation

This is the use of Internet and new technologies (such as cell phones) to harass someone repeatedly. The harassment may consist of using threats, hurtful or negative comments, insults, pornography or spreading rumors or pictures. Harassment is not a new phenomenon, but it is encouraged and facilitated by

⁷ Occupational Health and Safety Act of Ontario.

⁸ Section 264 of the Criminal Code of Canada.

⁹ Subsection 264.1 of the Criminal Code of Canada.

the development of technology. Cyber-intimidation can be of a sexual nature, such as the posting a nude photos of an ex, and be considered sexual violence.

1.2.4 Sexual exploitation

Sexual exploitation occurs when someone in a position of trust or authority (for example, a teacher, religious leader, baby-sitter or doctor) touches any part of the body of a young person for a sexual purpose or invites that young person to touch them for a sexual purpose. Canada's age of consent is 16 years old, however, the age of consent is 18 when the sexual activity "exploits" the young person -- when it involves prostitution, pornography or occurs in a relationship of authority, trust or dependency (e.g., with a teacher, coach or babysitter). Sexual activity can also be considered exploitative based on the nature and circumstances of the relationship, e.g., the young person's age, the age difference between the young person and their partner, how the relationship developed (quickly, secretly, or over the Internet) and how the partner may have controlled or influenced the young person.¹⁰

1.2.5 Incest

Feminist organizations consider incest a sexual relationship forced upon a child by an adult or another child in the family. Incest most often begins in childhood, but can continue into adulthood. Feminist organizations therefore have a broad definition of incest and include "sexual relationship", fondling, oral sex, masturbation and penetration. The term "family" is also seen in the broader sense: the immediate family, such as parents, siblings and grandparents, but also the extended family, such as cousins, uncles and aunts, and step-parents.

The Criminal Code of Canada¹¹ has a much narrower definition of incest, limiting the perpetrators of this assault to parents, grandparents, brothers and sisters, related by blood to the child. Under the law, an adopted brother, a stepfather or an uncle cannot be accused of incest. They may, however, be criminally charged of other offences, such as sexual touching or sexual assault. In addition, the Criminal Code of Canada limits incest to sexual intercourse, i.e. penetration. Other sexual acts, such as fondling and oral sex, are punished under other charges.

1.2.6 Sexual violence in armed conflicts

During armed conflicts, several forms of violence are used to terrorize and defeat the opponent. Women, girls and teens are targets of sexual violence. They are victims of rape and systematic sexual assaults committed with the aim of destroying communities and social ties and of humiliating the opponent. Often, the assaults are committed in front of family members or a circle of acquaintances to reinforce the humiliation. Women victims of violence are often rejected by their families and their communities, especially if they become pregnant or infected following the assault. They often find themselves completely isolated with no support.

Women and girls can also be kidnapped and used as sex slaves by enemy soldiers.

¹⁰ Section 153 of the Criminal Code of Canada

¹¹ Section 155 of the Criminal Code of Canada.

1.2.7 Female genital mutilation

This is the partial or total removal of female external genitalia (clitoris, labia majora and labia minora). They are usually performed during childhood or adolescence. They have serious health consequences. At the time of surgery, often performed without anesthesia, in addition to the intense pain, there is a risk of bleeding, infection or disease transmission. Later, there is risk of urinary problems, from acute pain during intercourse to complications during childbirth which can lead to the death of the baby.

This ritual custom is an act of violence against women and is rooted in inequalities between men and women in an archaic model of womanhood. Genital mutilation is considered a violation of human rights and is prohibited in most countries, but continues to be performed nonetheless, especially because of societal pressure. Genital mutilation is still practiced in countries in Africa, Asia, the Middle East and in communities in Canada. In Canada, a person submitting a girl to genital mutilation could be charged with aggravated assault with bodily harm. (section 269 criminal code)

1.2.8 Forced marriages

A forced marriage occurs when a person is married against her will to another person not of her choosing.

Marriage is often arranged by the family of the girl and the husband is chosen as early as when the daughter is born. In other cases, marriage can be a way for the family to repay a debt. Forced marriages may also be a means used to restore the "honour" of the family: a young woman who was raped can then be forced to marry her attacker.

Forced marriage is a form of violence against women because it prevents the girl/young woman from choosing the life she wants when a husband is imposed on her. Forced marriage can also lead to other forms of assault, such as domestic violence.

1.2.9 Control of reproductive health

A woman's reproductive health is said to be controlled when a person forces the use of a contraceptive or otherwise restricts the woman's access to contraception, hence exposing her to the risk of unwanted pregnancy or STIs (sexually transmitted infections). Thus, refusing to wear a condom is considered a form of sexual violence.

Control of a woman's reproductive health can occur when a person forces a woman to undergo an abortion or prevents her from having an abortion.

1.2.10 Ritual violence

These are methodical and repeated acts of violence committed against children, teens and adults as part of a ritual. The attackers often use a belief system, linked to a cult, a religion or a social group. These beliefs are used to manipulate and indoctrinate victims. We often associate these violent acts with satanic cults, but other groups can use them as well, including religious sects or clandestine groups.

Violence may be physical, psychological, emotional or sexual. The goal is to control and dominate the person and put her in a position of dependency with regards to the group's leader and the group.

1.2.11 Hate crimes against LGBTT2SIQQ (lesbian, gay, bisexual, transsexual, transgender, two-spirit, intersex, queer and questioning)

Hate crimes are committed when the victim is the target of an attack because of her belonging, real or supposed, to a social group. LGBTT2SIQQ people are often subjected to violence because of their sexual orientation or gender identity. They may be victims of physical, psychological, verbal and sexual violence. The fact that LGBTT2SIQQs are not yet fully accepted in society and are still subjected to a lot of prejudice makes disclosing the attack even more difficult, especially in cases of sexual violence. In Canada, the Criminal Code provides for harsher penalties when a crime is committed against a person based on membership in a particular minority group or sexual orientation¹².

2- "Committed or uttered without the consent of the person subjected to it"

2.1 Consent

The difference between contact of a sexual nature and sexual violence is the lack of consent. Lack of consent is the element that determines whether there is sexual violence punishable by law or not.

To consent is to accept voluntarily and without force or coercion to engage in a sexual practice or intercourse and to express it in words, such as "Yes", "OK", "I feel like it", etc. or actions, such as nodding, kissing, hugging, caressing, getting closer to the other person, starting to remove clothes, etc. Consent is an ongoing process.

The person initiating sexual intercourse or practice should always ask the other if they wish to participate.¹³ The consent must be given whenever a sexual activity is proposed. When a person consents to sex, that consent will not carry over automatically to the future. Consent must always be given, even between married couples.

Consent to sexual activity does not mean accepting all sexual practices. Consent of the partner should be given when trying something new.

Consent must be present throughout sexual intercourse: a person who consents to a sexual practice or activity may, at any time, decide to stop. If the partner does not stop, it becomes sexual violence.

2.2 Lack of consent¹⁴

When there's no consent, there is sexual violence. This happens when:

- The person expresses refusal in words (e.g., "No", "I don't want to", "I don't feel like it", "I don't feel well", "I'm tired", "I'm not ready", etc.), gestures or behaviours (e.g., pushing away, struggling, getting away, freezing in place, curling up, crying, etc.). Refusal may be expressed before or during the act.

¹² Subsection 718.2 a) (ii) of the Criminal Code of Canada.

¹³ Subsection 273.1 (1) of the Criminal Code of Canada.

¹⁴ Subsection 273.1 (3) of the Criminal Code of Canada.

