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# ON SEXUAL VIOLENCE

A Guide for Ontario Educators Grades 1-8





#### Drawing the Line on Sexual Violence: A Guide for Ontario Educators

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Project coordinated by: Véronique Church-Duplessis, White Ribbon Kalpana Makan, ETFO

Contributing authors: Véronique Church-Duplessis Heather Gardner Sean Lambert Kalpana Makan Rohan Robinson

Editor: Barbara Tessman

Design: Andrew Robinson, *Monografik* 



White Ribbon 603-36 Eglinton Ave. W. Toronto, ON M4R 1A1 416 920-6684 in partnership with:



To order or download copies of the *Draw the Line* cards, posters, or educators' guide, go to *www.dtl.whiteribbon.ca* 

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

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

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

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

PREFACE

> SUBSCRIBE to the Draw the Line Educators' Newsletter to learn more about new resources, professional development worshops in your regions, and the Draw the Line Sexual Violence Prevention Awards http://eepurl.com/cWEBW9



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

#### 1.1 Why We Need to Draw the Line

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

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

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

Because of the pervasiveness of such attitudes, all girls and women are at risk of sexual violence, but some are at greater risk than others. As we discuss below, an individual's unique circumstances of power, privilege, and identity can contribute to the risk of their being the target of sexual violence. **GENDER-BASED VIOLENCE** includes any form of behaviour – including psychological, physical, and sexual behaviour – that is based on an individual's gender and is intended to control, humiliate, or harm the individual.

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

**GENDER** refers to socially constructed ideas of what it means to be male or female. Gender may or may not reflect the social expectations associated with a person's sex assigned at birth. Gender can be conceptualized not as a binary (man/woman) but rather as a spectrum that encompasses a rich blend of biology, *gender identity* (one's sense of being female, male, both, or neither), and *gender expression* (the way in which individuals express their gender identity to others).

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

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

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

Most violence against women is committed by men. Although the majority of men do not condone violence against women, all men have a role and responsibility in ending it.<sup>2</sup> Moreover, social change on the issue of sexual violence and harassment cannot be realized in isolation from other issues of SEXUAL VIOLENCE PREVENTION IN ONTARIO: AN INTRODUCTION

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

#### **1.2 Sexual Violence Prevention Initiatives**

#### White Ribbon

White Ribbon is the world's largest movement of men and boys working to end violence against women and girls and to promote gender equality, healthy relationships, and a new vision of masculinity. The movement began in 1991, with the request that men wear white ribbons as a pledge to never commit, condone, or remain silent about violence against women and girls. Since then, the initiative has spread to over 65 countries. WHITE RIBBON primarily, but not exclusively, works with individuals who identify as men and boys to prevent violence against individuals who identify as women and girls. Throughout this document, the terms men and boys are used to refer to any individuals who identify as such regardless of social expectations associated with the sex they were assigned at birth, and the terms women and girls are used to refer to any individuals who identify as such. Nevertheless, White Ribbon recognizes that gender is a spectrum and that the gender binary (man/woman) does not reflect everyone's experience and gender identity. Furthermore, White Ribbon acknowledges that transgender individuals and those who do not identify within the gender binary face additional discrimination and have a greater than average risk of experiencing gender-based violence. We encourage teachers, when using this guide, to consider the ways in which gender-based violence affects genderqueer\* people, as well as cisgender\*\* women and girls. To facilitate such approaches, a number of the Draw the Line scenario cards featured in this guide use gender-neutral pronouns (they/their/ them) when referring to the individual being, or at risk of being, victimized.

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

<sup>&</sup>lt;sup>3</sup> Ontario, It's Never Okay, p. 34.

White Ribbon works to examine the root causes of gender-based and sexual violence and create a cultural shift that will lead to a future without violence. It envisions a masculinity that embodies the best qualities of being human. Through education, awareness raising, outreach, technical assistance, capacity building, partnerships, and creative campaigns, White Ribbon is helping create tools, strategies, and models that challenge negative concepts of manhood and inspire men to understand and embrace the incredible potential they have to be a part of positive change. White Ribbon believes that men and boys are part of the solution to sexual Educators may wish to consult Egale Canada Human Rights Trust's Draw the Line - Against Transphobic Violence for additional classroom resources at *egale.ca/portfolio/draw-the-line/*.

\* **GENDERQUEER** refers to gender identity and/or expression that may not correspond with social and cultural expectations. Genderqueer individuals may reject the gender binary, move between genders, or identify with multiple genders. \*\* **CISGENDER** refers to gender identity that corresponds with the sex assigned to an individual at birth.

violence and part of a future that is safe and equitable for all people.

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

#### Draw the Line

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

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

#### It Starts with You - It Stays with Him

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

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

#### It's Never Okay

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

#### Draw the Line - It Starts with You:

#### Sexual Violence Prevention in Ontario's Education Sector

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

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

• Scenario cards/posters to be used in the classroom to prompt conversations around issues of sexual violence prevention (four cards were developed for the elementary classroom);



watching kids at recess.

DRAW = THE = LINE.CA

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



Your friend tells you an adult at the school is always touching them and it feels weird.

DRAW = THE = LINE.CA

Do you tell them they're worrying about nothing?

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

#### **ELEMENTARY SCENARIOS**

TOP LEFT: Stalking/criminal harassment

**TOP RIGHT:** Inappropriate touching

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

DRAW = THE = LINE.CA

Do you let it happen?

**BOTTOM LEFT:** Cybersexual violence

**BOTTOM RIGHT:** Alcohol-facilitated sexual assault

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

DRAW - THE - LINE.CA

Ŵ

DO YOU LET IT HAPPEN? Your peer mentor sends you nudes of a girl you know.

DRAW - THE - LINE.CA

Do you share them? SEXUAL VIOLENCE PREVENTION IN ONTARIO: AN INTRODUCTION

SECONDARY SCENARIOS

**TOP LEFT:** Alcohol-facilitated sexual assault

**TOP RIGHT:** Cybersexual violence

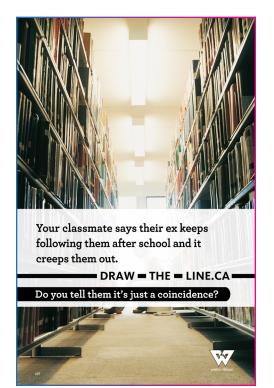
YOUR TEAMMATE TELLS YOU THE COACH IS ALWAYS TOUCHING THEM TO CORRECT THEIR STANCE AND IT FEELS WEIRD.

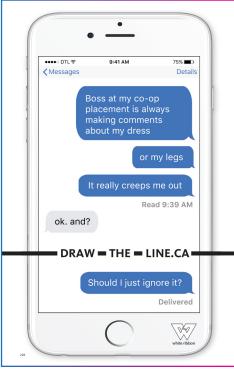
DRAW - THE - LINE.CA-DO YOU TELL THEM THEY RE WORRYING ABOUT NOTHING? You overhear an educator telling a student how their grades would be better if they returned his texts,

DRAW = THE = LINE.CA

Do you tell someone? **BOTTOM LEFT:** Sexual assault by a person of authority

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





SEXUAL VIOLENCE PREVENTION IN ONTARIO: AN INTRODUCTION

SECONDARY SCENARIOS (cont'd)

**TOP LEFT:** Stalking/criminal harassment

**TOP RIGHT:** Workplace sexual harassment



**BOTTOM LEFT:** Sexual exploitation

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

The *It Starts with You - It Stays with Him* website, which contains testimonies and stories, tips, activities, and e-learning modules (available at *www.itstartswithyou.ca*);

• **Professional development workshops** (conducted between fall 2017 and fall 2018) to help educators make the best use of the initiative's tools and resources in the classroom and to raise awareness about the role men and boys can play in promoting awareness about consent and ending sexual violence;

• *Draw the Line* Sexual Violence Prevention Awards for educators, students, and members of the school community in recognition of exceptional efforts in the education sector;

• Drawing the Line on Sexual Violence. This guide is issued in two volumes, one for educators at the elementary level, which includes lesson plans for students in Grades 1–8, and the other for educators at the secondary level, with lesson plans for students in Grades 9–12. The volumes provide guidance for teachers on how to develop age-appropriate lessons on preventing sexual violence that are tied explicitly to the Ontario curriculum. As will be discussed in more detail in section 4, the lesson plans are designed to foster discussion of the pervasiveness of sexual violence and to provide strategies for bystanders to intervene safely and effectively to prevent sexual violence and harassment.

Both guides also include the following materials:

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

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

#### Using an Intersectional Approach for Sexual Violence Prevention

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

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

• *Social identities* are defined by the groups and communities to which an individual belongs. Social identities are multidimensional and are determined by many factors, including a person's race/ethnicity, gender, socio-economic status, sexuality, age, ability, education, and religion.

• *Systems of oppression* arise from structural forces, such as the economic, political, and education system, that create and reinforce discrimination

and inequalities in any given society. Systems of oppression include racism, gender inequality, heterosexism, class stratification, ableism.

The *intersection* – or interaction – of an individual's various identities and a society's multiple forms of oppression shapes that individual's experiences on a daily basis.<sup>4</sup>

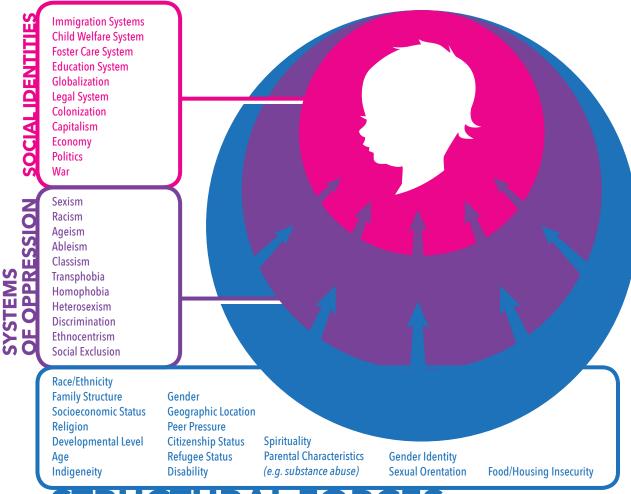
**INTERSECTIONALITY** can be defined as the "overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional biases or barriers to equity for that individual or group." (Ontario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

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

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<sup>&</sup>lt;sup>4</sup> Centre for Research and Education on Violence against Women and Children, "Intersectionality," *Learning Network Newsletter* 15; Olena Hankivsky, *Intersectionality 101*, Institute for Intersectionality Research and Policy, 2014, pp. 2-3, http://vawforum-cwr.ca/sites/default/files/attachments/intersectionality\_101.pdf

#### Children's Unique Circumstances of Power, Privilege, and Identity⁵



#### **STRUCTURAL FORCES**

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

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

<sup>&</sup>lt;sup>5</sup> Centre for Research and Education on Violence against Women and Children, "Intersectionality," p. 5.



#### 2.1 The Numbers

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

The statistics related to sexual violence against women are staggering:

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



<sup>&</sup>lt;sup>6</sup> Canada, House of Commons, *Taking Action to End Violence against Young Women and Girls in Canada*, Report of the Standing Committee on the Status of Women (Ottawa: Author, 2017), p. 3, http://www. parl.gc.ca/Content/HOC/Committee/421/FEWO/Reports/RP8823562/421\_FEWO\_Rpt07\_PDF/421\_ FEWO\_Rpt07-e.pdf

<sup>&</sup>lt;sup>7</sup> Holly Johnson, "Limits of a Criminal Justice Response" (University of Ottawa, 2012), https://www.stjornarradid.is/media/innanrikisraduneyti-media/media/frettir-2012/holly\_20.01.12.pdf

• One in three Canadian women will experience some form of sexual assault in her lifetime.<sup>8</sup>

Gender-based violence disproportionately affects women and girls: • Women are 11 times more likely than men to be the victim of sexual offences.<sup>9</sup>

• More than a quarter (27%) of Canadian women stated they had been victimized as a child. Women were significantly more likely than men (44% compared to 16%) to have experienced physical abuse during their childhood at the hands of a family member.<sup>10</sup>

• Rates of violent victimization that were reported to the police were over 20% higher for girls than for boys.<sup>11</sup>

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

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

Most men do not perpetrate or condone violence against women. However, men are responsible for 99% of the sexual assaults and 83% of the violent crimes against women that have been reported to the police.<sup>14</sup> Men and male youths are responsible for 79% of the violent crimes against girls under the age of 12; one-third of these perpetrators are under the age of 18.<sup>15</sup>

 <sup>&</sup>lt;sup>8</sup> Canadian Centre for Justice Statistics, Measuring Violence against Women: Statistical Trends (Ottawa: Minister of Industry, 2006), pp. 8, 24, http://www.statcan.gc.ca/pub/85-570-x/85-570-x2006001-eng.pdf
 <sup>9</sup> Canadian Centre for Justice Statistics, Measuring Violence against Women: Statistical Trends (Ottawa:

Minister of Industry, 2013), p. 8, http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11766-eng.pdf <sup>10</sup> Canada, *Taking Action to End Violence against Young Women and Girls*, p. 4.

<sup>&</sup>lt;sup>11</sup> Ibid.

<sup>&</sup>lt;sup>12</sup> Canadian Women's Foundation, "Fact Sheet: Moving Women Out of Violence" (April 2014), pp. 2, 5-6; Canadian Centre for Justice Statistics, *Measuring Violence against Women* (2013), p. 9, http://www.canadianwomen.org/sites/canadianwomen.org/files//FactSheet-VAWandDV\_19\_08\_2016\_

formatted\_0.pdf

<sup>&</sup>lt;sup>13</sup> Canadian Centre for Justice Statistics, *Measuring Violence against Women* (2013), p. 14.

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

<sup>&</sup>lt;sup>15</sup> Canadian Centre for Justice Statistics Measuring Violence against Women (2013), p. 15.

#### 2.2 Risk Factors and Intersectionality

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

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

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

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

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

- <sup>18</sup> Ontario Ministry of Education, Shaping a Culture of Respect in Our Schools, p. 6.
   <sup>19</sup> Ibid.
- <sup>20</sup> Maire Sinha, "Family Violence in Canada: A Statistical Profile," *Juristat* (June 2013): 61. http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11805-eng.pdf

<sup>&</sup>lt;sup>16</sup> Ibid., p. 16.

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

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

• In cases of domestic violence, injury is more prevalent among Indigenous victims: 59% of Indigenous women reported injury arising from domestic violence, while 41% of non-Indigenous women reported such injury.<sup>22</sup>

• According to the RCMP, 1,181 Indigenous women went missing or were murdered in Canada between 1980 and 2012. However, according to grassroots organizations, this number is much higher, with estimates closer to 4,000.<sup>23</sup>

• Women with physical and cognitive impairments are three times more likely to be coerced into sexual activity than women without such disabilities.<sup>24</sup>

#### 2.3 Effects of Sexual Violence

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

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

<sup>&</sup>lt;sup>22</sup> Canadian Centre for Justice Statistics. *Measuring Violence against Women* (2013), p. 19.

 <sup>&</sup>lt;sup>23</sup> Canadian Women's Foundation, "Fact Sheet: Moving Women Out of Violence" (April 2014), p. 2.
 <sup>24</sup> Ontario, It's Never Okay, p. 15.

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

<sup>&</sup>lt;sup>26</sup> M. Kaufman, "Care of the Adolescent Sexual Assault Victim," *Pediatrics 122*, no. 2 (2008): 464.