- The aggressor uses violence, force, threat, intimidation, and manipulation to coerce the victim.
- Consent is given by a person other than the victim of the act (parent, brother or sister, spouse, etc.).
- The aggressor abuses a position of trust, power, or authority
- The person is incapable of consenting to sexual intercourse. Several circumstances may make a person incapable of consenting to sexual activity:
 - The person has consumed too much alcohol or drugs, voluntarily or unwittingly, and is no longer aware of her actions. Note that the law provides that a person accused of sexual assault cannot defend his actions by saying he had been drinking or using drugs. This person will still be charged with committing a crime. A voluntary weakening of one's ability to make decisions is never a defense¹⁵.
 - The person is asleep or unconscious.
 - The person has a disability (mental illness or developmental disabilities) preventing her from fully understanding the sexual acts.

2.3 Age of consent¹⁶

The age of those involved in a sexual encounter is also crucial to know whether there is consent. By law, a person under 16 years cannot consent to sex with an adult. The law provides exceptions for sex between teenagers.

- A young boy or girl aged 12 or 13 years can consent to sexual contact when the partner is two years older at most and that there is no position of authority, of trust, or dependency between the two. Thus, a 13-year old girl may have sexual contact with a 15 year old, but not with a 16 year old.
- A young boy or girl aged 14 or 15 years can consent to sexual contact with a partner if there is no more than 5 years difference between them and that there is no position of authority, of trust or of dependency between them. Thus, a 14-year old girl may have sexual contact with a young man aged 19 years at most.
- A young boy or girl under 12 years old cannot legally consent to sexual contact. Thus, a 12-year old boy is committing assault if he has sexual contact with an 11-year old girl, even though she consents to said contact.
- There can be no sexual contact between a boy or a girl and a person in a position of authority, trust or dependency. In one of these situations, both people must be 18 to have sexual contact. If one of the partners is under 18 years old, this is a sexual assault, even if he or she has agreed to the relationship or even if he or she initiated the relationship. This principle has been established to protect young people who are under the authority of another person and to prevent the negative consequences for the young person. Thus, a 22-year old coach is committing sexual assault if he has sexual contact with female players aged

¹⁵ Subsection 273.2 of the Criminal Code of Canada.

¹⁶ Subsection 150.1 of the Criminal Code of Canada.

16 years. Similarly, a teacher is committing sexual assault if she has sex with a 17-year old man in her class.

If the youth is 18 years old, legally, there is no sexual assault. However, one may wonder about the ethical side of this type of relationship where there is a strong bond of dependency and authority between the two partners and, more so, if the bond existed previously when the youth was a minor.

- The Criminal Code also provides that persons under 18 years cannot have anal sex, unless they are married. Several appellate courts in Canada, notably in Ontario, have found this measure unconstitutional, because it discriminates against LGBTTQ people in the Canadian Charter of Rights and Freedoms. Advocates of gay rights are fighting for a similar age of consent for anal intercourse.

A person cannot defend themselves by saying they did not know the age of the minor and that they thought that he or she was 18 years old.

3- "In order to control and dominate"

It's a myth that violence is an expression of excessive sexual desire or uncontrollable sexual desire. This means that men are unable to control themselves and are subject to their sexual urges.

In reality, sexual violence has nothing sexual in it: sexuality is a means used by an attacker to express his dominance and his desire to control another person. This is why we speak of "sexual violence" to adequately express that it is an act of authority expressed by using sexuality.

To force the victim to do acts of a sexual nature, the perpetrator may use:

- Physical violence or threaten to use force ("if you try to move, I will hit you")
- Bribe ("you won't get that promotion unless you sleep with me")
- Threats ("if you won't do what I want, I'll leave you")
- Hurtful comments ("my other girlfriend did everything I wanted", "you can be really frigid")
- Emotional manipulation ("if you really love me, you'd do it")
- Intimidation ("nobody will believe you")

It is also possible that the act occurs without violence: for example, the attacker can take advantage of his position of authority and power to commit the assault, exert an apparent "kindness" or use alcohol or drugs to render the person vulnerable.

Statistics

Sexual violence has deep roots in our society and is about power and control. It is a gender-based violence most often perpetrated by men against women:

- More than 87% of victims of sexual assaults that are reported to the police and 80% of victims of child sexual abuse are females¹⁷.
- About 98% of persons accused of sexual offences are males. In 2009, Out of 10,695 persons accused, 10,442 were males. Out of 1,729 persons accused of child sexual abuse, 1,657 (96%) were males.¹⁸

Sexual violence happens more often than people think:

- It is estimated that one in three Canadian women will experience sexual assault in their adult life.¹⁹
- In 2009, almost 676,000 individuals (women and men) reported that they had been sexually assaulted in Canada.²⁰
- In 2009, 265,000 individuals (women and men) reported that they had been sexually assaulted in Ontario.²¹

Sexual assaults are particularly unlikely to be reported to police. Therefore, the police-reported data under-estimate the true extent of sexual assault:

- Only one in ten sexual assaults is reported to police²².
- In 2009, police recorded 20,921 cases of sexual assault against individuals over 16 and 2,620 cases of sexual abuse against children in Canada.²³
- In 2010, police recorded 7,693 cases of sexual assault against individuals in Ontario.²⁴

Sexual assaults are less likely to be reported to the police than other crimes for several reasons:

- "(1) the embarrassment and stigma associated with the crime;
- (2) perceptions by victims that they will not be believed or that the criminal justice system is ineffective;
- (3) perceptions that some incidents are not serious enough;
- (4) ambiguity about what constitutes illicit sexual conduct;
- (5) less fear of future attack since sexual assaults are less likely to be repeated;
- (6) greater fear of reprisal if they do report;

¹⁷ Statistics Canada (2011) - Women and the Criminal Justice System - Ottawa - Table 1.

¹⁸ Statistics Canada (2011) - Women and the Criminal Justice System - Ottawa - Table 7.

¹⁹ Statistics Canada (2006) - Measuring Violence Against Women: Statistical Trends 2006 - Ottawa - page 24.

²⁰ Statistics Canada (2010) - Criminal victimization in Canada, 2009 - Ottawa - Table 4.

²¹ Statistics Canada (2010) - Criminal victimization in Canada, 2009 - Ottawa - Table 2.

²² Statistics Canada (2008) - Sexual Assault in Canada- Ottawa - page 6

²³ Statistics Canada (2010) - Police-reported crime statistics in Canada, 2009 - Ottawa - Table 2.

²⁴ Statistics Canada (2011) - Police-reported crime statistics in Canada, 2010 - Ottawa - Table 5.

- and (7) less third party reporting because sexual assaults are much more likely to occur in private.”²⁵

Women are more likely to be sexual assaulted by a person they know:

- the perpetrator is known by the victim in 82% of sexual assaults. The persons can be an acquaintance (46%), a member of the family (24%), an intimate partner (8%) or a spouse or a former spouse (5%)²⁶.
- 68% of serious sexual assaults occurred in and around a residence.²⁷
- Sexual violence can occur within an intimate relationship and is prohibited by the law. A spouse, a common-law partner or a boyfriend can be charged of sexual assault against her partner.

Women from 15 to 24 years old are more likely to be sexually assaulted:

- in 2009, 45% of individuals (women and men) who reported that they had been sexually assaulted were between 15 and 24 years old.²⁸
- in 2008, police recorded 7,983 cases of sexual assaults against young people (women and men) aged between 15 and 24 years old.²⁹
- in a 1998 survey of a random sample of female student from six universities across Ontario, 15% reported being sexually assaulted during the previous year.³⁰

Disabled women are also more likely to experience sexual violence:

- it was found that persons with activity limitations are victims of sexual assault about twice as often as persons without limitations.³¹

Aboriginal women are at increased risk of experiencing sexual assault:

- On-reserve rates are seven times higher for sexual assaults compared to the rest of Canada³²
- Aboriginal women are almost three times more likely than non-Aboriginal women to report having been a victim of a violent crime.³³

Work-related sexual harassment

Work-related harassment is experienced by a lot of women :

- 23% of Canadian women, a total of 2.4 million, have encountered work-related sexual harassment.³⁴

²⁵ Felson Richard and Paré Paul-Philippe (2005) - The Reporting of Domestic Violence and Sexual Assault by Nonstrangers to the Police - page 8 (<https://www.ncjrs.gov/pdffiles1/nij/grants/209039.pdf>)

²⁶ Statistics Canada (2011) - Women and the Criminal Justice System - Ottawa - Table 2.