#### 2.4 Why Survivors Do Not Disclose or Report

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

• Lack of knowledge: Young victims may have difficulty identifying incidents as sexual violence. In cases where the victim knows the perpetrator, assumptions that relationships should be based on mutual care and trust can make it difficult for the victims to label behaviour as assault, even when it violates their sexual integrity. Also, victims may not recognize an incident as sexual assault because of common misconceptions surrounding such violence – for example, "sexual assault is most often committed by strangers or most likely to occur in dark, dangerous places" and "if the victim doesn't scream or fight back, it can't be assault." (See Appendix E for some common myths around sexual assault.)

• *Self-blame:* Survivors may blame themselves for the assault. The victimblaming reflexes embedded in our culture, such as commenting on a victim's clothing or consumption of alcohol, may lead survivors to think that the assault was, in part, their fault.

• *Shame*: Survivors may feel ashamed as a result of sexual violence. They may also fear judgment from their friends and family, health care practitioners, and/or the justice system.

• *Trauma:* Survivors often suffer from psychological and emotional challenges, including post-traumatic stress disorder, depression, anxiety, shame, fear, and self-blame, all of which make reporting difficult.

• *Fear:* Close to 80% of survivors of sexual assaults know the perpetrator, who can be an intimate partner, a family member, a friend, or an acquaintance. In such situations, survivors may fear that they will not be believed or that they will face reprisals if they report the assault. Survivors who have been assaulted by someone they know may fear being ostracized or losing financial support, or they may fear for the safety of their families and friends.

• **Difficult legal process:** Survivors may not be familiar with their rights, especially if they are young or belong to linguistic minorities. For members of communities that have strained relationships with the police – including sex

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

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

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

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

<sup>&</sup>lt;sup>29</sup> Femifesto, Use the Right Words, pp. 40-41.

#### 3 RESPONDING TO GENDER-BASED AND SEXUAL VIOLENCE

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

#### **3.1 Engaging Male Bystanders**

The engagement and response of bystanders, including male bystanders, is a key to preventing sexual violence. Engaging men and boys in the prevention of such violence requires strength-based and positive messaging. Exploring the benefits of gender equality – including improved relationships, a healthier and non-violent sense of self, and healthier, more flexible masculine norms – can help men and boys see that gender equality has positive results for all. Rigid gender norms limit everyone. Using a strength-based approach increases the interest of men and boys in the issue, inspires them to take emotional ownership of gender **STRENGTH-BASED MESSAGING** focuses on the positive roles men and boys can play to promote gender equality and prevent genderbased violence. A strength-based approach is a more effective way of fostering men's involvement and ownership of the issue than messaging that relies on shame, guilt, or fear. Aspirational and positive messaging encourages men to see themselves as part of the solution and to become allies to end gender inequality and violence against women. This approach enables more meaningful and long-term changes in attitudes and behaviours.

equality, and encourages them to promote healthy masculinities in all facets of their lives.<sup>30</sup>

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

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

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

• *Believe:* This issue is real. Believe survivors' experiences. Your support will make a difference.

• *Trust your gut:* Don't walk on by if you witness harassment or an assault on the street or anywhere else: assess the risk, then, as appropriate, intervene to defuse the situation. If you need to, ask for help, including by calling 911.

• Offer support: Ask if you can help people who have experienced violence and then connect them to support services. Help the organizations that support survivors of violence. (See Appendix A for information on resources and supports.)

• *It starts with you:* Lead by example. Question your own attitudes and behaviours and how they may disrespect or harm women. Sexist language and street harassment all contribute to a culture of violence. Visit *www.itstartswithyou.ca* 

• *It stays with him:* Be a role model. Talk to your family, friends, co-workers, and students about the roles they can play in ending violence against women. Challenge the men and boys in your life to make a difference.

• *Learn more and get involved:* White Ribbon has all the resources you need to get involved, raise awareness, and make a difference. Visit *www.whiteribbon.ca*.

#### Hypermasculinization and Gender-based Violence

Hypermasculinity, which is sometimes called toxic or hegemonic masculinity, is a construction of manhood that resides in notions of dominance and superiority. It promotes narrow ideas of what it means to be a man: tough, strong, self-reliant, and emotionless. Hypermasculinity teaches and encourages boys and young men to devalue anyone or anything that exhibits so-called feminine traits: it thus nourishes the roots of sexism and misogyny and also of homophobia and transphobia. A hypermasculine perspective devalues women and LGBTQ people, making them vulnerable to abuse, violence, and harassment. Hypermasculinity is linked to violence against women, men, and those who do not conform to gender norms. In addition, among male youth, hypermasculinity is connected to poor academic performance, risk-taking RESPONDING TO GENDER-BASED AND SEXUAL VIOENCE behaviours, reduced ability to identify and express emotions, lower coping skills, and mental health issues. <sup>31</sup>

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

#### 3.2 The Role of Education

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

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

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

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

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

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<sup>&</sup>lt;sup>31</sup> YWCA Culture Shift Project, *Research Report: Addressing the Sexualization of Women and Girls* (Vancouver: YWCA Metro Vancouver, 2017), p. 6,

https://ywcavan.org/sites/default/files/resources/downloads/Culture-Shift-Research-Report-Final-WEB.pdf <sup>32</sup> OCRCC, White Ribbon, Ophea, and Egale Canada, Mental Health, *Youth and Sexual Violence: A FAQ* (2017).

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

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

• posting the contact information for local sexual assault services and other anonymous support services such as Kids Help Phone and BroTalk in heavily frequented areas;

• posting visual materials, such as the *Draw the Line* posters, that promote prevention and that encourage students to speak to someone they trust;

• organizing prevention and awareness-raising initiatives about consent, healthy relationships, and sexual violence that engage all students.

#### **Consent and Healthy Relationships**

**NSEN** 

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

#### RESPONDING TO GENDER-BASED AND SEXUAL VIOENCE

AUTOMATIC: it h each time, eve a relationship A GREY AREA: or enthusiastic, m means yes. If t is no consent.

- MUTUAL: both parties have clearly agreed ENTHUSIASTIC: there is desire and excitement ONGOING: it can be retracted at any time;
  - it is a process and it must be confirmed every step of the way SPECIFIC: it is clear what activity a person
  - is consenting to VOLUNTARY: it is given freely, not under
  - pressure, and the person involved is the one consenting **SOBER:** the parties involved are not under
  - the influence of alcohol or drugs

- **AUTOMATIC:** it has to be negotiated each time, even in the context of a relationship
- A GREY AREA: only a voluntary, sober, enthusiastic, mutual, and honest yes means yes. If there is no yes, there is no consent.

CONSENT IS NO

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

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

*How to Talk about Consent without Directly Talking about Sexual Activity* Classroom discussions that directly address sexual activity may not be appropriate with students under a certain age. In these cases, it is still possible for educators to help students develop the communication and boundarysetting skills they will need to create healthy intimate relationships at a later stage. One approach is that teachers can facilitate activities or discussions that explore boundaries and consent in non-sexual contexts. For example, a teacher could guide classroom discussions about how people need to ask permission to use other people's belongings and how to set boundaries around sharing possessions, holding hands, or hugging.<sup>34</sup> Helping students develop the habit of asking for permission and respecting the answer to the request is crucial; such habits will help them develop healthy relationships and will prevent sexual violence. RESPONDING TO GENDER-BASED AND SEXUAL VIOENCE

<sup>&</sup>lt;sup>34</sup> White Ribbon It Starts with You - It Stays with Him, http://www.itstartswithyou.ca

# DRAWING THE LINE

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

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

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

This section provides specific activities that educators can use in the classroom to integrate learning about issues related to gender-based and sexual violence. After some general background in section 4.1, including how to use the *Draw the Line* scenario cards, section 4.2 discusses some key considerations for educators addressing these issues in the classroom, including how to respond if their students disclose abuse. Finally, section 4.3 comprises a series of specific lesson plans that integrate the *Draw the Line* scenario cards with expectations from selected courses in the elementary curriculum.

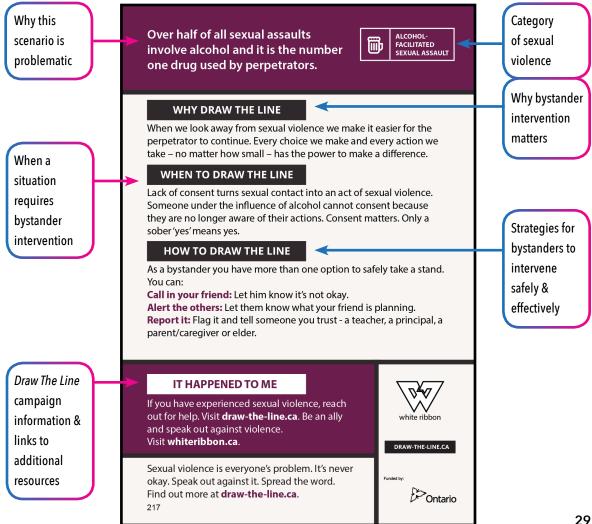
#### 4.1 Background Information for Teachers

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

violence, promote well-being, and create a positive school environment.

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





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

Educators should be aware that feelings, as well as boundaries, will vary from person to person. Consequently, they should avoid identifying a specific bystander response as the "correct" response to the situations in the *Draw the Line* cards. In many cases, there is no "right" answer. It is appropriate – insofar as the law allows – that bystander responses will vary, depending on factors such as age, ability, and safety considerations, as well as the victim's wishes and needs. Nevertheless, teachers should highlight for their students that doing nothing and ignoring signs of sexual violence is not a neutral response; it is harmful. Actions, even small ones such as checking in with the person involved, can have great benefits. This is why bystander intervention matters.

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

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

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

- Use a combination of single-gender and mixed-gender discussions. Single-gender discussions can sometimes allow for more honest exchanges. For example, boys may talk more openly without girls present, and girls, who are often less assertive than boys in the classroom, may be encouraged to express themselves. On the other hand, mixed discussions are valuable because they increase empathy for female victims of sexual violence.
- Make sexual violence prevention part of regular classroom lessons and activities.

• Connect activities to students' living skills, as outlined in the Health and Physical Education curriculum, helping students to acquire "the living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes."<sup>35</sup>

• Include critical discussions of gender norms and masculinity, and highlight similarities between men and women (see, *e.g.*, the Man in a Box activity from the *It Starts with You* e-learning modules, at *unum itstarts with you* caleducators()

- at www.itstartswithyou.ca/educators/).
- Help students develop their relationship skills, particularly skills related to consent,

communication, and emotional intelligence.

• To convey the importance of men's roles in sexual violence prevention, use a strength-based approach and provide concrete examples of how men and

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

- boys can be allies to women and girls and can respond as active bystanders.
- Draw on communication campaigns that provoke conversations, such as the *Draw the Line* campaign.<sup>36</sup>

#### 4.2 Discussing Sexual Violence Prevention in the Classroom

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

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

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

#### Creating a Safe and Accepting Learning Environment

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

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

#### Focusing on the Bystander

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

#### **Disclosure and Reporting**

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

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

• Normalize the experience of sexual violence by pointing out that one in three women and one in six men will experience sexual violence at some point in their lives. Highlight that survivors are not alone and that there are a variety of resources to help them when they are ready to talk. • Explain to the student what would happen if they talked to you. It is important that students understand that you have an obligation to make sure that they are safe and that they can and should talk to you if they want help. Students should understand the obligation to report, as discussed above, but also that you will not share the information they choose to confide in you with more adults than absolutely necessary. This means that the information will be kept as confidential as possible, but that it will need to be shared with a few key professionals. Ensure that students understand that, if they confide that they are being harmed or at risk of being harmed or harming others, you would have to report the situation to child protection services. Do not make any promises with respect to confidentiality that you cannot keep.

• Give students the option to talk to someone anonymously. Sometimes survivors wish to disclose their experience but do not wish to take further action at that particular time. Resources such as Kids Help Phone and BroTalk give youth the option of talking to a counsellor anonymously (for a list of these and other resources, see **Appendix A**).

• Be aware that, as your reporting of the disclosure may occur without the survivor's consent, the disclosure and reporting experience can be traumatic. In such cases, be as supportive as you can, but let professionals handle the situation.

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

<sup>&</sup>lt;sup>37</sup> For information about your local sexual assault centre, visit the website

of the Ontario Coalition of Rape Crisis Centres, at http://www.sexualassaultsupport.ca/support

• Listen with empathy and respect. Be aware of and respect linguistic, cultural, and religious beliefs and any other aspect of diversity that may be connected to the student's concerns.

• Believe the student and validate their feelings. You might restate and rephrase what the student is telling you to show that you are actively listening.

• Support the student by telling them that they are courageous for speaking up, and reassure them that you are there to help them.

• Respect the student's wishes and choices – insofar as the law and your board allow you to. Do not tell the student what to do; do tell them that you will support them regardless of their choices.

• Respect the student's privacy unless they specifically authorize you to talk about the situation with others.

• Respect the student's reactions and show empathy. There is no "right" way for victims to react to sexual violence.

• Remember to take care of yourself. For support, you may wish to reach out to your teacher federation and/or to local community organizations.

#### **Preparing Follow-up Resources**

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

#### 4.3 Lesson Plans

The lesson plans that follow are suggestions for ways in which teachers can integrate topics related to gender-based violence, and particularly sexual violence and harassment, into the classroom. The plans draw on selected expectations from various curriculum documents in conjunction with *Draw the Line* scenario cards to create opportunities for students to explore these issues. The content of the cards was based on the Ontario curriculum, in particular the revised Health and Physical Education curriculum (2015). Consequently, all of these lesson plans include expectations from the Health and Physical Education document, along with expectations from other curriculum documents. This approach encourages teachers and students to make cross-curricular connections with respect to these issues.

DRAWING THE LINE IN THE CLASSROOM

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

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

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

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

#### Primary



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

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

Time: 30 minutes

Your friend tells you an adult at the school is always touching them and it feels weird.

### Draw - THE - LINE.CA

they're worrying about nothing?

Grades and Expectations	Language Grade 1, Oral Communication: 2.2, 2.7, or Grade 2, Oral Communication: 2.2, 2.7, or Grade 3, Oral Communication: 2.2, 2.7 and Health and Physical Education Grade 1, Living Skills: 1.3, 1.5; Healthy Living, C1.2, C2.4, or Grade 2, Living Skills: 1.3, 1.5; Healthy Living, C1.1, C2.3, or Grade 3, Living Skills: 1.3, 1.5; Healthy Living, C2.2 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html
Learning Goals	Students will learn about: • distinguishing between appropriate and inappropriate touch; • distinguishing between safe and potentially unsafe situations; • strategies for responding to unsafe situations.
Success Criteria	<ul> <li>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following: <ul> <li>I can identify and describe touch that is right and touch that is not right.</li> <li>I can identify situations that may not be safe.</li> <li>I can talk about how an unsafe situation makes me feel.</li> <li>I know what to do when someone touches me in a way I don't like.</li> </ul> </li> </ul>

Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>blackboard, chart paper, or a whiteboard</li> <li>chalk or markers</li> <li>three pieces of paper, with the words "Yes," "Maybe," and "No" written on them</li> </ul>
Background information for teachers	This lesson explores students' levels of comfort and personal boundaries with respect to a range of everyday scenarios. Students are encouraged to think about how they determine whether a person or situation is safe, which people they can trust, and whether touching is appropriate or not. Note that, while it is normal for boundaries to vary from student to student, you should be ready to identify and discuss cases where students' personal boundaries could put them in an unsafe situation. Before the lesson, review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention.
Step A: Minds on	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.) Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging. Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students.