²⁷ Statistics Canada (2008) - Sexual Assault in Canada - Ottawa - page 14.

²⁸ Statistics Canada (2010) - Criminal victimization in Canada, 2009 - Ottawa - Table 4

²⁹ Statistics Canada (2010) - Child and Youth Victims of Police-reported Violent Crime - Ottawa - Table 1

³⁰ Newton-Taylor B, DeWit D, Glikman L (1998) - Prevalence and factors associated with physical and sexual assault of female university students in Ontario - Health Care for Women international.

³¹ Statistics Canada (2010) - Criminal Victimization and Health: A Profile of Victimization Among Persons with Activity Limitations or Other Health Problems - Ottawa - page 8

³² Statistics Canada (2006) - Victimization and offending among the Aboriginal population in Canada - Ottawa - page 10

³³ Statistics Canada (2011) - Violent victimization of Aboriginal women in the Canadian provinces - Ottawa - page 7

55% of women who had been sexually harassed at work reported incidents involving a coworker. Harassment by a boss was reported by 39%, and by a customer, by 13%.³⁵

Criminal harassment (stalking)

Criminal harassment happens frequently and increases:

- In 2009, police recorded 20,007 cases of criminal harassment (5% of all crimes reported).³⁶
- the rate of criminal harassment has been gradually increasing over the past decade. Between 2008 and 2009, number of cases increased by 7%.³⁷

Criminal harassment is a crime most often perpetrated by men against women:

- 76% of victims are females.³⁸
- 78% of perpetrators were males.³⁹

The perpetrator is usually known by the victim. Only 10% of perpetrators are strangers.⁴⁰

- 45% are former intimate partners
- 34% are acquaintances (casual acquaintance, friend, neighbour, business relationship)
- 6% are current intimate partners
- 5% are members of the family

Effects of sexual violence

Violence affects each person differently. Everyone reacts differently depending on their personal circumstances. It is therefore important to believe in and support survivors, whatever their reactions. It is also important to respect their choices and to not be judgemental.

While the impact is different depending on the woman, any act of sexual violence has negative effects. In general, these effects can be:

- Physical, such as fatigue, sleep disorders, headaches, disruption of eating habits, physical injuries, a sexually transmitted infection or an unwanted pregnancy.
- Psychological, such as anxiety, anger expressed against herself or others, shame, guilt, confusion or disgust of herself or others.

³⁴ Statistics Canada (1994) - Work-related sexual harassment - Ottawa - Table 2

³⁵ Statistics Canada (1994) - Work-related sexual harassment - Ottawa - graph 1

³⁶ Statistics Canada (2011) - Criminal harassment in Canada, 2009 - Ottawa - page 1

³⁷ Statistics Canada (2011) - Criminal harassment in Canada, 2009 - Ottawa - page 1

³⁸ Statistics Canada (2011) - Criminal harassment in Canada, 2009 - Ottawa - page 3

³⁹ Statistics Canada (2011) - Women and the Criminal Justice System - Ottawa - Table 7

⁴⁰ Statistics Canada (2011) - Criminal harassment in Canada, 2009 - Ottawa - graph 4

- Sexual, such as distaste for sexuality, a decrease in desire or, to the contrary, hypersexuality.
- Emotional, such as strained relations with spouse, family, friends or colleagues. An act of sexual violence not only affects the survivor, but also everyone else around them. It is important to support a survivor while also respecting their boundaries and comfort level.

Following a sexual assault, some survivors may have suicidal thoughts or destructive behaviors, such as using alcohol or drugs or harming themselves. Other survivors may tend to isolate themselves and refuse contact with others. Others may instead deny the assault, refuse to talk about it and want to move on with their lives, as if the assault had never occurred.

Also, be aware that few survivors reveal that they have experienced sexual abuse. Few will also make a statement to the police. In fact, only one in ten sexual assaults are reported to the police⁴¹. While each person has their own reasons for staying mum, it is difficult to generalize the reasons for the silence.

However, here are some reasons why someone might not want to disclose the violence they suffered

- The survivor may be dealing with shame and therefore wanting to refuse the labels associated with survivors of sexual violence. Myths around sexual assault and survivors have many people rejecting the label of 'victim' or 'survivor'
- The survivor may blame themselves for the assault, thinking that they must have caused it. This is particularly pronounced for those who were assaulted by someone they know, those who were under the influence of alcohol or drugs or those who were out in their 'party clothes'.
- The survivor may be afraid of not being believed, especially if they know the perpetrator, whether it's their partner, a family member or an acquaintance. It's a myth that the majority of sexual assaults are committed by strangers. Women know their assailants in 82%⁴² of the cases.
- The survivor may be afraid of judgement, either from their peer group, family, the justice system or the health care system.
- The survivor may be afraid of reprisals if they report it, especially if they know their abuser. This feeling may be exacerbated if, during the assault, the perpetrator has made threats against the survivor, their family, children or friends.

⁴¹ Statistics Canada (2008) – Sexual Assault in Canada - Ottawa - page 6.

⁴² Statistics Canada (2011) - Women and the Criminal Justice System - Ottawa – Table 2.

- Finally, a survivor may not recognize that they were the victim of a sexual assault. Many people still believe that only vaginal penetration constitutes an assault. So those who have suffered violence that does not constitute 'rape' often feel that their experience is not valid. People also think that there cannot be sexual assault in a couple because sex is a marital duty. So, if a woman is forced to have sex with her boyfriend or her husband, she may not recognize that she was assaulted.

Thus, if a survivor reveals that they were the victim of sexual violence, it is important to listen to them, because they are entrusting you with that information.

Here are some tips for supporting someone who has disclosed their experience of sexual violence:

- Listen with empathy and respect
- Believe them and validate their feelings
- Support the person by telling them that they are courageous, that what happened to them is not their fault, that they are not alone and that you are there to help if they want it. Above all, do not blame or judge.
- Respect their wishes and choices. Do not try to tell them what to do but instead inform them that you will support them in whatever they choose to do. Avoid using the imperative (e.g., do this, talk to someone, etc)
- Respect their privacy. Unless they specifically ask you to talk to someone about it or if you are required to do so by law (if the person is under 16 years old and there is a risk of abuse, you must notify the Children's Aid Society). Otherwise, always assume complete confidentiality.
- Remember that there is no 'right way' to react to sexual violence. Regardless of how you perceive their reaction, respect their path to healing.
- Refer them to support services, if they want them. Support services are available across Ontario. (Include link to resources)
- Do not forget to take care of yourself. It is always very difficult to hear someone disclose their abuse. If you are a survivor yourself, the information can trigger your own past experiences. You are entitled to your own support.

Chapter 2 - Understanding the campaign

Objectives

The goal of Draw the Line is educate Ontarians about the realities of sexual violence. The campaign specifically targets bystanders and equips them with practical tips on how to safely and effectively intervene.

The campaign aims to drive people to draw-the-line.ca where they are asked to place themselves in various scenarios and respond with how they would react. Once they've registered their answer, they are shown how their response compares with others. They are also presented with information about the sexual violence continuum and practical ways for them to intervene.

Further interactivity is available through Twitter and Facebook where they can propose scenarios, share their experiences and inspire others to get involved.

Draw-the-line.ca also includes resources for survivors and their allies.

The first Draw the Line Day will be held on May 15, 2012 with the goal of creating an annual Day of Action the third Tuesday of every May.

Products

Draw-the-line.ca includes a comprehensive website, six posters, six postcard-style pamphlets and an interactive Facebook page and Twitter account, as well as this user guide.