Step A: Minds on (cont'd)	Draw the outline of a child on the board or on chart paper, perhaps using the body shape of a gingerbread cookie. Write the words "My Rules to Stay Safe" on the inside of the body shape. To open the discussion, ask students to brainstorm, using a think, pair, share strategy, things they know that help them stay safe ( <i>e.g.</i> , knowing their phone number and address, how to call 911, who is a trusted adult, where to go for help, what to do if they have an allergic reaction, etc.). Record ideas in words or illustrations around the child figure. Highlight for students that, to ensure their personal safety, they also need to know when someone is not treating them with respect and how to do something about it. Have students identify some behaviours that are not respectful ( <i>e.g.</i> , bullying, name calling, inappropriate touching).
Step B: Working on it	<ul> <li>Display the signs "Yes," "Maybe," and "No" on different sides of the room.</li> <li>For younger students, consider adding a check mark to the "Yes" sign, a question mark to "Maybe," and an "X" to "No."</li> <li>Ask students to stand up. Explain to them that you will be describing to the class a variety of situations that are related to personal boundaries and safety. After they listen to a description, they should walk over to the "Yes" sign if they feel comfortable with the situation, to the "Maybe" sign if they are unsure whether they feel comfortable with the situation. and to the "No" sign if they feel uncomfortable with the situation.</li> <li>Read the following scenarios to students (you can switch the order of items or add to this list, as appropriate for your students):</li> <li>Sharing a glass of drinking water with your friend</li> <li>Riding your bike/walking to school alone</li> <li>An adult you don't know well giving you a hug</li> <li>Going swimming in a lake</li> <li>An older kid you don't know well giving you a hug</li> <li>Playing in a park with your family</li> <li>Having a babysitter coming into the room when you are changing</li> <li>Telling an adult you trust if someone is making your feel uncomfortable</li> </ul>

Step B: Working on it (cont'd)	<ul> <li>Joining your friend who is walking their dog</li> <li>After students have moved to an area, ask them to use a think, pair, share strategy to discuss their choice with their peers. Invite students to share some of these ideas with the class.</li> <li>When observing student responses, be sure to let students express their various levels of comfort and their shifting boundaries. Their levels of comfort and their shifting boundaries. Their levels of comfort and their boundaries will likely be influenced by context, such as their relation to the person they imagined in the scenario (<i>e.g.</i>, whether their babysitter is a relative or someone they don't know well) or perhaps how they are feeling that day, as well as by culture and personal preferences. Although you should expect and encourage different responses among students, you should discuss with the class responses that appear to be unsafe.</li> </ul>
Step C: Consolidation	<ul> <li>Open a guided discussion by asking students the following questions: <ul> <li>How do you know that you can trust a person?</li> <li>How do you know if a touch is caring and appropriate?</li> <li>How do you know if a touch is not appropriate?</li> <li>What can you do if a person touches you in a way that makes you uncomfortable?</li> <li>What can you do if your friend tells you that a person is touching them in a way that makes them feel uncomfortable?</li> <li>How do you know that you have made the right decision for your safety?</li> <li>How do you know that you have made the right decision for the safety of others? (optional)</li> </ul> </li> <li>While it is important to encourage all students to express their own ideas, you should intervene if a student communicates ideas that reflect unsafe attitudes or may lead to unsafe behaviours.</li> <li>Review the lesson learning goals with your students. With their eyes closed, have students point towards the "Yes" sign if they believe they have achieved the goals, towards the "No" sign in they feel they need more practice, or towards the "Maybe" sign if they still have questions on the topic. Follow up individually with students who have pointed towards the "No" or "Maybe" sign.</li> </ul>

Final thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. (Appendix A of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see Appendix C of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
ldeas for extension/ modifications	With students, write or create drawings illustrating personal safety rules to be added to a class bulletin board. Consider having the rules the class has created read for the entire school during the morning announcements.

# Primary



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

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

#### Time: 30 minutes



Grades and Expectations	Language Grade 1, Oral Communication: 2.2, 2.7, or Grade 2, Oral Communication: 2.2, 2.7, or Grade 3, Oral Communication: 2.2, 2.7 and Health and Physical Education Grade 1: Living Skills: 1.3, 1.5; Healthy Living, C1.2, C2.4, or Grade 2: Living Skills: 1.3, 1.5; Healthy Living, C1.1, C2.3, or Grade 3: Living Skills: 1.3, 1.5; Healthy Living, C2.2 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html
Learning Goals	<ul> <li>Students will learn about:</li> <li>distinguishing between appropriate and inappropriate touch;</li> <li>distinguishing between safe and potentially unsafe situations;</li> <li>strategies for responding to unsafe situations.</li> </ul>
Success Criteria	<ul> <li>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following: <ul> <li>I understand that a person I don't know can be unsafe.</li> <li>I understand that a person I know can be unsafe.</li> <li>I can identify situations that may not be safe.</li> <li>I can talk about how an unsafe situation makes me feel.</li> <li>I know what to do when I am in a situation that makes me feel unsafe.</li> </ul> </li> </ul>

Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>a blackboard, chart paper, or a whiteboard</li> <li>chalk or markers</li> <li>props such puppets, costumes, or cut-outs of children</li> <li>illustration or map of the schoolyard (optional)</li> </ul>
Background information for teachers	This lesson is about help- ing children think critically about how they can deter- mine if a person can be trusted or not. Because children are most likely to be harmed by someone they know, it is im-
	portant that they move beyond the idea of "stranger danger." This lesson will encourage children to think about how paying attention to a person's behaviour can help them assess whether that person is safe, regardless of whether they know the person or not. It will also encourage students to trust their instinct if someone is making them feel weird or uncomfortable. Before the lesson, review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom
	discussions of sexual violence prevention.
Step A: Minds on	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.)
	Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share infor- mation on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.
	Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary

Step A: Minds On (cont'd)	or Internet search to find the meaning of any words they are unfamil- iar with. Develop the success criteria with your students. Write the words "Schoolyard Safety" on the board or chart paper. Con- sider displaying a photo of your own schoolyard or illustrating it on paper taped to the board. Ask students to use a think, pair, share strategy to brainstorm all of the safety considerations they need to think about when engaging in activi- ties in the schoolyard. Provide time for students to reflect on this question on their own and with a partner, and then ask pairs to share their ideas with the class. Record these ideas in words or illustrations on the board or chart paper as a mind map or in the appropriate area of the schoolyard il- lustration. Ensure that "stranger" or "unsafe person" is included in the list. If it is not, guide students to that response with the following questions: • Do we always know everyone who is around the school? • Who might be an unsafe person at our school? • Could someone we know cause us harm? • Could someone we don't know cause us harm?
Step B: Working on it	<ul> <li>Take students through the scenario described on the <i>Draw the Line</i> card – that their friend says they've noticed a person standing in the schoolyard watching kids at recess. Highlight that the friend says that the presence of this person just doesn't feel right, and asks their friend for advice.</li> <li>Ask students how they should respond to their friend.</li> <li>Have students form small groups and guide them in applying critical thinking skills when brainstorming how they would respond to the situation, using the following questions:</li> <li>What would you say or do if you saw someone you believed was unsafe?</li> <li>What types of behaviours can show you that a person is unsafe?</li> <li>Move throughout the classroom to conference with each group, ensuring that students' responses include telling an adult they trust (<i>e.g.</i>, a teacher, a principal, a parent/caregiver, an elder). Ensure, too, that students show compassion for their friend, whether by asking them if they are okay or encouraging them to talk to a teacher, a parent/caregiver,</li> </ul>

Step B: Working on it (cont'd)	or another adult they trust. Ask groups to share their response with the class, using the puppets, costumes, or cut-outs as visual aids. Record these responses on the board or on the schoolyard illustration, under the title "What We Can Do." After the groups have shared, ask students, "Is there anything else we can do?" and record the responses.
Step C: Consolidation	<ul> <li>Toward the end of the discussion, ask students questions to encourage reflection, such as the following:</li> <li>How do you know that you have made the right decision for your safety?</li> <li>How do you know that you have made the right decision for the safety of others?</li> <li>Review the lesson learning goals with your students. Have students close their eyes and display three fingers if they believe they achieved those goals, two fingers if they have more questions about the goals, or one finger if they need more time to in order to understand the lesson. Follow up with students who showed one or two fingers.</li> </ul>
Final thoughts	Using student friendly language, explain to students that, unfortu- nately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> of this guide and the ETFO's Professional Rela- tions Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
Ideas for extension/ modifications	With students, walk around the schoolyard, completing a safety check of the area. Take note of areas that students have flagged as unsafe. Review specific school rules for various outdoor areas.



Part 1 – Please Don't Touch Me! (Language, Grades 4–6 and Health and Physical Education, Grades 4–6)

The Draw the Line card/poster "Your friend tells you an adult at the school is always touching them and it feels weird"

jeels wella

Time: 50 minutes

Your friend tells you an adult at the school is always touching them and it feels weird.

### DRAW = THE = LINE.CA

Do you tell them they're worrying about nothing?

Grades and Expectations	Language Grade 4, Oral Communication: 1.2, 1.4, 1.6, 2.3, 2.4, or Grade 5, Oral Communication: 1.2, 1.4, 1.6, 2.3, 2.4, or Grade 6, Oral Communication: 1.2, 1.4, 1.6, 2.3, 2.4 and Health and Physical Education Grade 4, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or Grade 5, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or Grade 6, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.6, C3.2 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html
Learning Goals	<ul> <li>Students will learn about:</li> <li>personal boundaries, particularly in the context of appropriate and inappropriate touch;</li> <li>distinguishing between safe and potentially unsafe situations;</li> <li>strategies for responding to unsafe people and situations and for helping them make decisions with respect to their personal safety as well as the safety of others.</li> </ul>
Success Criteria	Teachers should work with their students to create success criteria ap- propriate for the class. Possible criteria for this lesson plan include the following: • I can identify and describe appropriate and inappropriate touch. • I can identify situations that may not be safe.

Success Criteria (cont'd)	<ul> <li>I understand that I am in charge of my own body.</li> <li>I can identify and communicate my own personal boundaries and how they change with different people.</li> <li>I know what to do to respond to people who make me feel uncomfortable</li> <li>I know how to respond to a friend who tells me a person is making them feel uncomfortable with unwanted touching.</li> </ul>
Required Resources	<ul> <li>multiple copies of the <i>Draw the Line</i> card identified above</li> <li>blank KWL charts (see sample at the end of part 2 of this lesson plan)</li> <li>chart paper and markers</li> <li>mind map templates</li> <li>poems about inappropriate touching (see samples at the end of part 2 of this lesson plan)</li> <li>one of the following: <ul> <li>the book <i>Your Body Belongs to You</i>, by Cornelia Spelman</li> <li><i>My Body Belongs to Me</i>, by Jill Starishevsky</li> <li>an age-appropriate story related to the topic of inappropriate touching</li> <li>the YouTube video "Consent for Kids"</li> </ul> </li> </ul>
Background information for teachers	This lesson uses games to help students explore their levels of comfort and personal boundaries with various people they may encounter in everyday life. Students are encouraged to think about how they deter- mine whether a person or situation is safe, which people they can trust, and whether touching is appropriate or not. Note that, while it is normal for boundaries to vary from student to student, you should be ready to identify and discuss cases where students' personal boundaries could put them in an unsafe situation. Before the lesson, review Sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention.
Step A: Minds on	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.)

Step A:         Minds On         (cont'd)	Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share infor- mation on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging. Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students. Distribute a blank KWL chart to each student. Lead students in a class- room discussion on what personal space and boundaries mean to them, asking students to complete the K and W area of their chart as the discus- sion progresses. Invite students to share their responses with the class. Write or display two different mind maps on the board, one with the title "Unwanted Touch" and the other with the title "Wanted Touch." Lead a classroom discussion, using the following questions: • What does it feel like to receive a hug from someone you know and like? Is this wanted or unwanted touch? • What does it feel like to receive a hug from someone you know but do not like? Is this wanted or unwanted touch? • Are there times when you would prefer not to be hugged by a person you know and like? • Record student responses on the appropriate mind map. Explain to students that they have a right to their personal space and to decide what they do with their own body.
Step B: Working on it	Tell students that they will be playing a game called Arms and Elbows. Explain that they will be using their arms or elbows to demonstrate the amount of personal space they need to have from different people ( <i>i.e.</i> , that they are likely to want elbow distance from people with whom they are familiar, such as friends and family, and arm-length distance from people they don't know or like that much and from strangers).

Step B: Working on it (cont'd)	Organize students into small groups. Assign the role of main character to one student in each group and then assign the other students roles such as father, mother, aunt, uncle, stranger, teacher, and so on. Students, in their assigned roles, will approach the main character one at a time. As each student approaches, the main character will indicate either an arm-length distance or an elbow-length distance, depending on their comfort level with the role the student is playing. Ask students to switch roles ( <i>e.g.</i> , from mother to stranger) and see if they get different responses from the main character. Read students the book <i>Your Body Belongs to You</i> or <i>My Body Belongs to Me</i> or a similar story related to the topic of inappropriate touching, or show the students the YouTube video "Consent for Kids." If you do not have a copy of the books or access to the video, you could use the poems included at the end of part 2 of this lesson plan. After reading the book or showing the video, lead a classroom discussion about the themes the work presented, ensuring that students understand the following key ideas: • that they are in control of their body; • that they are in charge of their body; • that if something happens that doesn't feel right, that should tell an adult they trust. Ask student to record their responses or connections to the story or the Arms and Elbows game in the L area of their personal KWL chart.
Step C: Consolidation	Distribute a copy of the <i>Draw the Line</i> card to each student and ensure that students understand the scenario it depicts. Have students form small groups and ask them to discuss the scenario and to record on chart paper how they would respond to it. Ask for volunteers to share their group's responses with the class. While it is important to encourage all students to express their own ideas, you should intervene if a student communicates ideas that reflect unsafe attitudes or may lead to unsafe behaviours.

Step C: Consolidation (cont'd)	Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.
Final thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
Ideas for extension/ modifications	To modify Arms and Elbows, you could use three hula hoops. The main character stands in the first hoop and directs students playing different roles where to stand. They could invite the people they are most comfort- able with into the first hoop. They could tell people they know and are comfortable with, but are not very close to, to stand in the second hoop. They could direct people they know but want to keep at a distance, into the third hoop. Students should be encouraged to tell strangers and people they are uncomfortable with to stay out of the hoops altogether.



Part 2. Please Don't Touch Me! (Language, Grades 4–6 and Health and Physical Education, Grades 4–6)

The Draw the Line card/poster "Your friend tells you an adult at the school is always touching them and it feels weird"

Time: 40 minutes

Your friend tells you an adult at the school is always touching them and it feels weird.

### DRAW = THE = LINE.CA =

Do you tell them they're worrying about nothing?

Grades and Expectations	Language Grade 4, Writing: 1.1, 1.2, 2.2, 2.5, or Grade 5, Writing: 1.1, 1.2, 2.2, 2.5, or Grade 6, Writing: 1.1, 1.2, 2.2, 2.5 and Health and Physical Education Grade 4, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or Grade 5, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or Grade 6, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.6, C3.2 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html
Learning Goals	<ul> <li>Students will learn about:</li> <li>distinguishing between appropriate and inappropriate touch;</li> <li>distinguishing between safe and potentially unsafe situations;</li> <li>strategies for responding to unsafe people and situations and for making decisions with respect to their personal safety as well as the safety of others;</li> <li>the concept of personal space, and using the creative writing process to communicate their ideas about this concept.</li> </ul>
Success Criteria	<ul> <li>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</li> <li>I can identify and describe appropriate and inappropriate touch.</li> <li>I can identify situations that may not be safe.</li> </ul>

Success Criteria (cont'd)	<ul> <li>I know what to do to respond to unwanted touch.</li> <li>I can write a poem or chant about my feelings about my personal space.</li> </ul>
Required Resources	<ul> <li>multiple copies of the <i>Draw the Line</i> card/poster identified above</li> <li>chart paper and markers</li> <li>student notebooks or other means for writing poems/chants</li> <li>the KWL chart that students began to fill out in part 1 of this lesson plan</li> <li>poems about inappropriate touching (see samples at the end of this lesson plan)</li> </ul>
Background information for teachers	This lesson builds on part 1 on personal boundaries and inappropriate touching. Students use poetry/chants to explore their levels of comfort and personal boundaries with people they may encounter in everyday life. Students are encouraged to think about how they determine whether a person or situation is safe, which people they can trust, and whether touching is appropriate or not. Note that, while it is normal for boundaries to vary from student to student, you should be ready to identify and discuss cases where students' personal boundaries could put them in an unsafe situation. Before the lesson, review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention.
Step A: Minds On	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.) Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.

Step A: Minds On (cont'd)	Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students. Ask students to refer to their KWL charts to review the main points from part 1 of this lesson. Explain to students that they will be continuing the discussion about personal space by creating poetry or chants on the topic.
Step B: Working on it	Guide a class discussion on different types of poetry students might use to complete this activity ( <i>e.g.</i> , acrostic poems, name poems, dub poems, chants). You can draw examples from the samples poems at the end of this lesson plan or use other chants and poems as examples. Before having students write their own poems/chants, explain that their creative work is to focus on their ownership of their own body and their respect for their own personal space and the personal space of others. Depending on their comfort level, allow students to work on their poems/chants individually, in pairs, or in small groups. Make students aware that they will be sharing their work with other students. Allow sufficient time for writing, encouraging students who are working in pairs/groups to share their ideas and understandings about the topic in fun and creative ways.
Step C: Consolidation	Allow time for students to present their poems/chants to their classmates, whether in pairs or in small groups. Ask a few volunteers to present their work to the class. Following these presentations, bring the discussion back to the <i>Draw the Line</i> card and the responses to its scenario that students recorded during part 1 of the lesson plan. Ask students if the process of creating their poem/chant has affected the way they would now respond to the situation.

Step C: Consolidation (cont'd)	<ul> <li>Ask students questions to encourage reflection, such as the following:</li> <li>What skills do you need to respond to this potentially threatening situation?</li> <li>How do you know that you have made the right decision?</li> <li>Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</li> </ul>
Final Thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
Additional discussion questions	<ul> <li>How can you tell if a touch is inappropriate?</li> <li>Who is capable of inappropriate touching?</li> <li>What would you do if someone touches you inappropriately, or if you witness someone being touched inappropriately?</li> </ul>
Ideas for extension/ modifications	Students who are not comfortable writing poetry may need extra help. It may be useful for such students to work in small groups. You might encourage students who enjoy writing poetry to create a piece for publication in the school newspaper.

Sample KWL Chart

<b>TOPIC:</b> Appropriate and Inappropriate Touch		
K: What I Know	<b>W:</b> What I Want to Know	L: What I Learned

#### Sample Poems about Inappropriate Touching

Care about my feelings Obey my request No touching me Stop when I say so Even if I'm not loud enough Never assume it's a yes Thank you for respecting my feelings and I will respect yours. Hands off, don't touch Not a little or not much Hands off, don't touch I value my rights very much.

Don't violate my personal space At any time or any place My personal space is my personal right Whether it be day, or whether it be night. Stop – stop, I said stop You don't have my permission, So please stop I'm an individual, respect my thoughts So listen when I tell you, stop – stop – stop.



Part 1. Let's Be Aware of Our Surroundings (Language, Grade 5, and Health and Physical Education, Grades 4–5)

The Draw the Line card/poster "Your classmate says they've noticed a person standing in the school yard watching kids at recess"

Time: 30 minutes



Grades and Expectations	Language Grade 4, Oral Communication: 1.4, 2.3, 2.4, or Grade 5, Oral Communication: 1.4, 2.3, 2.4, or Grade 6, Oral Communication: 1.4, 2.3, 2.4 and Health and Physical Education Grade 4, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or Grade 5, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or Grade 6, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or Grade 6, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.6, C3.2 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html
Learning Goals	<ul> <li>Students will learn about:</li> <li>strategies for distinguishing between safe and potentially unsafe people and situations;</li> <li>strategies for responding to unsafe people and situations and for making decisions with respect to their personal safety as well as the safety of others.</li> </ul>
Success Criteria	<ul> <li>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</li> <li>I can use various strategies to identify people and situations that may not be safe.</li> <li>I can express how an unsafe situation makes me feel.</li> </ul>

Success Criteria (cont'd)	<ul> <li>I can communicate with others about unsafe situations.</li> <li>I know how to respond when I am in an unsafe situation.</li> <li>I know how to respond when a friend is in an unsafe situation.</li> </ul>
Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>chart paper and markers</li> <li>the story "Whether Strange or Familiar, Safety Comes First," which can be found at the end of part 1 of this lesson plan</li> </ul>
Background information for teachers	This lesson is about helping children think critically about how they can determine whether a person if safe. Because children are most likely to be harmed by someone they know, it is important that they move beyond the idea of "stranger danger." This lesson will encourage children to think about how paying attention to a person's behaviour can help them assess whether that person is safe, regardless of whether they know the person or not. It will also encourage students to trust their instinct if someone is making them feel weird or uncomfortable. Before the lesson, review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention.
Step A: Minds On	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.) Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.

Step A: Minds On (cont'd)	or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students. Open a discussion about potentially unsafe people by asking students the following questions: Who, or what, is an unsafe person? How can you tell that a person is unsafe? Allow students a moment to consider the questions, and then ask them to share their responses. Record the responses in a web on the chart paper. Mead the front of the <i>Draw the Line</i> card aloud. As students the following questions: Do you think this situation could be dangerous? No you think the person could be a stranger?
Step B: Working on it	Read the story "Whether Strange or Familiar, Safety Comes First" aloud to the class. Briefly discuss the story with students and ask them what stood out for them. Review the various situations in the story in order to reinforce the importance of being aware of one's environment. Ask students if, after they heard this story, their ideas about whether the person in the schoolyard was a stranger or someone they know have changed. Encourage students to keep in mind that people they know can be unsafe, and that they should be cautious if they feel unsafe with someone, regardless of whether that person is a stranger or someone they know. Encourage students to trust their instincts when a person's behaviour makes them feel uncomfortable or if it feels creepy or not right.

Step C: Consolidation	<ul> <li>Have students break into small groups and discuss with their peers a time when they felt unsafe, and how the handled the situation. Bring the class back together and ask students who are comfortable doing so to share what they discussed in their group.</li> <li>Ask the students the following questions: <ul> <li>What can you do to when you feel unsafe?</li> <li>What can you do when a friend feels unsafe?</li> </ul> </li> <li>In the ensuing discussion, encourage students to opt to take action, both for their own safety or that of their friend. Ensure that options discussed include seeking help from a trusted adult and offering support to their friend.</li> </ul> <li>Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</li>
Final Thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
Ideas for Modification/ Extension	Some students may not be willing to talk readily about these situations. If students are reluctant to share their responses orally, you can allow them to do so in writing. You may wish to ask students to apply their learning by thinking about familiar books, movies, or television shows that depict someone who is unsafe and assessing whether the other character or characters handled the situation appropriately.

Additional Discussion Questions

- Why is it important to be sure that you are in a safe environment at all times?
- What are some things that could happen if you are around an unsafe person?

#### Whether Strange or Familiar, Safety Comes First

#### By Rohan Robinson

Sam and Alex were very inquisitive children who were always up for and adventure and looking for new ways to have fun. They did many things that other children enjoyed, but their favourite thing by far was looking for critters in the bushes behind their house. They enjoyed interacting with nature. It was springtime, so there were numerous creatures for them to explore and have fun with.

Sam and Alex's parents would explain that they should always respect the environment and treat all living things with respect. Their parents also explained what many of the creatures were and which ones were harmful or harmless. They also explained that Sam and Alex might come across unfamiliar or strange creatures that could be harmful or dangerous, and so to be very careful. Sam asked, "What's a strange creature?" Mom replied, "Well a strange creature is one that you are not familiar with, one that you see rarely or have never seen before." Dad went on to say, "Like familiar creatures, strange creatures can be harmful as well, so always be careful and alert around all creatures."

After having that helpful talk with their parents, Sam and Alex went into the bushes in the backyard for a creature hunt. While in the bushes, they were delighted to see the worms, bugs, spiders, ants, beetles, and other creatures. Sam was so caught up in having fun with the creatures that she forgot about being careful with the many familiar creatures. Sam let a spider crawl onto her hand and started playing with it. After a few moments, she felt a sharp pain in their hand. The unthinkable had happened – a spider Sam and Alex had seen and played with many times before had bitten her.

Sam let out a loud, painful scream. Alex ran towards the house to get help. Sam and Alex's parents ran out with panic in their eyes and asked the children what had happened. Alex explained and their parents rushed Sam to the doctor to make sure she was okay. The doctors checked Sam out, cleaned the bite, applied a cold compress, and said she'd soon be fine again.

On the way home from the doctor's, Sam asked her dad, "How come that spider bit me today and I've played with it lots of times before? It was a familiar creature." Dad explained, "Some familiar things can be unpredictable

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so that is why it is important to be alert and careful at all times." Mom added, "The same is true when dealing with people: some can be familiar and harmless, but some familiar ones can do bad things to you, so be careful around people as well." "Ok, Mom, I'll be careful. I promise," replied Sam.

The following week, Sam and Alex went back outside to play in the bushes behind their home. They saw the same familiar creatures but this time remembered that they had to be careful with all creatures, regardless of how familiar they were. Sam picked up a rotting log and saw a very colourful spider hiding. Immediately she felt queasy, remembering her painful spider bite. Sam and Alex had never seen this spider before. Although Sam had an uneasy feeling in their stomach, she and Alex were so excited that they started reaching down to play with the spider. As their hands were about to touch the spider, they remembered what their parents had said and the lesson they had learned from last time. Sam thought for a moment and then said to Alex, "Although this spider is strange, it could be harmful or harmless. I don't really know, so I think I'll check in with Mom and Dad before touching it." Their parents investigated and found that it wasn't a harmful spider, but they told Sam that she had done the right thing in checking with them.

Sam and Alex learned a valuable lesson from playing with critters in the bushes. They learned that creatures that are familiar can be harmful or harmless, and the same is true for creatures that are strange or unfamiliar. Sam and Alex also remembered this lesson when dealing with familiar and unfamiliar adults, and this helped them stay safe in all situations.



Part 2. Let's Be Aware of Our Surroundings (Language, Grade 5, and Health and Physical Education, Grades 4–5)

The Draw the Line card/poster "Your classmate says they've noticed a person standing in the school yard watching kids at recess"

Time: 30 minutes



Grades and Expectations	<ul> <li>Language</li> <li>Grade 4, Oral Communication: 2.3, 2.4; Media Literacy 1.2, or</li> <li>Grade 5, Oral Communication: 2.3, 2.4; Media Literacy 1.2, or</li> <li>Grade 6, Oral Communication: 2.3, 2.4; Media Literacy 1.2</li> <li>and</li> <li>Health and Physical Education</li> <li>Grade 4, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or</li> <li>Grade 5, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or</li> <li>Grade 6, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.6, C3.2</li> <li>For the full text of the expectations, go to</li> <li>http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html</li> </ul>
Learning Goals	<ul> <li>Students will learn about:</li> <li>strategies for distinguishing between safe and potentially unsafe people and situations;</li> <li>strategies for responding to unsafe people and situations and for making decisions with respect to their personal safety as well as the safety of others.</li> </ul>
Success Criteria	<ul> <li>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</li> <li>I can use various strategies to identify people and situations that may not be safe.</li> <li>I can express how an unsafe situation makes me feel.</li> <li>I can communicate with others about unsafe situations.</li> </ul>

Success Criteria (cont'd)	<ul> <li>I know how to respond when I am in an unsafe situation.</li> <li>I know how to respond when a friend is in an unsafe situation.</li> </ul>
Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>chart paper and markers</li> <li>pictures of individuals from various walks of life, obtained from magazines, the Internet, etc., and numbered to facilitate follow-up discussion</li> <li>exit cards (see sample at end of this lesson plan)</li> </ul>
Background information for teachers	<ul> <li>This lesson builds on part 1, helping children think critically about how they can determine whether a person if safe. Part 2 introduces the element of bias and provides opportunities for students to consider how it can affect our judgments about people. You should be aware, and ensure that students are aware, that sexual violence occurs throughout the world, among people of every race, ethnicity, religion, and class.</li> <li>Before the lesson: <ul> <li>review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention;</li> <li>review the discussion of intersectionality (see section 1.2) and consider how additional forms of oppression compound the risk of victimization (see section 2.2);</li> <li>reflect on your own stereotypes and unconscious biases (see box) and how these may affect your own and your students' reactions to</li> </ul> </li> </ul>
	"Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences. Un- conscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious aware- ness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing." ("Unconscious Bias," University of California, San Francisco, Office of Diver- sity and Outreach, https://diversity.ucsf.edu/resources/unconscious-bias)

Background information for teachers (cont'd)

Step A: Minds On the pictures of individuals from various walks of life. Be aware of whether you, or your students, are more likely to think of individuals as safe or threatening based on stereotypes and/or biases (*e.g.*, with respect to race, age, gender, religion, ability, sexual orientation, etc.).

With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see **Appendix B** of this guide.)

Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable (*e.g.*, doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.

Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students.

As a way of approaching the issue of bias, show the class pictures of people from various backgrounds and ask students to think out which ones they would consider safe or unsafe by just looking at them. As students look at the pictures, ask them to try to remember as many characteristics as they can about each person.

Review each picture with the class, asking the following questions and noting any patterns that emerge in response:

- Do you think this person is safe?
- Why or why not?