Copyright and permission to use the resources

Posters and postcards

You may download and print the posters and postcards **only** for personal and educational use or for non-commercial distribution.

You may post the posters and distribute the postcards, provided you respect public and private property.

You may not, except with our expressed written permission, adapt or alter the posters or postcards in any way. This **does not** apply to OCRCC's and AOcVF's members.

User guide

You may implement the campaign using the actions and activities developed in this guide, provided you respect public and private property. You may copy the content of this guide, acknowledging Draw the Line Campaign as the original source.

Branding

Infographics

Draw the Line tells stories of sexual violence through the use of infographics. In short, infographics use data and text as graphics to tell a story. Infographics are used in this campaign not only for their visual appeal but because they are an imaginative way of creating an inclusive campaign. Draw the Line has no photographs of people and yet still presents the material in a way that reflects a diversity of audiences.

Using infographics in a sexual violence campaign has the added benefit of minimizing triggering imagery. One of the major difficulties in creating sexual violence public education campaigns is speaking truth while also recognizing how difficult the subject matter is for many survivors. By avoiding photographs, the campaign addresses the sexual violence continuum without including dark or violent imagery.

Minimalism

Draw the Line materials use a minimalist aesthetic. The posters contain no visible logos and make no direct mention of the sexual violence continuum. Instead, the material piques the curiosity of viewers and drives them online to find out more. In doing so, the posters aim to engage those who would not typically connect with a sexual violence campaign.

Logo

In line with the overall look-and-feel of Draw the Line, the logo is simple and clean.

DRAW ■ THE ■ LINE.CA

Font

Draw the Line uses Kievit Bold SC font.

Colours

Draw the Line has no distinct or precise colours. Instead, each poster is tailored to the specific scenario it represents. This strengthens the infographic storytelling element of the material. Individually, the campaign material looks very different and each piece appears unique. However, when all six scenarios are presented together, a story unfolds.

Dos and Don'ts

Some helpful tips when reproducing the campaign in your own work:

Do

- Use scenarios that reflect the needs of your community, clientele, students, etc.
- Frame the questions in a such a way that encourages self-reflection
- Use plain and simple language
- Ensure that the wording is legible and accessible for those with low-vision
- Use a variety of scenarios that reflect the sexual violence continuum

Don't

- Use graphic or obscene language
- Employ scenarios or questions that recreate oppressive stereotypes
- Include logos other than the official Draw-the-line.ca logo
- Crowd material with too much text
- Use the names of people, organizations, businesses, etc. in scenarios

Accessibility policies

When implementing the campaign, it's important to make it as accessible as possible.

Posters:

- Ensure that the font is large and legible
- Use high contrast colours, if possible, to increase readability
- Detailed fonts might make for a dynamic look, but can often be difficult for those with low vision. Try and keep fonts as simple as possible

Events:

- When planning an event, visit the location ahead of time to ensure it includes accessible doorways, washrooms and parking lots
- Use a variety of presentation methods to accommodate visual and auditory learners
- If possible, secure ASL interpreters to welcome deaf, deafened and hard-of-hearing participants
- If possible, provide on-site child care or child care subsidies so that your event can be attended by those with children or dependents
- Be mindful of your choice of location and date/time. If your event is happening during the work week, know that it might exclude those who do not work in the violence against women sector and are unable to leave work to attend it. However, events in the evening can also be difficult for those with children. Similarly, try and choose an event location that is accessible, either by public transit (if available) or along known routes.

This is by no means a comprehensive list of ways to make the campaign accessible. However, we hope these tips give you some general direction on how to ensure the campaign remains as accessible as possible.

Chapter 3 – Implementing the campaign

Draw the Line has been designed as a truly province-wide public education campaign. We hope to engage as many Ontarians as possible so that we can break the silence on sexual violence and create safer communities.

The campaign can be implemented in a large group setting, in a workshop format or even at an informal gathering. The goal is to engage the general public in a constructive dialogue about sexual violence and in turn, develop new societal norms.

Here are some suggested ways to implement the campaign. It is by no means an exhaustive list. However, it is meant to give you a general sense of how this campaign can take shape. We hope this list inspire you to find creative and meaningful ways of engaging in the struggle to end sexual violence.

Activities

AOCVF and OCRCC have developed six different posters for Draw-the-line.ca. These six posters address various key themes:

1. Sexual assault in a romantic relationship
2. Sexual assault by a person of authority
3. Sexual assault facilitated by alcohol or drugs
4. Sexual harassment, including in the workplace
5. Sexual assault and social media
6. Sexual violence in society

The examples of intervention given in this section of the guide will allow you to use the posters and discuss the different themes. The interventions were designed for "formal groups", but you can adapt them for use in a more informal setting if, for example, you just want to address these topics of conversation with friends or family members.

The general objectives of the campaign and the posters are:

1. Break the silence around sexual violence
2. Raise public awareness of the reality of sexual violence
3. Prevent sexual violence
4. Establish the need for a free, informed and mutual consent
5. Express empathy and support to the survivors
6. Establish the responsibility of the offender
7. Give family and friends the means to intervene

The activities in this guide are only given as examples. Feel free to use others if you'd like.

Regardless of how you implement the campaign, it is strongly recommended to be well prepared and adhere to the basic principles.

Preparing for a disclosure

You should know that regardless of how you choose to implement the campaign, from the mere display of a poster to a group discussion or an informal discussion among friends, it's entirely possible that someone disclose their experience of assault to you. This requires that you be able to listen and help.

In case of a disclosure, here are some principles that you should follow:

- Listen to the person with empathy and respect
- Believe the person and validate their feelings
- Support the person by telling them that they are courageous for speaking up, that what happened to them is not their fault, that they are not alone and that you are there to help if they need it. Above all, do not judge.

- Respect the wishes and choices of the survivor; do not try to tell them what to do, and inform them that you will support them in whatever they choose to do. Avoid using the imperative (e.g., do this, talk to someone)
- Respect the privacy of the person and their past history, unless they specifically authorizes you to talk about it or that you are required to do so by law (if the person is under 16 years old and there is a risk of violence, you must notify the Children's Aid Society)
- Remember that there are several ways to react to sexual violence. Respect everyone's path to healing.
- Equip yourself with the contact information for local support services.
- Do not forget to take care of yourself. It is always very difficult to hear someone talk about the violence they suffered.

Master the topic

Before starting a conversation with a person or a group, it is strongly suggested that you prepare yourself for this conversation. You should expect and prepare for various possibilities:

- The person discloses their experience of abuse.
- The person agrees with you and drives the conversation.
- The person is not interested in the topic and interrupts the discussion.
- The person disagrees with you and the conversation becomes a debate.
- The person is very hostile and conversation is impossible.

The more people you talk to at the same time, the greater the risk of having different opinions and reactions.

Since it can be difficult to predict how a person would react, it is important to be prepared for all possibilities.

It is suggested to:

- Be well informed on sexual violence. You can read the first section of this guide on violence and explore certain themes that interest you
- Prepare your arguments
- Prepare answers to the most common questions
- Prepare answers to the most common criticisms.

If your intervention is done in a "formal" group (e.g., a group of male and female students, a discussion group), it is also suggested to:

- Be accompanied by another intervener (male or female) to help you
- Have experience in group facilitation and conflict management
- Expose immediately the topic of conversation, warn that the discussion can provoke a lot of emotions and invite people to leave the room if and when they want to.

First theme: Sexual violence in a romantic relationship

Corresponding poster: Your sister tells you that her husband made her have sex last night. Do you change the subject?

Specific objectives of this scenario:

- Talk about sexual violence in a romantic relationship (a romantic relationship means married couples, unmarried couples, people who have been dating for a short while, people who have just met)
- Talk about the right of each person in a couple to set sexual boundaries and the duty of the other to respect these boundaries.