Ask students to recall some characteristics of the individual people in the pictures, focusing on features that could help identify the individual in case they needed to report them to a trusted adult. Following that exercise, emphasize that, while it is important to note characteristics of potentially unsafe people, it is equally important not to base a decision about

Step A: Minds On (cont'd)	a person's safety solely on their appearance. Explain how such decisions can be influenced by bias and stereotypes. Emphasize that, instead of focusing on a person's appearance, students should focus on a person's behaviour when they want to determine if someone is safe or not. Reinforce these points through guided discussion, using the following questions: • Can a person you know be unsafe? • What feelings and/or behaviours can help you tell that a person is unsafe?
Step B: Working on it	Ask students to form small groups. Hand out or post the <i>Draw the Line</i> card/poster and ensure that students understand the scenario it de- scribes – "Your classmate says they've noticed a person standing in the school yard watching kids at recess." Then have the groups discuss what they would do in that scenario. Have each group write their responses on chart paper.
Step C: Consolidation	<ul> <li>Have each group share with the class their ideas on what they would do in this situation. Record their responses, which you might want to use as the basis for an anchor chart.</li> <li>Regardless of whether or not they were part of the groups' ideas, highlight that bystanders could report to a responsible adult and check with others to see if they are okay. Reinforce the importance of recalling details about the person.</li> <li>Ask students questions to encourage reflection, such as the following:</li> <li>What skills do you need to respond to this potentially threatening situation?</li> <li>How do you know that you have made the right decision?</li> <li>Meview the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</li> </ul>

Final Thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. (Appendix A of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see Appendix C of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
Ideas for Modification/ Extension	The exit card requires written responses, but you can record oral responses for students who need accommodations. You may also allow students to draw pictures to show what they would do in these situations.
	<b>Let us know what you think</b> and how to improve this lesson plan by completing a five-minute survey at

www.surveymonkey.com/r/DrawTheLine\_Educators

### Sample Exit Card

Name: \_

#### **Questions of the Day:**

1. What would you do if you saw a person – not necessarily a stranger – whom you felt was unsafe standing in the schoolyard watching kids at recess?

2. What are some things to remember when you are in a situation where you feel unsafe?

#### **Response:**



Cyber Sensitivity (Arts, Grades 4–6 and Health and Physical Education, Grades 4–6)

The Draw the Line card/poster "Your peer mentor sends you images of a girl you know in her underwear"

Time: 40 minutes



Grades and Expectations	The Arts Grade 4, Drama: B1.1, B1.2, B1.3, or Grade 5, Drama: B1.1, B1.2, B1.3, or Grade 6, Drama: B1.1, B1.2, B1.3 <i>and</i> Health and Physical Education Grade 4, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C1.2, C1.3, or Grade 5, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C3.2, or Grade 6, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.3, C2.6 For the full text of the expectations, go to <i>http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html</i>
Learning Goals	<ul> <li>Students will learn about:</li> <li>risks associated with communications technology, with a particular focus on online sharing of images;</li> <li>appropriate and inappropriate behaviour related to the online sharing of images;</li> <li>the concept of consent;</li> <li>strategies for responding to the inappropriate sharing of intimate images.</li> </ul>
Success Criteria	Teachers should work with their students to create success criteria ap- propriate for the class. Possible criteria for this lesson plan include the following: • I can identify risks associated with sharing images online.

Success Criteria (cont'd)	<ul> <li>I understand and am able to communicate how it feels when someone posts images online without the consent of the person in the image.</li> <li>I can describe ways in which I could respond to the inappropriate sharing of intimate images.</li> <li>I understand the importance of consent when communicating online.</li> <li>I can work with my peers to create a skit to communicate to others how to respond to the inappropriate sharing of intimate imagers.</li> </ul>
Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>chart paper and markers</li> <li>copies of a peer-evaluation sheet (see sample at the end of this lesson plan)</li> </ul>
Background information for teachers	<ul> <li>This lesson focuses on the concept of digital citizenship in the context of the online sharing of images. Students are encouraged to explore their reactions to the unauthorized sharing of images, and they create skits that address issues of respect, consent, and appropriate bystander responses in situations of inappropriate sharing.</li> <li>Before the lesson: <ul> <li>review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention;</li> <li>review the definitions of child pornography, consent, cybersexual violence, and digital citizenship in the glossary.</li> </ul> </li> <li>"65% of young people between the ages of 9 and 17 years said they would engage in the non-consensual distribution of intimate images and sexting for fun or to make friends laugh."</li> <li>Canada, House of Commons, <i>Taking Action to End Violence against Young Women and Girls in Canada</i> (2017), p. 40.</li> </ul>

#### Step A: Minds On

With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see **Appendix B** of this guide.)

Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable (*e.g.*, doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.

Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students.

To highlight the importance of social media in students' lives, open a class discussion by asking students the following questions:

- What type of social media do you participate in?
- What is your favourite social media platform? Why?

To introduce the issue of consent, instruct students to imagine the following situation: Someone does something that affects you personally, but does so either without getting your permission or while knowing that you disagree with the action.

Invite students to share examples of such situations, and record them on chart paper. Then, reviewing one or two examples, ask students how they would feel in such situations, and why they think that what the person in each situation did was wrong. Record the responses on the chart paper.

Step B: Present the Working on it Similar is picture or

Present the following scenario (or one of your own that illustrates a similar issue): You are picking your nose, and a friend secretly takes a picture or video of you and shares it without telling you.

Ask students how they would feel in such a situation.

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

Read aloud the front of the *Draw the Line* card/poster – "Your peer mentor sends you images of a girl you know in her underwear" – and ask students how they would answer the question on the card: "Would you share them?" Give students a moment to think about the issue and then ask them to share their responses orally. Allow time for the class to discuss the responses.

Initiate a discussion about online safety and the responsible use of technology, using questions such as the following as a guide:

- Why is it important to be careful when sharing images of yourself online?
- Why is it important to be careful when sharing images of others online?
- How do you know when sharing an image is appropriate?
- How do you know when sharing an image is inappropriate?

Discuss the concept of consent in the context of the use of technology, using questions such as the following as a guide:

- What is consent?
- How do you know that you have, or do not have, consent?
- How does consent apply when you are using online technology?

Broaden the discussion to take in responses to the non-consensual sharing of images by referring to the categories on the back of the *Draw the Line* card:

- why draw the line
- when to draw the line
- how to draw the line

Guide the classroom discussion, ensuring that students talk about the importance of respectful behaviour and consent. Highlight what steps students can take if someone shares an intimate image of them or if they receive an intimate image of another person (see, *e.g.*, the website *NeedHelpNow.ca* and other resources in **Appendix A**). Also, depending on the needs, interests, and abilities of your students, you may wish to speak about the illegality of sharing intimate images online.

Step C: Consolidation	Organize the students into small groups, and explain that each group is to create a skit to demonstrate their understanding of how to deal with the sharing of inappropriate images online. Ensure that students understand that the purpose of the skit is to educate others about how to respond if they receive inappropriate pictures of someone. Remind students that each member of the group must play a role in the skit and that the skits will be performed for the rest of the class. Distribute peer-evaluation sheets to the class (see the sample form at the end of this lesson plan) and ensure that students understand how to complete the forms. Instruct students to evaluate the work of each group, using the form. Allow time for each group to perform their skits and for students to complete the peer-evaluation forms. Mater all the skits have been performed, ask students questions to encourage reflection, such as the following:      What skills do you need to respond to this potentially threatening situation?      What skills do you know that you have made the right decision?      Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.
Final Thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").

Sample Peer-evaluation Sheet

## **GROUP 1**

How well do you think this group's skit informed the audience about responses to the inappropriate sharing of online images?

> VERY WELL WELL COULD USE IMPROVEMENTS NOT WELL

Could the skit have been more effective? Explain.

## **GROUP 2**

How well do you think this group's skit informed the audience about responses to the inappropriate sharing of online images?

> VERY WELL WELL COULD USE IMPROVEMENTS NOT WELL

Could the skit have been more effective? Explain.

#### **GROUP 3**

How well do you think this group's skit informed the audience about responses to the inappropriate sharing of online images?

> VERY WELL WELL COULD USE IMPROVEMENTS NOT WELL

Could the skit have been more effective? Explain.

### **GROUP 4**

How well do you think this group's skit informed the audience about responses to the inappropriate sharing of online images?

> VERY WELL WELL COULD USE IMPROVEMENTS NOT WELL

Could the skit have been more effective? Explain.

# Junior



Don't Be a Bystander, Embrace Consent! (Language, Grades 4–6 and Health and Physical Education, Grades 5–6)

The Draw the Line card/poster "At a party, your friend says: This girl looks really out of it, I wonder what we can get her to do?"

Time: 40 minutes

Grades and Language **Expectations** Grade 4, Oral Communication: 1.2, 1.8, 2.3, or Grade 5, Oral Communication: 1.2, 1.8, 2.3, or Grade 6, Oral Communication: 1.2, 1.8, 2.3 and **Health and Physical Education** Grade 4, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C1.2, C1.3, or Grade 5, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, C2.3, C3.2, C3.3, or Grade 6, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C1.1, C2.3, C2.6 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html Students will learn about: Learning Goals • the concept of consent; how the use of alcohol and other intoxicating substances affects a person's ability to consent; strategies for identifying and responding to unsafe situations involving the use of alcohol and for making decisions with respect to their personal safety as well as the safety of others in such situations. Success Teachers should work with their students to create success criteria Criteria appropriate for the class. Possible criteria for this lesson plan include the following: • I understand the importance of consent.

At a party, your

This girl looks really

out of it, I wonder

what we can get

DRAW = THE = LINE.CA

friend says:

her to do?

Do vou let it

happen?

Success Criteria (cont'd) Required Resources	<ul> <li>I understand how the use of alcohol and/or drugs affects a person's ability to consent.</li> <li>I can identify unsafe situations related to the use of alcohol/drugs.</li> <li>I know how to respond when I see a situation in which someone is in an unsafe situation related to the use of alcohol/drugs.</li> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>chart paper and markers</li> <li>case studies (you may wish to use the samples at the end of this lesson plan or develop your own case studies to suit your students' interests and abilities)</li> <li>exit cards (see samples at the end of this lesson plan)</li> </ul>
Background information for teachers	This lesson is about how drugs and/or alcohol can affect a people's judg- ment and their ability to consent. It focuses on the importance of bystand- er intervention in situations where there is a danger that an impaired person might be sexually assaulted. It is important to note that that over half of all sexual assaults involve alcohol and/or drugs and that alcohol is the substance most commonly used by perpetrators. Although students in Grades 4–6 may not them- selves be using substances such as alcohol and drugs, they may find themselves in situations where others are using them ( <i>e.g.</i> , older friends or siblings). It is therefore important that students develop the skills they need to respond in these situations.
	Understanding consent is critical for young people if they are going to be able to navigate intimate relationships in a positive and respectful way. Consent, in simple terms, is a mutual verbal, physical, and emotional agreement that happens without manipulation, threats, or coercion. It is important to be aware that a person who is intoxicated is not able to consent to sexual contact.

Background information for teachers (cont'd)	<ul> <li>Before the lesson:</li> <li>review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention;</li> <li>review the concept of consent (see box and the glossary).</li> </ul>
Step A: Minds On	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.)  Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.  Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students.  To begin the discussion, ask students what the word consent means. List their responses on chart paper.  Briefly speak about the effects of alcohol and drugs, mentioning how they can affect a person's ability to make informed choices or decisions and to understand or following instructions, how they may lead to regrets, and so on. Then, ask students, "Are alcohol and consent a good combination?"
Step B: Working on it	Organize students into small groups, and distribute one case study to each group. Provide five to ten minutes for the groups to discuss the scenario depicted in their case study and how they would respond to it. Ask the groups to write their responses on chart paper.

Step B: Working on it (cont'd)	Reassemble the class and ask the groups to share their case study and their responses. If any group proposes an inappropriate response, inter- vene to explain why the response is unsuitable and either suggest, or ask other students to suggest, a more appropriate response. Provide students with copies of the <i>Draw the Line</i> scenario card. Have students read aloud the scenario described on the front of the card – "At a party, your friend says: This girl looks really out of it, I wonder what we can get her to do?" Then ask the question on the card: "Do you let it happen?" Provide time for students to discuss the question, either in their original groups or in a full class setting. Record some of the student responses on chart paper. Deepen the discussion by asking the following questions: • Why would you draw the line? • When would you draw the line?
	Bystanders' responses and survivors' needs may vary, depend- ing on the situation. The "right" response depends on the circumstances ( <i>e.g.</i> , safety considerations for the bystander and the survivor; the survivor's wishes). Educators should emphasize that, for bystanders, non-intervention or withdrawing from a situation is not neutral: it is harmful, as it allows the violence to continue.
	Ensure that the discussion includes the idea of consent and the importance of bystander intervention to avert potentially harmful situations. You may wish to use the information on the back of the scenario card to support student understanding.
Step C: Consolidation	<ul> <li>Towards the end of the discussion, ask students questions to encourage reflection, such as the following:</li> <li>What skills do you need to respond to this potentially threatening situation?</li> <li>How do you know that you have made the right decision?</li> </ul>

Step C: Consolidation (cont'd)	Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions. Provide students with exit cards (see the samples at the end of this lesson plan), and explain that students are to complete the sentence start- ers to create full sentences. Provided adequate time to complete the cards. If anyone wants to share their responses, allow them to do so.
Final Thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
Additional Discussion Questions for Grades 5 and 6	<ul> <li>Walk students through the "Do I Have Consent" flowchart (see Appendix D), and ask them the following questions: <ul> <li>What does the chart say about someone who is drunk?</li> <li>Can they consent?</li> <li>What do you do if someone says yes but you know they have been drinking?</li> <li>What if someone changes their mind?</li> <li>How do you know whether consent is genuine or not?</li> </ul> </li> </ul>
Ideas for Extension/ Modifications	Students needing modifications/accommodations can be given the op- portunity to complete the exit cards orally.

**Let us know what you think** and how to improve this lesson plan by completing a five-minute survey at www.surveymonkey.com/r/DrawTheLine\_Educators

#### Sample Case Studies

#### Case Study 1

On your way to the park, you see a person sitting on the sidewalk "looking drunk" and holding some money loosely in their hand. There is no one around and those colourful bills would come in handy for that new video game you want.

#### Do you:

- (a) take the money and quietly leave;
- (b) ask for advice from a trusted adult; or
- (c) just keep going to the park and mind your own business?

#### Case Study 2

You and a friend are on your way to the convenience store to get your favourite candy. As soon as you walk in, you realize that the cashier has had some kind of accident and is lying on the floor unconscious.

Do you:

- (a) take your favourite candy and leave;
- (b) call 911; or
- (c) leave the store as fast as you can like nothing was wrong?

#### *Case Study 3*

Your big brother is having a party in your backyard. One of the young women attending the party feels unwell and lies down on the living room couch.

Do you:

- (a) leave her alone;
- (b) call your parents;
- (c) go tell the young woman's friend that she's unwell.

## Sample Exit Cards

## EXIT CARD

In my opinion, consent means:

# EXIT CARD

An active bystander is someone who:

## EXIT CARD

If someone is drunk or unconscious, they cannot:

## **EXIT CARD**

I can look out for the safety of someone in an unsafe position by:

G

Preventing Inappropriate Touching (Language, Grades 7 and 8; Arts, Grades 7 and 8; and Health and Physical Education, Grades 4–6)

The Draw the Line card/poster "Your friend tells you an adult at the school is always touching them and it feels weird" Your friend tells you an adult at the school is always touching them and it feels weird.

# DRAW = THE = LINE.CA

Do you tell them they're worrying about nothing?

Grades and Expectations	<ul> <li>The Arts</li> <li>Grade 7, Drama: B1.1, B1.3, B1.4, or Grade 8, Drama: B1.1, B1.3, B1.4, and</li> <li>Language</li> <li>Grade 7, Oral Communication: 2.3, 2.5, or</li> <li>Grade 8, Oral Communication: 2.3, 2.5, and</li> <li>Health and Physical Education</li> <li>Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, or</li> <li>Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C3.2</li> <li>For the full text of the expectations, go to</li> <li>http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html</li> </ul>
Learning Goals	<ul> <li>Students will learn about:</li> <li>distinguishing between appropriate touch and inappropriate touch;</li> <li>strategies for identifying and responding to unsafe situations related to inappropriate touching and for making decisions in relation to their personal safety as well as the safety of others in such situations;</li> <li>using drama to communicate their ideas about bystanders' responses to unsafe situations.</li> </ul>
Success Criteria	Teachers should work with their students to create success criteria appropri- ate for the class. Possible criteria for this lesson plan include the following: • I can identify and describe appropriate touch and inappropriate touch.