Important messages to convey

- As a bystander, you can intervene before, during and after an act of sexual violence. Everyone has the opportunity to participate in the elimination of sexual violence.
- There may be sexual violence in an established relationship (married or unmarried couples) or in a less formal one (couples who have been dating for a short while or who have just met).
- Consent is a continual process. Being in a relationship doesn't imply continuous consent.
- A victim of sexual violence is never responsible for their experience of abuse. The offender is solely responsible.

Suggested materials

- A sufficient number of copies the scenario
- A board and felt pens to record the group's thoughts and important items to remember
- The poster and copies of postcards related to the meeting theme

Meeting Procedure

1. Introduce yourself and the theme of the session
2. Warn that the meeting may provoke a lot of emotions and invite those who wish to leave the room to do so at any time if the meeting becomes too emotionally taxing
3. Remind the participants of the principles of group discussion: respect the opinions of others, respect the allotted time, use respectful and non-violent language. Specify that the purpose of the session is to reflect and discuss.
4. Distribute the scenario
5. Read the scenario aloud
6. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
7. Open the discussion by repeating each question
8. Distribute the second scenario

9. Read the scenario aloud
10. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
11. Open the discussion by repeating each question
12. Distribute the third scenario
13. Read the scenario aloud
14. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
15. Open the discussion by repeating each question
16. Stress the main points
17. Conclude by talking about the role of bystanders and give concrete examples of intervention.

Distribute the first individual scenario and read it aloud

You're having dinner with Anne, one of your best friends. She seems sad. When you ask her what's wrong, she starts crying and tells you she does not know what to do. She is very much in love with John who she's been dating for two weeks. For the last few days, he's been pushing her to have sex. But she does not feel ready yet. She said that last night, they were both in her room kissing and he tried to remove her clothes. When she asked him to stop, he left very angry and told her that if she does not decide soon, he would leave her to find another girl with whom he could have fun.

Ask the participants to reflect individually on the different questions.

1. Do you think that John's behaviour is acceptable?
2. Why do you think he's acting this way?
3. Do you understand the Anne's behaviour?
4. What would you do if in one of your friends confessed this to you?

Read each question aloud and invite the participants to respond. Record the answers.

At the end of the discussion, distribute and read the second scenario.

You're having dinner with several friends. As usual, Frank, the leader of the group, talks a lot. Thomas asks how Mark's party ended. Frank replied that he had flirted all evening with a beautiful girl. She invited him home, but while they were kissing and undressing, she asked him to stop. Frank explains that since he really felt like it, he tried to continue, but the girl started to cry and asked him to leave. He concluded by saying he hates that kind of girl that turns you on, but refuses to follow through.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. Does Frank's behaviour seem acceptable to you?

2. Do you understand the girl's behaviour?
3. What would you do if one of your friends told you this story?

Read each question aloud and invite the participants to respond. Record the answers.

At the end of the discussion, distribute the third individual thought sheet and read the scenario aloud.

You're having dinner with your two best friends. You feel that Lucille isn't feeling very well. When you ask her what's wrong, she says that she is completely lost and does not know what to think of her relationship with Luke, her fiancé, with whom she's been living with for five years. She says that everything is fine in their relationship, except for some arguments that are always about sex. He blames her for not sufficiently making love and not meeting his needs. He often says that he has important sexual needs and that she must do everything to meet those needs, because after all, she will become his wife. She also explains that he has always wanted to try anal sex, but it does not tempt her. Last week, he started screaming at her for never wanting to try something new and spoiling all of his fantasies. So she agreed to try to please him, but she did not like it. When Lucille finished telling her story, Roxanne told her that it is normal and that it happens in every relationship. She laughed and said that all girls had at least once tried to make love or try a position that didn't appeal to them. She ended by saying that the next time she will only have to think of something else, and everything will be fine.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. Does the behaviour of Lucille's fiancé seem acceptable to you?
2. What do you think of Roxanne's answer?
3. What would you do in this situation?

At the end of the discussion, emphasize the following points:

- Go over sexual violence in romantic relationships:
 - Define sexual violence
 - Explain that there may be sexual violence in an established relationship (married or unmarried couples) or a less formal relationship (couples who have been dating for a short while or who just met).
 - Explain that being in a couple never gives one a right on the body or the sexuality of the other. Although many people think that sex is a duty in a couple and a woman must submit to it, it is a crime to impose sexual relationships or practices.
- Emphasize consent
 - Define consent
 - Explain that consent must always be given, even in a couple. The person who initiates sexual intercourse or sexual practice should always ask the other if she wishes to participate. The consent must be given every time a sexual

relationship is proposed. Consent given once to sex does not mean that consent will be automatic in the future.

- Explain that consent to one sexual practice does not mean consent to all sexual practices. Consent must be obtained to try something new.
 - Explain that consent must be present throughout the sexual intercourse: a person who consented to a sexual practice or activity may at any time decide to stop. If the partner does not stop, it becomes sexual violence.
 - Explain that there is no consent and hence there is sexual violence, when the spouse uses violence, force, violence of power or authority, threat, intimidation, or manipulation to coerce the victim.
- Emphasize the importance of supporting the victims and holding the assailants accountable alone for their actions:
 - Explain that a person who's suffered sexual violence from a spouse is never responsible.
 - Explain that the perpetrator is solely responsible.

Conclusion: Role of bystanders in such a situation

Read the question aloud and ask the group to respond. Record the answers.

A close person says that she has been pressured / bribed by her spouse into having sex or trying new positions. Why do you think the person who hears this confession may be reluctant to intervene?

Possible answers:

- *She thinks that it is not her business and that it is private matter*
- *She's not comfortable talking about sexuality*
- *She doesn't want to meddle in the couple's affairs*
- *She doesn't believe the person*
- *She doesn't want to believe that the spouse may act this way*

Emphasize the importance played by bystanders before, during and after an assault

- Explain that bystanders play an important role in supporting, assisting and preventing sexual violence.
- Explain that many people regret not having intervened or not having supported a victim.
- Explain how to intervene in this situation:
 - Listen to the person with empathy and respect
 - Believe the person and validate their feelings
 - Support the person by telling them that they are courageous for speaking up, that what happened to them is not their fault, that they are not alone and that you are there to help if they need it. Above all, do not judge.

- Respect the wishes and choices of the survivor; do not try to tell them what to do, and inform them that you will support them in whatever they choose to do. Avoid using the imperative (e.g., do this, talk to someone)
- Respect the privacy of the person and their past history, unless they specifically authorizes you to talk about it or that you are required to do so by law (if the person is under 16 years old and there is a risk of violence, you must notify the Children's Aid Society)
- Remember that there are several ways to react to sexual violence. Respect everyone's path to healing.
- Equip yourself with the contact information for local support services.
- Do not forget to take care of yourself. It is always very difficult to hear someone talk about the violence they suffered.

Read the question aloud and ask the group to respond. Record the answers.

A group of friends are talking about their sex lives. One guy laughs and says that he's never had a problem with his girlfriend, because if he feels that she does not want to have sex or try something new, he just insists or makes her feel guilty a little by saying that if she loved him, she would do what he wants. Why might someone hesitate to say something in this situation?

Possible answers:

- *He does not want to sound ridiculous*
- *He does not want to start a fight*
- *He does not want to quarrel with his friend*
- *He thinks that it's okay to say that*
- *He's waiting to see the reaction of the other members of the group*

Emphasize the importance played by bystanders before, during and after an assault

- Explain that many people regret not having intervened when they witnessed an act that made them uncomfortable. So it is best to intervene.

**Read the question aloud and ask the group to respond.
Record the answers.**

What would a person do in this situation?

Examples of intervention

- *Immediately tell his friend that it is unacceptable to say that and explain to him sexual violence and everyone's right to their own sexuality*
- *Wait to be alone with his friend to talk*
- *Talk with his friend's girlfriend*
- *Talk about this behaviour with the other friends*

Second theme: Sexual violence by a person of authority

Corresponding poster: The coach spends extra time with a player – on and off the field. Do you tell someone?

Specific objectives of this meeting:

- Talk about sexual violence by a person of authority
- Talk about the age of consent

Important messages to convey

- As a bystander, you can intervene before, during and after an act of sexual violence. Everyone has the opportunity to participate in the elimination of sexual violence.
- A victim is never responsible for the assault they suffer.
- The Criminal Code of Canada protects young people against forced sexual contacts by setting different ages of consent depending on the circumstances.
- Some professional associations prohibit sexual contact between a client and a professional.

Suggested Materials

- A sufficient number of copies of the scenario
- A board and felt pens to record the group's thoughts and important items to remember
- The poster and copies of postcards related to the meeting theme

Meeting Procedure

1. Introduce yourself and the theme of the session
2. Warn that the meeting may provoke a lot of emotions and invite those who wish to leave the room to do so at any time if the meeting becomes too emotionally taxing
3. Remind the participants of the principles of group discussion: respect the opinions of others, respect the allotted time, use respectful and non-violent language. Specify that the purpose of the session is to reflect and discuss.
4. Distribute the scenario
5. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
6. Open the discussion by repeating each question
7. Stress the main points
8. Conclude by asking the participants for concrete examples of intervention in such a situation.

Read aloud each question and ask the participants to respond. Record the answers.

A few weeks ago, Nancy, 11, started going out with Peter, 13. He begins to ask her to play sexual games (fondling, masturbation).

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: No

Thomas, 13, had sex with Olivia, 15.

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: Yes

Aline, 14, is going out with Matthew, 20. They have not slept together yet, but have mutually masturbated and had oral sex several times.

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: No

Anne, 16, and Mathias, who is 25 years old, are a couple. They have had sex many times.

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: Yes

Gabriel, 16, has had sex with his French teacher, who's 30 years old.

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: No

A few weeks ago, Andrew, 17, started dating Peter, 19. They've had oral sex and now they would like to have intercourse.

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: No

Clementine, 17, is in love with her gymnastics coach, 25. During a tournament, they slept together.

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: No

Virgil, 20, is sleeping with his university professor.

1. Does this situation bother you?
2. In your opinion, is this legal? Answer: Yes, but there may be internal policies prohibiting a university professor from having sex with students.

Amélie, 22, has had sex with her psychiatrist.

1. Does this situation bother you?

2. In your opinion, is this legal? Answer: Yes under the Criminal Code, but the Order of psychiatrists prohibits sex between therapist and patient. A complaint could be made and the psychiatrist could be disciplined.

At the end of the discussion, emphasize the following points:

- Emphasize consent and the age of consent
 - Define consent
 - Explain that the legal age for consent to sexual contact is 16 years and that no sexual contact can be made with a person under 12 years old.
 - Explain the exceptions for young people under 16 years old:
 - ✓ A youth aged 12 or 13 years can consent to sexual contact with a partner, who is two years older at most
 - ✓ A youth aged 14 or 15 years can consent to sexual contact with a partner if the age difference is less than 5 years
 - Explain that in a relationship of authority, trust or dependency, the legal age for consent to sexual contact is 18 years.
 - Explain that a person under 18 years old cannot legally consent to anal intercourse.
 - Explain that any sexual contact which does not conform to these rules is considered a sexual assault under the law, even if the youth agreed to the contact or if he or she initiated the contact.
 - Explain that the purpose of these rules is to protect young people against sexual acts that may be imposed by an older person or a person of authority.
- Emphasize the importance of supporting victims and holding the offender solely accountable for their actions:
 - Explain that if one suspects that a youth under 16 years old was sexually assaulted, the Children's Aid Society (CAS) must be informed (under article 72 of the *Act on Services Child and family* of Ontario). This law does not provide specific circumstances where it is required to make a report to the CAS. It only stipulates that anyone who suspects that a young person needs to be placed under protection because he or she is being assaulted, it should be reported to the CAS. Reporting is anonymous. If the CAS investigation determines that there is no risk of violence, the person who made the report is protected and cannot be prosecuted, unless the reason was not reasonable or if the intent was malicious.
 - Explain that some professional associations forbid sexual contact between professionals and clients (e.g., doctors, psychiatrists...)
 - Explain that other organizations can implement policies prohibiting sexual contact between professionals and clients (e.g., university professors...)

Conclusion: Role of bystanders

Read the question aloud and ask the group to respond. Record the answers.

According to you, why do you think someone might be reluctant to intervene if they suspect that a young person is being manipulated or forced to have sexual contact with someone older or a person in a position of authority?

Possible answers:

- *They think it's none of their business*
- *They think that someone else would be better equipped to intervene*
- *They don't want to make false accusations or libellous statements*
- *They don't want to be considered a gossip; start rumours*
- *They don't know how to intervene*

Emphasize the importance of bystanders before, during and after an assault

- Explain that many people regret not having intervened when they witnessed an act that made them uncomfortable. Hence, the best thing is to intervene without endangering oneself.
- Explain that we must listen to our instincts and act according to circumstances and the age of the young person.
 - ✓ If the person is younger than 16 years old, we should contact the CAS. We can also contact the youth's parents to inform them of concerns (they may not be aware) or go to the police or someone we trust.
 - ✓ If the youth is between 16 and 18 years old, if the relationship is illegal under the Criminal Code of Canada and if there are concerns, a person may:
 - Speak directly to the youth and explain his/her concerns
 - Visit the parents of the youth to explain his/her concerns
 - Share his/her doubts with others (a friend, a teacher, his/her parents or parents of another youth...)
 - Contact the police
 - ✓ If the youth is over 18 years old and the sexual relationship is with a professional whose professional association or hierarchy prohibits such sexual contact, a person may:
 - Speak directly to the youth and explain his/her concerns
 - Share his/her doubts with others
 - Contact the professional association or the professional's line manager

Third theme: Sexual violence facilitated by alcohol or drugs

Corresponding poster: Your wasted friend staggers out of the bar with some guy she just met. Do you stay and keep dancing?

Specific objectives of this meeting:

- Talk about sexual violence facilitated by alcohol and drugs
- Talk about sexual violence committed by an acquaintance
- Talk about sexual violence committed by a stranger

Important messages to convey

- As a bystander, you can intervene before, during and after an act of sexual violence. Everyone has the opportunity to participate in the elimination of sexual violence.
- A victim of sexual violence is never responsible for what they experience.
- According to the Criminal Code of Canada, a drunk or drugged person cannot give consent.
- According to the Criminal Code of Canada, the offender cannot excuse his act by saying he had been drinking or using drugs.

Note: If the intervention is done with young people under 19 years old, you can use the context of situation 2, which takes place in a house and not in a bar.

Suggested materials

- A sufficient number of copies of the scenario
- A board and felt pens to record the group's thoughts and important items to remember
- The poster and copies of postcards related to the meeting theme

Meeting Procedure

1. Introduce yourself and the theme of the session
2. Warn that the meeting may provoke a lot of emotions and invite those who wish to leave the room to do so at any time if the meeting becomes too emotionally taxing
3. Remind the participants of the principles of group discussion: respect the opinions of others, respect the allotted time, use respectful and non-violent language. Specify that the purpose of the session is to reflect and discuss.
4. Distribute the individual thought sheets
5. Read the scenario aloud
6. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
7. Open the discussion by repeating each question
8. Distribute the second individual thought sheet

9. Read part 2 of the scenario aloud and ask the question
10. Ask the participants to react
11. Stress the main points
12. Conclude by talking about the role of bystanders and give concrete examples of intervention.