Success Criteria (cont'd)	<ul> <li>I understand that every person has the right to decide whether and how someone else can touch them.</li> <li>I can work with others to develop a dramatic piece that communicates ways to respond to situations involving inappropriate touch.</li> </ul>
Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> </ul>
Background Information for Teachers	This lesson helps students understand the concepts of appropriate and inappropriate touching, reinforcing the idea that individuals decide for themselves what forms of physical contact they are comfortable with and which they are not. Through the use of drama, students explore possible responses to inappropriate touching and how, as bystanders, they can respond when someone they know is experiencing unwanted touching. Before the lesson: • review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention;
	• review the definitions of consent and bystander in the glossary
	Understanding consent is critical for young people if they are going to be able to navigate intimate relationships in a positive and respectful way. Consent, in simple terms, is a mutual verbal, physical, and emotional agreement that happens without ma- nipulation, threats, or coercion. Creating consent requires good communication skills and respect for others' boundaries.
Step A: Minds On	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.)
	Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share infor- mation on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class,

Step A:         Minds On         (cont'd)	etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging. Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students. Initiate a classroom discussion about appropriate and inappropriate touching by asking students to share what they believe appropriate touching is and to describe some scenarios where an individual might experience appropriate touching. If necessary, guide the discussion around to the idea that appropriate touch is touch with which we are comfortable. Highlight that, for a touch to be appropriate, the person who touches us and the way in which they touch us must respect our personal boundaries and bodily autonomy. We all have the right to determine if we want a person to shake our hand, hug us, kiss us, or initiate any other type of physical contact.
Step B: Working on it	Organize students into small groups (about four students, or whatever works in your classroom). Briefly discuss with students what a bystander is. Distribute the <i>Draw the Line</i> card to students and have them discuss within their groups what steps they would take if they found themselves or a friend in the situation described on the front of the card.

Step B: Working on it (cont'd)	Inform students that each group is to create a brief skit or tableau to illustrate how bystanders could respond to the scenario on the <i>Draw the Line</i> card. Tell students that each member of the group has to participate in the skit or tableau, and that each group will present their skit or tableau to the class. Provide adequate time for group members to discuss ideas and create their skit/tableau, and then ask each group to perform for the class. At the end of each performance, ask students to comment on the skit or tableau, answering the following questions: • Did the performance show how the group would respond to the problem? • Did you think this group's response was appropriate? Why or why not?
Step C: Consolidation	<ul> <li>Review the Draw the Line scenario - "Your friend tells you an adult at the school is always touching them and it feels weird" - and ask students the question on the front of the card - "Do you tell them they're worrying about nothing?" Use the information on the back of the card to guide discussion of the following questions: <ul> <li>Why would you draw the line?</li> <li>When would you draw the line?</li> <li>How would you draw the line?</li> </ul> </li> <li>Towards the end of the discussion, ask students questions to encourage reflection, such as the following: <ul> <li>What skills do you need to respond to this potentially threatening situation?</li> <li>How do you know that you have made the right decision?</li> </ul> </li> <li>Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</li> </ul>
Final Thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help.

<b>Final Thoughts</b> (cont'd)	( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Appendix C</b> of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").
Ideas for Extension/ Modifications	Teachers should be aware that some students may not be willing to talk readily about these situations. If students are reluctant to share their pre- sentations orally, you can allow them to share their responses in writing, in a comic, or in a recording.

**Let us know what you think** and how to improve this lesson plan by completing a five-minute survey at *www.surveymonkey.com/r/DrawTheLine\_Educators* 



**Preventing Stalking/Criminal Harassment** (Language, Grades 7 and 8 and Health and Physical Education, Grades 7 and 8)

The Draw the Line card/poster "Your classmate says they've noticed a person standing in the school yard watching kids at recess"



Grades and Expectations	Language Grade 7, Oral Communication: 1.1, 2.3, 2.4, 2.6, or Grade 8, Oral Communication: 2.3, 2.4, 2.6, or and Health and Physical Education Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: 2.2, 3.2, or Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: 2.2, 3.2 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html
Learning Goals	<ul> <li>Students will learn about:</li> <li>strategies for identifying and responding to unsafe people and situations;</li> <li>the importance of bystander intervention;</li> <li>how to identify and communicate their ideas and feelings about potentially people and unsafe situations.</li> </ul>
Success Criteria	<ul> <li>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</li> <li>I can identify potentially unsafe situations and explain why they are unsafe.</li> <li>I can communicate my thoughts and feelings about potentially unsafe people.</li> </ul>

Success Criteria (cont'd)	<ul> <li>I can describe strategies for responding to potentially unsafe people and situations.</li> <li>I understand why it is important for bystanders to respond in potentially unsafe situations.</li> </ul>
Required Resources	<ul> <li>Teachers will need:</li> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>chart paper and markers</li> <li>sticky notes and pens/pencils</li> <li>exit card (see sample at the end of this lesson plan)</li> </ul>
Background information for teachers	This lesson plan is about enhancing students' awareness of unsafe people and what actions to take when they encounter potentially unsafe people. Because young people are most likely to be harmed by someone they know, it is important that they move beyond the idea of "stranger danger." This lesson will encourage students to think about how they identify and respond to "unsafe people," regardless of whether they know the person or not. Before the lesson, review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention.
Step A: Minds On	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.) Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.

Step A: Minds On	or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students. To open the lesson, write the words "bystander" and "unsafe person" on separate half-sheets of chart paper. Provide students with sticky notes and ask them to jot down feelings or thoughts that come to mind when they hear the words "bystander" and "unsafe person." When they are done writing, have students place their sticky notes on the appropriate pieces of chart paper. Review some of the responses, highlight common themes among the notes, and discuss them with the class. Ensure that students understand that an unsafe person doesn't have
Step B: Working on it	to be a stranger. Organize students into small groups (about four students, or whatever works in your classroom). Distribute the <i>Draw the Line</i> activity card to stu- dents and have them discuss within their groups what steps they would take if they found themselves or a friend in the situation described on the front of the card. Inform students that each group is to develop an oral presentation ( <i>e.g.</i> , a speech, short skit, description of an illustration, etc.) about what they would do in this situation and why, and that each group's work will be presented to the class. Ensure that students understand that each group member must participate in the presentation. Allow sufficient time for each group to develop their presentation.
Step C: Consolidation	Ask each group to present their work to the class. Invite students to com- ment on each presentation, answering the following questions: • Did the performance show how the group would solve the problem? • Did you think this group's response was appropriate? Why or why not? Highlight the importance of bystander intervention, explaining why intervening in this situation is important, but also noting that the way a bystander intervenes depends on their own safety and their individual ability.

Step C: Consolidation (cont'd)	<ul> <li>To deepen discussion of responses to the scenario, ask the following questions, using the information on the back of the card to guide discussion:</li> <li>Why would you draw the line?</li> <li>When would you draw the line?</li> <li>How would you draw the line?</li> <li>Towards the end of the discussion, ask students questions to encourage reflection, such as the following:</li> <li>What skills do you need to respond to this potentially threatening situation?</li> <li>How do you know that you have made the right decision?</li> <li>Meview the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</li> <li>Distribute exit cards (see the sample at the end of this lesson plan), provide students with the "question of the day," and allow time for them to respond to it. Collect the exit cards at the end of the lesson.</li> </ul>
Final Thoughts Ideas for	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. (Appendix A of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see Appendix C of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act"). Teachers should be aware that some students may not be willing to talk
Extension/ Modifications	readily about these situations. If students are reluctant to share their presentations orally, you can allow them to share their response in writing, in a comic, or in a recording.
	<b>Let us know what you think</b> and how to improve this lesson plan by completing a five-minute survey at <i>www.surveymonkey.com/r/DrawTheLine_Educators</i>

Sample Exit Card

Name:
Questions of the Day: How can a bystander make a difference?
Response:



Preventing Cybersexual Violence (Arts, Grades 7 and 8; Language, Grades 7 and 8; and Health and Physical Education, Grades 7 and 8) Your peer

mentor sends you images

of a girl you

know in her

underwear.

share them?

Do you

DRAW = THE = LINE.CA

*The Draw the Line card/poster "Your peer mentor sends you images of a girl you know in her underwear"* 

Grades and Expectations	<b>The Arts</b> Grade 7, Drama: B1.1, B1.3, B1.4, B2.1, <i>or</i> Grade 8, Drama: B1.1, B1.3, B1.4, B2.1 <i>and</i>
	Language Grade 7, Writing: 2.1, <i>or</i> Grade 8, Writing: 2.1 <i>and</i> Health and Physical Education Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C1.1, <i>or</i>
	Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C 3.2, C3.3 For the full text of the expectations, go to http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html
Learning Goals	<ul> <li>Students will learn about:</li> <li>how our choices and behaviours with respect to social media can affect ourselves and others;</li> <li>how inappropriate use of social media can affect our own and other's health and well-being;</li> <li>the issue of consent in the context of social media;</li> <li>strategies for identifying and responding to the inappropriate sharing of intimate images.</li> </ul>
Success Criteria	Teachers should work with their students to create success criteria appropri- ate for the class. Possible criteria for this lesson plan include the following: • I understand the risks associated with sharing intimate images online.

Success Criteria (cont'd)	<ul> <li>I understand how others can be affected by the inappropriate use of social media.</li> <li>I understand the difference between the consensual and non-consensual sharing of images and information on social media.</li> <li>I understand strategies for responding to the inappropriate sharing of intimate images online.</li> <li>I can work with others to develop a dramatic piece that communicates ways of responding to situations involving the inappropriate sharing of intimate images online.</li> </ul>
Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>writing materials</li> <li>exit cards (see sample at the end of this lesson plan)</li> </ul>
Background Information for Teachers	This lesson introduces students to the concept of digital citizenship (the responsible use of technology and appropriate online behaviour) and encourages them to think critically about the uses of technology. Students write and perform dramatic pieces that illustrate why the non-consensual sharing of intimate images online is wrong, and how to respond to it. Before the lesson: • review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention; • review the definitions of child pornography, consent, cybersexual violence, and digital citizenship in the glossary.
Step A: Minds On	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.) Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable ( <i>e.g.</i> , doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or

Step A: Minds On (cont'd)	to another trusted adult, if they find the conversation challenging. Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students. Open a classroom discussion by asking students the following questions: • What are some common forms of social media? • What forms do you use, and what do you use them for? • What are the benefits of social media? • What are its dangers?
Step B: Working on it	Organize students into small groups. Distribute the <i>Draw the Line</i> scenario card to students and ask them to discuss within their groups their responses to the following questions:      What is wrong in this scenario?      What actions would you take if you received such images?     How might you prevent this from happening to yourself or someone you know?      Inform students that each group will be writing and then performing a short dramatic piece to illustrate the scenario and their response to it. Emphasize that the works should include recommendations for what students can do if they ever find themselves as a bystander in this situation. Ensure that students understand that each group member must participate in the creation and performance of the work and that the focus of the skit must be on how bystanders should respond in this situation. Allow sufficient time for students to write their dramatic work.      "65% of young people between the ages of 9 and 17 years said they would engage in the non-consensual distribution of intimate images and sexting for fun or to make friends laugh."     Canada, House of Commons, Taking Action to End Violence against Young Women and Girls in Canada (2017), p. 40.

Step C: Consolidation	Ask each group to present their work to the class. Invite students to comment on each presentation, answering the following questions:  Did the performance show how the group would solve the problem? Did you think this group's response was appropriate? Why or why not? Highlight the importance of bystander intervention, explaining why intervening in this situation is important, but also noting that the way a bystander intervenes depends on their own safety and their individual ability. To deepen discussion of responses to the scenario, ask the following questions, using the information on the back of the card to guide discussion: Why would you draw the line? When would you draw the line? How would you draw the line? What skills do you need to respond to this potentially threatening situation? Why do you know that you have made the right decision? Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.
Final Thoughts	Using student friendly language, explain to students that, unfortu- nately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or ne- glect (see <b>Appendix C</b> of this guide and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act")

Ideas for Extension/ Modifications Teachers should be aware that some students may not be willing to talk readily about these situations. If students are reluctant to share their presentations orally, you can allow them to share their response in writing, in a comic, or in a recording.

**Let us know what you think** and how to improve this lesson plan by completing a five-minute survey at *www.surveymonkey.com/r/DrawTheLine\_Educators* 

#### Sample Exit Card

Name:

Questions of the Day: How can a bystander make a difference?

**Response:** 



**Preventing Alcohol-Facilitated Sexual Assault** (Language, Grades 7 and 8; and Health and Physical Education, Grades 7 and 8)

The Draw the Line card/poster "At a party, your friend says: This girl looks really out of it, I wonder what we can get her to do?"

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

DRAW = THE = LINE.CA

Do you let it

happen?

Grades and Expectations	<ul> <li>Language</li> <li>Grade 7, Oral Communication: 2.3, 2.5; Media Literacy: 1.1, 1.3, 1.5, or</li> <li>Grade 8, Oral Communication: 2.3, 2.5; Media Literacy: 1.1, 1.3, 1.5, and</li> <li>Health and Physical Education</li> <li>Grade 7, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C1.2, C1.3, or</li> <li>Grade 8, Living Skills: 1.3, 1.4, 1.5; Healthy Living: C2.2, C2.4</li> <li>For the full text of the expectations, go to</li> <li>http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html</li> </ul>
Learning Goals	<ul> <li>Students will learn about:</li> <li>the concept of consent and how to practise consent;</li> <li>the impact of substance use on consent;</li> <li>what a bystander is and how a bystander can intervene to prevent sexual violence.</li> </ul>
Success Criteria	<ul> <li>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</li> <li>I understand what consent is and can identify when it has and has not been given.</li> <li>I understand that someone who is intoxicated cannot give consent.</li> <li>I understand strategies that bystanders can use to intervene to prevent sexual violence.</li> </ul>

Required Resources	<ul> <li>print or digital copies of the <i>Draw the Line</i> card/poster identified above</li> <li>consent checklist (see sample at the end of this lesson plan)</li> <li>coloured paper (green, yellow, and red, if possible)</li> <li>game scenarios</li> <li>computer or screen with Internet access to show YouTube video</li> <li>exit card (see samples at the end of this lesson plan)</li> </ul>
Background information for teachers	<ul> <li>This lesson focuses on the issue of consent. Students consider various scenarios - including ones involving alcohol and physical contact - to explore what consent is, and what it is not.</li> <li>It is important to note that over half of all sexual assaults involve alcohol and/or drugs and that alcohol is the substance most commonly used by perpetrators. Although students in Grades 7 and 8 may not themselves in situations where others are using them (e.g., older friends or siblings). It is therefore important that students develop the skills they need to respond in these situations.</li> <li>Before the lesson: <ul> <li>review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention;</li> <li>review the definition of consent, particularly as it relates to sexual contact while intoxicated (see box and glossary).</li> </ul> </li> <li>Understanding consent is critical for young people if they are going to be able to navigate intimate relationships in a positive and respectful way. Consent, in simple terms, is a mutual verbal, physical, and emotional agreement that happens without manipulation, threats, or coercion. Creating consent requires good communication skills and respect for others' boundaries.</li> </ul>
Step A: Minds On	With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see <b>Appendix B</b> of this guide.)