Read the scenario aloud**Part 1**

It's William's birthday. With a group of six male and female friends, you decide to go to a bar to celebrate. Everyone is happy and drinking heavily. Some members of the group are getting pretty drunk, especially Melanie. The band starts and you head to the dance floor. You go dance with William while the others remain at the table and continue to drink. At one point, you see very drunk Melanie head outside with a guy you don't recognize. You turn around and you see that William is still dancing. Delphine and Cecile are still sitting at the table. You do not see Paul.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. Explain what bothers you in this situation.
2. Explain what does not bother you in this situation.
3. Explain what you would do in this situation.

Read each question aloud and invite the participants to respond. Record the answers.**At the end of the discussion, read the second part of the scenario and the question and ask the group to respond. Record the answers.**

You have decided to continue dancing with William. A few minutes later, you see Paul coming out of the washrooms.

Had you seen right away that Melanie was not with Paul, would your reaction have been the same? Why?

At the end of the discussion, emphasize the following points:

- Go over the reality of sexual violence:
 - Define sexual violence
 - Explain that rape or non-consensual sexual contact occurs more often than we think.
 - Explain that there is there is a higher chance that a person is assaulted by someone they know than by a stranger
- Go over the importance of supporting victims and holding offenders solely accountable for their actions:
 - Explain that a person who was assaulted is never responsible for the assault. One should not blame them for drinking or taking drugs, even if it was voluntary.
 - Explain that the abuser is solely responsible for the attack, even if he was drunk.

- Go over the notion of consent
 - Define consent
 - Explain that by law, there is no consent if the victim of assault has been drinking or taking drugs
 - Explain that by law, an offender cannot excuse his actions under the pretext that he had been drinking or taking drugs
- Go over sexual violence facilitated by alcohol
 - Explain that alcohol is the first drug used in drug-related assaults
 - Explain the effects of alcohol on behaviour and why assault may be facilitated in such a context

Conclusion: Role of bystanders in such a situation

Read the question aloud and ask the group to respond. Record the answers.

A person sees one of her friends get drunk and go out of the bar with someone. Why do you think this person might be reluctant to intervene in this situation?

Possible answers:

- *She fears for her safety*
- *She thinks that it is none of her business*
- *She thinks that someone else would be better placed to intervene*
- *She does not want to sound ridiculous*
- *She doesn't know what to do*
- *She hesitates because she doesn't know the intentions of the person with whom her friend is leaving*

Emphasize the importance played by family and friends before, during and after an assault

- Explain that many people regret not having intervened when they witnessed an act that made them uncomfortable. Hence, the best thing is to intervene without endangering oneself.
- Explain that we can intervene whether we know or not the person with whom the victim leaves.
- Explain the need to act without endangering oneself, without violence and without accusing the person of wanting to commit an assault.

Read the question aloud and ask the group to respond.

Record the answers.

What could a person do in this situation?

Examples of intervention

- *Go see her friend and ask her if all is well*
- *Call her friend's cell to make a diversion*
- *Find an excuse to get her friend out of the situation (i.e., say that the taxi has arrived, that you will escort her, that the group is waiting for her...)*
- *Call a taxi and accompany your friend*

- *Ask for help from the other members of the group*
- *Ask the bar staff for help*

Fourth theme: Sexual harassment in the workplace

Corresponding poster: You hear your boss tell a co-worker that her legs look great in a skirt. Do you go back to your desk?

Specific objectives of this meeting:

- Talk about sexual harassment in the workplace
- Talk about the right of each person to work in a healthy, safe, respectful and egalitarian environment.

Important messages to convey

- As a bystander, can intervene before, during and after an act of sexual violence. Everyone has the opportunity to participate in the elimination of sexual violence.
- Everyone has the right to work in a healthy, safe, respectful and egalitarian environment.
- Bill 168 (*Occupational Health and Safety Act*) of Ontario requires employers to take internal measures to prevent sexual harassment.
- A victim of sexual harassment is never responsible for the violence they experience. Only the perpetrator is responsible.

Suggested materials

- A sufficient number of copies of the single thought sheet (See below)
- A board and felt pens to record the group's thoughts and important items to remember
- The poster and copies of postcards related to the meeting theme

Meeting Procedure

1. Introduce yourself and the theme of the session
2. Warn that the meeting may provoke a lot of emotions and invite those who wish to leave the room to do so at any time if the meeting becomes too emotionally taxing
3. Remind the participants of the principles of group discussion: respect the opinions of others, respect the allotted time, use respectful and non-violent language. Specify that the purpose of the session is to reflect and discuss.
4. Distribute the first scenario
5. Read the scenario aloud
6. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
7. Open the discussion by repeating each question
8. Distribute the second scenario
9. Read the scenario aloud

10. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
11. Open the discussion by repeating each question
12. Stress the main points
13. Conclude by talking about the role of bystanders and give concrete examples of intervention.

Distribute and read the first scenario

You've been working for several months at a company. One day, when leaving a meeting, you hear your boss say to one of your colleagues who is wearing a skirt that she has beautiful legs. Your colleague seems surprised by this comment. A week later, you catch your boss staring at your colleague as she's walking past the hall.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. Why do you think your boss is acting that way with your colleague?
2. How do you think your colleague might feel?
3. How would you feel in this situation?
4. What would you do in this situation?

Read each question aloud and invite the participants to respond. Record the answers.

At the end of the discussion, distribute and read the second scenario

You are part of a small team of eight people. For over a year, there are only men on the team. You have the habit of making jokes with sexual connotations and some colleagues speak openly about their sex life. A new employee joins the team. After several weeks, while a colleague is telling in great detail his latest sexual encounter, the woman interrupts him and tells him that she thinks it is an inappropriate conversation at work and she would like the team to stop having discussions of a sexual nature. She then proceeds to leave the room. Your colleague tells you jokingly that as if she had a boyfriend, she wouldn't be so stuck up.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. According to you, why do you think your new colleague is opposed to jokes of a sexual nature at work?
2. How would you feel in such a workplace?
3. What would you do in this situation?

Read each question aloud and invite the participants to respond. Record the answers.

At the end of the discussion, emphasize the following points:

- Go over the sexual harassment in the workplace:
 - Define sexual harassment

- Explain that Bill 168 (*Occupational Health and Safety Act*) of Ontario requires employers to implement measures to prevent and fight against sexual harassment. It is the responsibility of the employer to create good working conditions without violence or harassment, including sexual. It is also the responsibility of the employer to protect its employees and to stop harassment.
- Emphasize the importance of supporting victims and holding perpetrators solely accountable for their actions:
 - Explain that a person who was harassed is never responsible.
 - Explain that the perpetrator is solely responsible.
- Emphasize the right of employees to work in a healthy, safe, respectful and egalitarian environment:
 - Explain that it is normal to have boundaries and limitations, and that each person places their limits wherever they'd like. If a person does not think that it is acceptable to work in an overtly sexualized environment (e.g., discussion of sexuality, flirting, sexual jokes or comments, etc.), they have the right to say so. It is their right to work in a safe and healthy environment.
 - Explain that we must respect everyone's boundaries.

Conclusion: Role of bystanders in these situations.

Read the question aloud and ask the group to respond. Record the answers.

A person hears her boss making sexual comments to a colleague and looking inappropriately at her. Why do you think this person might be reluctant to intervene?

Possible answers:

- *They think it's none of their business*
- *They think it's up to their colleague to do something if they are not comfortable with it*
- *They think someone else is better equipped*
- *They don't know what to do*
- *They're afraid of losing their job or being reprimanded*

Emphasize the importance of bystanders before, during and after an assault

- Explain that each person contributes to a pleasant, healthy, safe, egalitarian and respectful work environment.
- Explain that many people regret not having intervened when they witnessed an act that made them uncomfortable. Hence, the best thing is to intervene without endangering oneself.

Read the question aloud and ask the group to respond.

Record the answers.

What could a person do in this situation?