Step A:         Minds On         (cont'd)	<ul> <li>Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable (<i>e.g.</i>, doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.</li> <li>Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary or Internet search to find the meaning of any words they are unfamiliar with. Develop the success criteria with your students.</li> <li>Open a classroom discussion by asking students how they would define consent. After allowing a few minutes for discussion, play the video "Ask. Listen. Respect: A Video about Consent" (available at https://www.youtube.com/watch?v=n6X5I7xoxEY), and then ask students the following questions: <ul> <li>After watching the video, has your definition of consent changed?</li> <li>If so, how and why?</li> </ul> </li> <li>Discuss with the class what consent means in the context of sexual contact, using the checklist at the end of this lesson plan. Ask students the following questions: <ul> <li>What are some examples of when people are not able to give consent?</li> <li>Can you think of a situation in which you might be unable to make a sound and safe decision? How might consent apply in that situation?</li> <li>Ensure that substance use comes up in response to these questions, if necessary referring students back to the "sober" item on the consent checklist.</li> </ul></li></ul>
Step B: Working on it	Organize students into small groups and inform them that they will be playing a consent game within their groups. Distribute to each group a slip of paper containing one of the first four scenarios listed at the end of this lesson plan. (You may also use your own scenarios that reflect similar situations and the interests/abilities of your students.)

Step B: Working on it (cont'd)	Provide time for the groups to discuss the scenario and answer the ac- companying question. Have the groups share their work with the rest of the class. Guide discussion around the issues surrounding the different scenarios. Have students answer the yes/no question and then encourage discussion by asking, how do you know? Explain that scenario 5 is to be addressed as a class. Ask three volun- teers to come to the front of the class. Give each of the volunteers a set of papers showing the colours (or the words) green, yellow, and red. Explain that green means that they are sure that consent has been given; yellow mean that they are unsure of whether consent has been given; and red means that they are sure that consent has not been given. Read scenario 5 aloud. Ask, has consent been given? Ask the volun- teers to hold up their green, yellow, or red paper, and have each student
	explain their choice.
Step C: Consolidation	<ul> <li>Show students the Draw the Line poster - "At a party, your friend says:</li> <li>This girl looks really out of it, I wonder what we can get her to do?" - and ask them the question on the front of the card: "Do you let it happen?"</li> <li>Ask students the following questions to guide a discussion of the situation: <ul> <li>Why would you draw the line?</li> <li>When would you draw the line?</li> <li>How do you draw the line? How could you stop being a passive bystander and become a stand-up friend or an active bystander? What can a bystander do in this situation?</li> </ul> </li> </ul>
	Bystanders' responses and survivors' needs may vary, depend- ing on the situation. The "right" response depends on the circumstances ( <i>e.g.</i> , safety considerations for the bystander and the survivor; the survivor's wishes). Educators should emphasize that, for bystanders, non-intervention or withdrawing from a situation is not neutral: it is harmful, as it allows the violence to continue.

Step C: Consolidation (cont'd)	<ul> <li>Ensure that the discussion addresses the issue of consent:</li> <li>Has the girl consented?</li> <li>How do you know?</li> <li>Does the lack of consent affect how you respond?</li> <li>Towards the end of the discussion, ask students questions to encourage reflection, such as the following:</li> <li>What skills do you need to respond to this potentially threatening situation?</li> <li>How do you know that you have made the right decision?</li> <li>Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</li> </ul>
Final Thoughts	Using student friendly language, explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of age-appropriate school and community resources that your students can access if they, or someone they know, need help. ( <b>Appendix A</b> of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see <b>Ap- pendix C</b> of this guide and the ETFO's Professional Relations Services bul- letin "A Member's Duty to Report under the Child and Family Services Act")
Ideas for Extension/ Modifications	For the consent game, you may wish to allow students to develop their own scenarios and have other groups assess whether or not consent has been given. Using the scenarios from this lesson plan as models, your students may wish to create an online test that presents different consent scenarios and asks whether or not consent has been given in each. (Students can use Google Forms to create their test, https://support.google.com/docs/ answer/7032287?hl=en&ref_topic=6063584) You may wish to walk your students through the "Do You Have Consent?" flowchart (see <b>Appendix D</b> ).

Let us know what you think and how to improve this lesson plan by completing a five-minute survey at www.surveymonkey.com/r/DrawTheLine\_Educators

### **Consent Checklist**

## Consent is:

- *Mutual:* both parties have clearly agreed
- *Enthusiastic:* there is desire and excitement
- **Ongoing:** it can be retracted at any time; it is a process and it must be confirmed every step of the way
- *Specific:* it is clear what activity a person is consenting to
- *Voluntary:* it is given freely, not under pressure
- Sober: no one's judgment is altered and blurred by alcohol or drugs

#### **Consent is NOT:**

- Automatic: it has to be negotiated each time, even in the context of a relationship
- A grey area: only a voluntary, sober, enthusiastic, mutual, and honest yes means yes. If there is no yes, there is no consent.

#### **Consent Game Scenarios**

#### Scenario 1:

Jason and his friend Keith are texting each other about girls they like at school. Keith tells Jason that he likes Aisha and wants to ask her to be his date for the graduation dance. Jason texts Aisha and her friends to tell them that Keith plans on asking Aisha out for graduation.

Did Keith give consent?

#### Scenario 2:

It's the end of the school day, and Gurmeet is walking to the bike rack to get his bicycle. That morning, he had let his friend ride his bike to school. As Gurmeet reaches the bike rack, he notices that his bike is missing. He looks up and sees his friend riding the bike down the road towards his house.

Did Gurmeet give consent to his friend to ride his bike home from school?

#### Scenario 3:

Alison has recently been taking driving lessons to get her G1. After school, she has a few friends over to her house, and they're complaining about being hungry. They tell her that she should drive them to the grocery store so they can buy something to eat. Alison grabs the keys, and she and her friends head to the door to take her parents' car.

Did Alison's parents give consent for Alison to use the car?

#### Scenario 4:

Andrew, Erica, Giulia, and Colin are attending a graduation party. They are ready to celebrate the end of their elementary education with a bang. They heard there was going to be alcohol at the party. Although that news makes them unsure, they decide to go to the party anyway. A few hours into the party, Erica, Giulia, and Colin find a crowd gathered around Andrew. He has passed out and with a bottle of beer in his hand, and other party-goers are writing on him and have vandalized his belongings.

Has Andrew consented to this behaviour?

### Consent Game Scenarios (cont'd)

Scenario 5:

Mateo, Cintia, and a group of their friends, who are all in Grade 8, have been invited to a party. Mateo and Cintia have been dating for two months. Mateo tells Cintia that, if she doesn't kiss him, it's over. Cintia feels pressured to do something that she doesn't want to. She agrees to kiss Mateo but at the last minute changes her mind. Mateo tries to kiss her anyway.

Did Cintia give consent?

### Sample Exit Card

Name:		
Questi	ons of the Day:	
1.	What is consent?	
2.	What is a bystander?	
Respoi		

Sample Exit Cards

EXIT CARD   Name:   In my opinion, consent means:	EXIT CARD   Name:   An active bystander (or upstander) is someone who:
EXIT CARD         Name:	EXIT CARD     Name:   I can look out for the safety of someone who is in an unsafe situation by:

LESSON PLANS: INTERMEDIATE



The first part of this appendix outlines supports for survivors of genderbased violence that are available at the board and community levels. The second section provides information for educators to help them direct students in need to appropriate supports. The third part lists more general resources that educators can use to find information on healthy relationships and sexual violence, including background materials for their lesson plans.

## A1. Examples of Referrals for Student Support

A variety of board and community supports exist for students who are survivors of gender-based violence.

• **Board supports:** Examples of board-level supports include child and youth workers or social workers, psychologists, and psychological associates. In addition, boards are required to maintain an up-to-date list of community-based services that have professional expertise in the area of mental health, bullying, discrimination, violence, and harassment. This list is available to staff and students.<sup>\*</sup>

• *Community supports:* Examples of individuals and groups that can provide support for survivors include public health professionals, family doctors, community clinics, sexual health clinics, rape crisis centres, the Children's Aid Society, religious and spiritual community leaders, help lines (Kids Help Phone, BroTalk, LGBTQ phone lines, etc.), and the police.

## A2. Crisis Support

#### Kids Help Phone

Kids Help Phone provides free and confidential 24/7 counselling and information service for young people in Canada.

- 1-800-668-6868
- http://www.kidshelpphone.ca
- Live Chat Wednesday to Sunday 6 pm-2 am EST

<sup>\*</sup> Ontario Ministry of Education "Progressive Discipline and Promoting Positive Student Behaviour," Policy/ Program Memorandum No. 145, December 5, 2012, p. 13, http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf

## BroTalk

BroTalk is a free, confidential, and anonymous service that provides counselling and information to help teen boys (and those who identify as male) tackle their challenges and stresses, whether big or small. It offers counselling on topics that include, but are not limited to, fitting in, relationships, sex, depression, and school.

- 1-866-393-5933
- http://www.brotalk.ca
- Live Chat Wednesday to Sunday 6 pm-2 am EST

#### Children's Aid Societies and Child Protection Services

To locate your local children's aid society or child protection services, go to *www.oacas.org/childrens-aid-child-protection/locate-a-childrens-aid-society/*.

#### NeedHelpNow.ca

*NeedHelpNow.ca* helps teens stop the spread of sexual pictures or videos. Its website is designed to provide youth (13–17 years old) with practical steps to regain control in such situations. It includes information about contacting websites/online services to request that a picture/video be removed and dealing with peers who may have seen or shared the content. It highlights the importance of emotional support for those in this situation and provides information on criminal offences that may be relevant. The site also provides resources for adults who are assisting youth involved in these situations.

• http://www.NeedHelpNow.ca

#### Sexual Assault Help Centres

Sexual assault centres in Ontario offer free, confidential counselling to survivors of recent and historical sexual assault. Individuals can contact a centre to ask about individual or group counselling for survivors of sexual violence. Those in need can reach a counsellor by phone at any time by calling a sexual assault centre crisis line. Counsellors from local sexual assault centres are also available to support students during classroom discussions of sexual violence prevention.

http://www.sexualassaultsupport.ca/support/

**APPENDIX A.** RESOURCES

## Lesbian Gay Bi Trans Youth Line

The Lesbian Gay Bi Trans Youth Line is a free service for LGBTQ youth provided by LGBTQ youth. They offer support, information, and referrals specific to individual concerns.

- 1-800-268-9688
- Text: 647-694-4275
- Live chat
- http://www.youthline.ca

## Trans Lifeline

Trans Lifeline is a hotline staffed by transgender people for transgender people. Trans Lifeline offers support to meet the needs of members of the trans community.

- 1-877-330-6366
- http://www.translifeline.org

## Talk4Healing: A Helpline for Indigenous Women

Talk4Healing is available to all Indigenous women – whether in urban, rural, or remote communities, both on and off reserve – throughout northern Ontario. It supports Indigenous women and their families who need help.

- 1-855-554-HEAL
- http://www.talk4healing.com

## A3. Information on Sexual Violence, Consent, and Healthy Relationships

#### Draw the Line

*Draw The Line* is an interactive campaign that aims to engage Ontarians in a dialogue about sexual violence. The campaign challenges common myths about sexual violence and equips bystanders with information on how to intervene safely and effectively.

• http://www.draw-the-line.ca

**APPENDIX A.** RESOURCES

#### It Starts with You

*It Starts with You – It Stays With Him* is a campaign developed by White Ribbon and Le Centre ontarien de prévention des agressions (COPA) to inspire men to promote healthy, equal relationships among the boys in their lives. It seeks to help young people understand consent, set boundaries, value all people, regardless of gender, and use respectful communication in all their relationships.

• http://www.itstartswithyou.ca

#### **MediaSmarts**

MediaSmarts is a Canadian not-for-profit charitable organization promoting digital and media literacy. Its goal is to support children and youth in developing the critical-thinking skills they need to engage with media as active and informed digital citizens.

• http://www.mediasmarts.ca

#### SexandU

*SexandU.ca* is an initiative of the Society of Obstetricians and Gynaecologists of Canada that takes a real-life approach to questions and issues around sex and sexuality. *SexandU.ca* provides accurate, credible, and up-to-date information on topics related to sexual and reproductive health, including sexual assault and sexual harassment, consent, sexual orientation and gender identity, contraception, and sexually transmitted infections.

• http://www.sexandu.ca

#### **ConsentEd**

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

• http://www.consented.ca

#### Webbing with Wisdom

Webbing with Wisdom focuses on what it means to be a girl or young woman online and explores topics such as sexting, cyber harassment and bullying, online dating, and sexual exploitation. It provides information and resources around the fast-evolving issue of cybersexual violence.

• http://www.webwise.ca

**APPENDIX A.** RESOURCES

#### APPENDIX B. CLASSROOM AGREEMENT GUIDELINES

t is vital to create ground rules for classroom discussions about sensitive topics such as sexual violence. Teachers who have a pre-existing classroom agreement may find it useful to review it with their students before embarking on the lesson plans in this guide or otherwise introducing this topic in their classroom. We encourage teachers who do not have an agreement to create one with their students. Student participation in the creation of these guidelines is likely to increase students' investment in the agreement. Teachers can begin the discussion by asking students to state what they need in order to feel safe and accepted in the classroom. Teachers may wish to draw on the following list, which enumerates some principles that can foster a safe learning environment:<sup>\*</sup>

• *Respect:* Respect can be summed up as treating others the way they themselves would like to be treated. It includes listening to what others have to say without interrupting as well as always using appropriate language. It is important that students respect others' experiences.

• *Share:* Sharing involves ensuring that all students have access to "airtime." Teachers can encourage students to consider their own "airtime," asking whether their voices are being heard and whether they are leaving space for the voices of others to be heard as well.

• **Openness:** Openness refers to students' receptivity to engaging with others in the classroom. Given the level of diversity in our schools, openness is essential if students are to have respectful exchanges and learn about each other in a non-judgmental way.

• *I-Statements:* The use of I-statements (*e.g.*, I feel, I've experienced, I don't agree ...) is a technique that helps keep the focus on personal experiences and helps distinguish between opinions (personal beliefs) and facts. Using I-statements can help limit the tendency to make overgeneralizations.

<sup>\*</sup>This list is adapted from Egale Canada Human Rights Trust, *Draw the Line: Against Transphobic Violence* (Toronto: Author, 2015), p. 35, https://egale.ca/portfolio/draw-the-line/

• **Confidentiality:** Confidentiality is connected to consent. When students share a personal story with their friends or classmates, they have not consented to having those stories repeated to others beyond that circle. Students should be aware that it is not appropriate to share stories without the explicit permission from the individuals involved.

APPENDIX B.

CLASSROOM AGREEMENT GUIDELINES

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

Child sexual abuse and exploitation is one of the most underreported crimes in Canada. Most often the perpetrators are known to the child and may be a family member, mentor, teacher, or religious leader. Because the abuser is often in a position of trust or authority in relation to the child, they can try to convince the child that:

- the behaviour is normal;
- the child should not report the abuse;
- the child will not be believed if they report the abuse.

This relationship of power and trust is the main reason why child abuse is rarely reported.\*

If a child reports being abused to you, or if you suspect that a child is being sexually abused, it is crucial that you facilitate honest and open discussion with them. In order for the child to feel comfortable talking to you, it is important to let them know that you believe them and that you do not blame them for the abuse. Do not place blame on the child by asking questions that suggest fault on their part, such as "why didn't you tell me earlier?"

If you suspect that a child (that is, someone who is, or appears to be, under 16 years of age or a child who is 16 or 17 years old and is already under a child protection order) is or may be in need of protection, you, as an educator, are personally obligated to report your suspicions to a children's aid society (CAS) or to a child and family service. This includes, but is not limited to, cases of abuse linked to sexual violence where:

• the child has been sexually molested or sexually exploited, including by child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child; or

<sup>\*</sup> SexAssault.ca, Child Sexual Abuse in Canada, http://www.sexassault.ca/childabuse.htm

• there is a risk that the child is likely to be sexually molested or sexually exploited, or to suffer emotional harm.\*\*

Your duty to report that a child is in need of protection overrides other provisions that would otherwise make the information confidential or privileged.

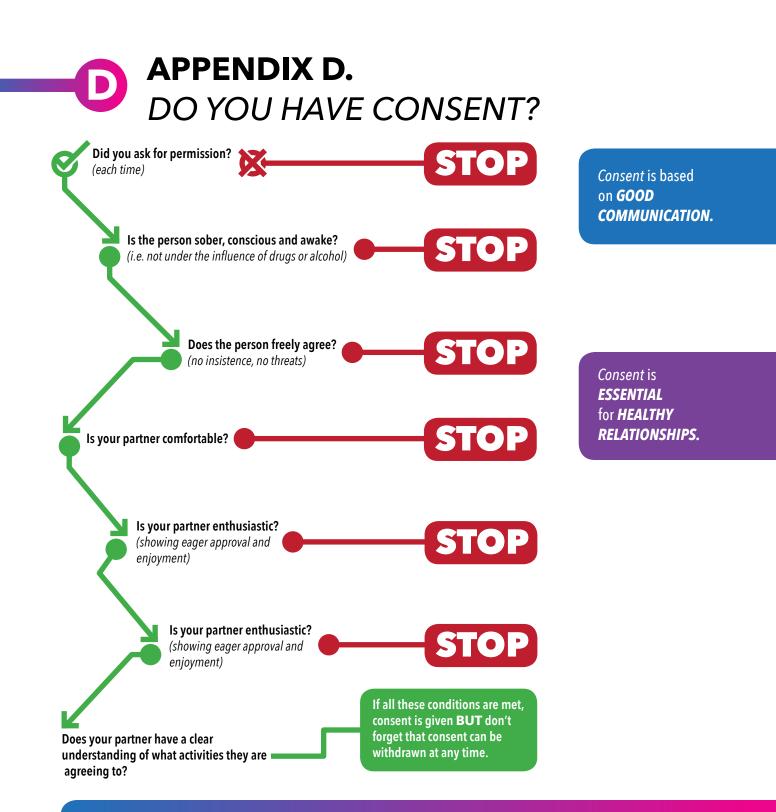
After you report the situation to a CAS, the CAS will investigate the allegation. The CAS has the responsibility and authority to investigate the allegation and to protect children.<sup> $\dagger$ </sup>

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

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

<sup>&</sup>lt;sup>\*\*</sup> Ontario Ministry of Education "Reporting of Children in Need of Protection, Policy/Program Memorandum No. 9, August 10, 2001.

<sup>&</sup>lt;sup>+</sup> Ontario Ministry of Children and Youth Services, *Reporting Child Abuse and Neglect: It's Your Duty* (Toronto: Author, 2010).



#### CONSENT IS: MUTUAL, VOLUNTARY, ENTHUSIASTIC, SPECIFIC, & ONGOING

#### APPENDIX E. DISPELLING THE MYTHS ABOUT SEXUAL ASSAULT

Society's understanding of sexual violence can be influenced by misconceptions and false beliefs (commonly referred to as "rape myths"). Separating myths from facts is critical to stopping sexual violence.

The chart below outlines some of the commonly held myths, and corrects them with the corresponding facts.

## MYTH FACT

Sexual assault can't happen to me or anyone I know.	Sexual assault can and does happen to anyone. People of all socioeconomic and ethnic backgrounds are victims of sexual assault. Young women, Indigenous women and women with disabilities are at greater risk of experiencing sexual assault.
Sexual assault is most often committed by strangers.	Someone known to the victim, including acquaintances, dat- ing partners, and common-law or married partners, commit approximately 82 per cent of sexual assaults.
Sexual assault is most likely to happen outside in dark, dangerous places.	The majority of sexual assaults happen in private spaces like a residence or private home.
If a woman doesn't report to the police, it wasn't sexual assault.	Just because a victim doesn't report the assault doesn't mean it didn't happen. Fewer than one in ten victims report the crime to the police.
It's not a big deal to have sex with a woman while she is drunk, stoned or passed out.	<i>If a woman is unconscious or incapable of consenting due to the use of alcohol or drugs, she cannot legally give consent. Without consent, it is sexual assault.</i>
Husbands cannot sexually assault their wives.	Sexual assault can occur in a married or other intimate partner relationship.

## MYTH FACT

lf a woman didn't scream or fight back, it probably wasn't sexual assault.	When a woman is sexually assaulted, she may become para- lyzed with fear and be unable to fight back. She may be fearful that if she struggles, the perpetrator will become more violent. If she is under the influence of alcohol or drugs, she may be incapacitated or unable to resist.	A
If a woman isn't crying or visibly upset, it probably wasn't a serious sexual assault.	Every woman responds to the trauma of sexual assault differ- ently. She may cry or she may be calm. She may be silent or very angry. Her behaviour is not an indicator of her experience. It is important not to judge a woman by how she responds to the assault.	L N S
If a woman does not have obvious physical injuries, like cuts or bruises, she probably was not sexually assaulted.	Lack of physical injury does not mean that a woman wasn't sexually assaulted. An offender may use threats, weapons, or other coercive actions that do not leave physical marks. She may have been unconscious or been otherwise incapacitated.	
If it really happened, the woman would be able to easily recount all the facts in the proper order.	Shock, fear, embarrassment and distress can all impair memory. Many survivors attempt to minimize or forget the details of the assault as a way of coping with trauma. Memory loss is common when alcohol and/or drugs are involved.	
Women lie and make up stories about being sexually assaulted.	The number of false reports for sexual assault is very low, consistent with the number of false reports for other crimes in Canada. Sexual assault carries such a stigma that many women prefer not to report.	
lt wasn't rape, so it wasn't sexual violence.	Any unwanted sexual contact is considered to be sexual violence. A survivor can be severely affected by all forms of sexual violence, including unwanted fondling, rubbing, kissing, or other sexual acts. Many forms of sexual violence involve no physical contact, such as stalking or distributing intimate visual recordings. All of these acts are serious and can be damaging.	
Women with disabilities don't get sexually assaulted.	Women with disabilities are at a high risk of experiencing sexual violence or assault. Those who live with activity limita- tions are over two times more likely to be victims of sexual assault than those who are able-bodied.	

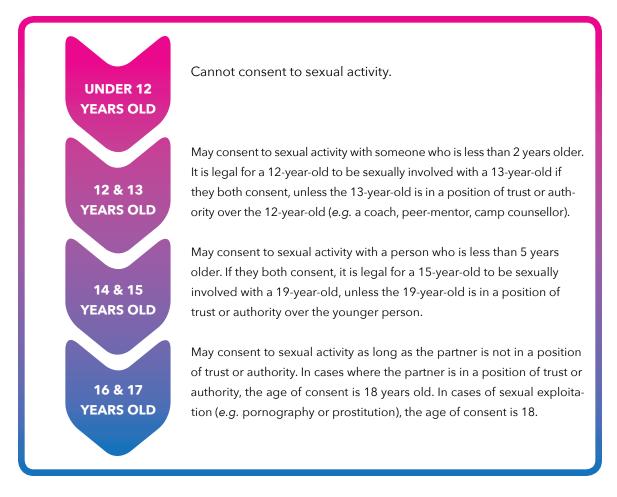
APPENDIX E. DISPELLING THE MYTHS ABOUT SEXUAL ASSAULT

Source: Ontario, "Dispelling the Myths about Sexual Assault" (2016), https://www.ontario.ca/page/dispelling-myths-about-sexual-assault

# GLOSSARY

All definitions in this glossary are specific to the context of this document.

*Age of consent.* The age at which a person can legally consent to sexual activity. The following diagram present the ages of consent as laid out in the Criminal Code of Canada. See *also* Consent.



*Bystander.* A person who is neither the survivor nor the perpetrator of an act of sexual violence but who has the potential to get involved to prevent or stop sexual violence. A bystander is anyone who is in a position to intervene before, during, or after an incident of sexual violence.

*Child pornography.* Child pornography includes naked or semi-naked sexual picture or video of a person under 18 years old, or of a person under 18 years old engaging in a sex act. It is illegal to view, keep, send, post, or take such pictures or videos. However, the Supreme Court of Canada has decided that young people have a right to express themselves sexually by creating and sharing sexual images of themselves (sexting) as long as:

GLOSSARY

- it is 100% consensual;
- the images stay private (*i.e.*, they are not shared or distributed by the person who receives them);
- there is no physical or sexual assault or abuse depicted in the image or video.

*Cisgender.* Gender identity that corresponds with the sex assigned to an individual at birth.

*Consent.* Voluntary agreement, without coercion, to engage in sexual activity. Consent, which can be expressed with words and/or actions, must be given whenever a sexual activity is proposed. The person initiating the sexual practice should always ask the other if they wish to participate. When a person consents to sex, that consent will not carry over automatically to future sexual practices. Also, consent to one practice does not mean agreeing to all sexual practices; consent must be obtained when trying something new. Consent must be approached as a process, and it must be present throughout the sexual act: a person may decide to stop at any time. If the partner does not stop, the act becomes sexual violence. See also, *Age of consent*.

There is no consent when:

- the person expresses refusal in words (*e.g.*, "No," "I don't want to," "I don't like it," "I'm not ready," "I'm tired," "I don't feel well," "Stop");
- the person expresses refusal with gestures and behaviours (*e.g.*, pushing away, struggling, trying to get away, freezing, crying);
- the aggressor coerces the victim (*e.g.*, through the use of violence, force, threats, intimidation, manipulation);
- a person other than the victim "consents" to the act (*e.g.*, a parent, sibling, spouse);
- the aggressor abuses a position of trust, power, or authority;

• the person is incapable of consenting to sexual acts. Several circumstances may make a person incapable of giving their consent:

• The person has a disability (*e.g.*, a mental illness or developmental disability) that prevents them from fully understanding a sexual practice.

<sup>o</sup> The person is asleep or unconscious.

• The person is intoxicated (*e.g.*, has consumed alcohol or drugs) and is no longer fully aware of their actions.

**Consent culture.** A culture in which asking for consent is normalized and promoted. In order to create a consent culture, it is necessary to respect each other's boundaries and bodily autonomy, to value individuals as human beings, and not to objectify them. Open dialogue and mutual respect are essential for consent culture and will create safe spaces for all. Consent culture is not exclusive to sexual activity and applies in all aspects of our lives.

*Criminal harassment; stalking.* Repeated acts that cause a person to fear for their safety and that may escalate into physical injury or assault. According to the Criminal Code, the intimidating acts may include:

- repeatedly following a person;
- repeatedly communicating with a person;
- repeatedly watching a person's home or workplace;
- directly threatening the victim or a person known to the victim.

*Cybersexual violence.* The use of the Internet and/or new technologies to harass or intimidate someone. Cybersexual violence includes, but is not limited to:

- making online threats;
- spreading rumours;
- disseminating pictures or videos;
- pornography.

*Digital citizenship.* The responsible use of technology and appropriate online behaviour. An individual practising good digital citizenship contributes to the culture of the digital community in a safe, responsible, appropriate, accountable, and ethical way.

GLOSSARY

*Gender.* Socially constructed ideas of what it means to be male or female. Gender may or may not reflect the social expectations associated with a person's sex assigned at birth. Gender can be conceptualized not as a binary (man/woman) but rather as a spectrum that encompasses a rich blend of biology, gender identity, and gender expression.

GLOSSARY

*Gender-based violence.* Any form of behaviour – including psychological, physical, and sexual behaviour – that is based on an individual's gender and is intended to control, humiliate, or harm the individual. This form of violence is generally directed at women and girls and is based on an attitude or prejudice, which can be conscious or unconscious and which exists on the individual and institutional level, that aims to subordinate an individual or group on the basis of sex and/or gender identity.

*Gender expression.* The way in which individuals express their gender identity to others.

Gender identity. An individual's sense of being female, male, both, or neither.

*Genderqueer.* Gender identity and/or expression that may not correspond with social and cultural expectations. Genderqueer individuals may reject the gender binary, move between genders, or identify with multiple genders.

*Hypermasculinization.* The overexpression of male stereotypes, including callous attitudes towards women, the valorization of violence as an expression of manliness, and danger-seeking behaviours. Hypermasculinized men are likely to engage in behaviours that demonstrate their power and dominance and devalue women and feminine traits more generally.

*Intersectionality.* The overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination, which may result in additional biases or barriers to equity for that individual or group, or render them at greater risk of gender-based violence.

*Intimate partner violence; dating violence.* A range of abusive behaviours, from verbal and emotional abuse to sexual violence, physical assault, and homicide both during the relationship and after it has ended.

**Rape culture:** A culture in which dominant ideas, social practices, media images, and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing male sexual violence and by blaming survivors for their own abuse.

Sexting. See Child pornography.

*Sexual assault.* Any assault of a sexual nature that violates a person's integrity. Sexual assault is characterized by a broad range of behaviours, carried out in circumstances in which an individual has not freely agreed or consented; that involve the use of force, threats, and/or control; and that make the person feel uncomfortable, distressed, and/or frightened. In order to reflect the fact that sexual violence is about power and control, not sexual desire, the Criminal Code emphasizes the violent nature of the aggression rather than it sexual nature. Sexual assault includes, but is not limited to:

- rape, including marital rape;
- fondling or rubbing;
- forced kissing.

*Sexual exploitation.* Sexual abuse through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. According to the Criminal Code, child or youth sexual exploitation includes all child pornography offences, which apply to images and recordings of sexual activity or sexual body parts of individuals under 18 years of age, as well as child luring offences, age of consent offences, and prostitution under the age of 18.

*Sexual harassment.* Unwanted behaviour that intimidates or causes another person offence or humiliation. Sexual harassment includes, but is not limited to:

- whistling and catcalling;
- asking insistently for a date or phone number;
- making inappropriate comments or spreading rumours about a woman's body, sexuality, or sexual orientation;
- staring at a woman's body;
- disseminating photos, videos, or drawings of a sexual nature of or to a person;
- blackmailing or making threats to obtain sexual favours;
- blocking a woman's way, pushing her into a corner, or standing too close;
- exposing one's genitals.

GLOSSARY

*Sexual violence.* The coercion of someone into unwanted sexual activity without their consent. Coercion can include physical force, intimidation, threats, or blackmail. Sexual violence includes:

- sexual harassment and unwanted sexual advances;
- rape and sexual assault;
- sexual abuse of children and of people with mental or physical disabilities;

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- forced prostitution and trafficking of people for the purpose of sexual exploitation;
- denial of the right to use contraception and measures to protect against sexually-transmitted infections.

*Stalking.* See Criminal harassment.

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