Examples of intervention

- *Talk to the colleague to ask if everything is okay and if she needs help*

- *Talk to the human resources manager, a union member, or the person responsible for the staff*
- *Talk with other colleagues to see what could be done*
- *Speak directly with the boss*

Fifth theme: Sexual violence and social media

Corresponding poster: A friend sends you a naked picture of a girl he knows. Is it a big deal to share it with others?

Specific objectives of this meeting:

- Talk about online sexual harassment
- Talk about consent
- Talk about the hypersexualization of youth

Important messages to convey

- As a bystander, you can intervene before, during and after an act of sexual violence. Everyone has the opportunity to participate in the elimination of sexual violence.
- Consent must always be present for any relationship, practice or act of a sexual nature.
- There is no "bad" practice of sexuality, as long as it's consensual and legal.
- It is important to know yourself and your boundaries, especially regarding sexuality.
- It is important to respect the boundaries of others without making judgment.
- The dissemination of photos of a sexual nature to a person under 18 years old can be considered child pornography.

Suggested materials

- A sufficient number of copies of the scenario
- A board and felt pens to record the group's thoughts and important items to remember
- The poster and copies of postcards related to the meeting theme

Meeting Procedure

1. Introduce yourself and the theme of the session
2. Warn that the meeting may provoke a lot of emotions and invite those who wish to leave the room to do so at any time if the meeting becomes too emotionally taxing
3. Remind the participants of the principles of group discussion: respect the opinions of others, respect the allotted time, use respectful and non-violent language. Remember that the purpose is to reflect and discuss
4. Distribute the first scenario
5. Read the scenario aloud

6. Invite the participants to reflect individually for a few minutes and answer the questions in the first part
7. Open the discussion by repeating each question
8. Distribute the second scenario
9. Read the scenario aloud
10. Invite the participants to reflect individually for a few minutes and answer the questions
11. Open the discussion by repeating each question
12. Distribute the third scenario
13. Read the scenario aloud
14. Invite the participants to reflect individually for a few minutes and answer the questions
15. Open the discussion by repeating each question
16. Stress the main points
17. Conclude by asking the participants for concrete examples of intervention in such a situation.

Situation 1

Read the scenario aloud

You're working at your computer. You receive an email from Jonathan, who tells you that yesterday he managed to take pictures of Amélie as she is changing, without her noticing. He says the explicit photos are attached.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. Why do you think Jonathan took the photos?
2. Why do you think Jonathan distributed the photos?
3. Do you think it is acceptable that Jonathan took the photos? Why?
4. Do you think it is acceptable that Jonathan distributed the photos? Why?
5. What would you do in this situation?

Read each question aloud and invite the participants to respond. Record the answers.

At the end of the discussion, distribute the second scenario.

Situation 2

Read the scenario aloud

Thomas sent you a text message containing a photo of his naked girlfriend. He explains that Anna has agreed to pose nude for him and he wants to show it to you.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. Why do you think that Anna has agreed to be photographed naked?
2. Why do you think Thomas took the photo?
3. Why do you think Thomas has released the photo?

4. Do you think it is acceptable that Thomas took the photo? Why?
5. Do you think it is acceptable that Thomas released the photo? Why?
6. What would you do in this situation?

Read each question aloud and invite the participants to respond. Record the answers.

At the end of the discussion, distribute the third thought sheet.

Situation 3

Read the scenario aloud

You're working in front of your computer. You receive an email from Peter who tells you to check out Andrea's Facebook page. She has posted photos of herself in suggestive poses.

Ask the participants to reflect individually on the different questions and write their answers on the sheet.

1. Why do you think Andrea has posted photos of herself online in suggestive poses?
2. What are the consequences when you post explicit photos online?
3. What would you do in this situation?

Read each question aloud and invite the participants to respond. Record the answers.

At the end of the discussion, ask the group what is the common thread throughout these three situations. Record the answers.

- Desired response is a connection between sexual violence, sexuality and new technology, particularly social media

Ask the group the main difference in these three situations. Record the answers.

Desired response: Level of consent

- First situation: No consent to be photographed nor for the photos to be distributed
- Second situation: Consent to pose nude in a private setting, but no consent to distribute the photos
- Third situation: Consent to take pictures in suggestive poses and to distribute them

At the end of the discussion, emphasize the following points:

- Go over sexual violence and new technology
 - Define cyber-harassment and sexual harassment online
 - Provide examples of cyber-harassment (e.g., streaming photos, spreading rumours, making offensive comments...) and online sexual harassment (e.g., posting photos of a naked person or in suggestive positions, spreading rumours of a sexual nature, making offensive comments pertaining to sexual orientation or sex life, etc...)

- Explain the consequences of cyber-harassment and online sexual harassment
- Go over the notion of consent:
 - Define consent
 - Explain that there are no bad sex practices as long as the persons involved are consenting and that the practice in question is not contrary to the law. For example, taking pictures of a sexual nature in an intimate setting when both people are willing is not shocking. On the other hand, distributing these photos to get revenge or for the benefit of others is not acceptable. Possessing or distributing a photo of a person under 18 years old can be considered child pornography.
 - Explain that external factors can influence people, especially youth, and push them to accept sexual practices. The society in which we live pushes young people to be hyper-sexualized. Many youth do not hesitate to post photos online of themselves in order to feel 'cool' and accepted. But we must not forget that anything put up online remains forever and can be seen by hundreds of people. Putting provocative photos online can have negative consequences.
 - Explain that it is very important to know yourself and know your boundaries to resist external pressures.
 - Explain that it is normal to set our own boundaries and limitations.
 - Explain that we must respect the boundaries of each other and not to coerce, intimidate, blackmail or insist on pushing the other to change their mind.
- Go over the importance of supporting victims and holding abusers solely accountable for their actions:
 - Explain that a person who has suffered cyber-harassment or online sexual harassment is not responsible for what happens to them.
 - Explain that the abuser is solely responsible.
 - Explain that to possess or disseminate photos of a sexual nature of a person under 18 years old could be considered child pornography.
- Explain that as a bystander, it is our responsibility to intervene to stop sexual violence, to support victims and to hold abusers accountable for their actions.

Conclusion: Role of bystanders in such a situation

Read the question aloud and ask the group to respond.

Record the answers.

What would you do if a friend sends you a picture of a naked girl?

Examples of intervention

- *Do not look at the photo*
- *Delete the picture and do not distribute it*
- *Tell the friend that he should not act like that*

- *Tell his group of friends that this behavior is unacceptable*
- *Talk to someone (parent, teacher, coach, ...)*
- *Support the girl whose photo was distributed*

Read the question aloud and ask the group to respond.

Record the answers.

What would you do if one of your friends posted explicit photos of themselves online?

Examples of intervention

- *Do not go see the photos*
- *Do not encourage others to go see the photos*

Tell your friend that you are worried and explain what the consequences might be to post these photos on the Internet (e.g., she may later regret having made the photos; her parents, her teachers or her employers may see them, and someone could disseminate them on a large scale; someone could use the photos)

Table conversations

Ending sexual violence in Ontario might seem like an ambitious task but never underestimate the power of dialogue. In order to make our communities safer, we need to challenge assumptions about sexual violence and encourage those around us to take a stand.

Here are some questions to keep the conversation going. Want more? Join the discussion online at draw-the-line.ca and help us spread the word to end sexual violence.

- 1- Were you surprised by what was on the sexual violence continuum?
- 2- How do we learn to draw the line?
- 3- When you were answering the questions, did your relationship to the person in the scenario change where you draw the line?
- 4- What do you think are the barriers that stop people from intervening?
- 5- What are some ways in which you've intervened as a bystander?
- 6- How do you draw the line in your own life?
- 7- Have you ever been in a situation where you didn't intervene and then regretted it?
- 8- How does popular culture shape the way we look at sexual violence?
- 9- Do you think technology and social media have changed the way we think about sexual violence?
- 10- Rather than simply reacting to sexual violence, we need to create a culture that actively *prevents* it. What are some ways we can educate younger generations about sexual violence?