

# DRAWING THE LINE

## ON SEXUAL VIOLENCE

A Guide for Ontario Educators  
Grades 9-12



OSSTF/FEESO



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

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To order or download copies of the *Draw the Line* cards, posters, or educators' guide, go to [www.dtl.whiteribbon.ca](http://www.dtl.whiteribbon.ca)

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## 4.4 Lesson Plans

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

**DRAWING THE  
LINE IN THE  
CLASSROOM**

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

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

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



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

**Courses:**

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

**Time:** One 75-minute period

<p><b>Expectations</b></p>	<p><b>Mathematics</b> <i>Number Sense and Algebra</i></p> <ul style="list-style-type: none"> <li>• represent, using equivalent ratios and proportions, directly proportional relationships arising from realistic situations</li> <li>• solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion</li> </ul> <p><b>Health and Physical Education</b></p> <p><b>C2.</b> - Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p> <p><b>C3.</b> - Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>
<p><b>Learning Goals</b></p>	<p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• using mathematical processes to express statistical facts about sexual violence and harassment.</li> </ul>
<p><b>Success Criteria</b></p>	<p>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</p> <ul style="list-style-type: none"> <li>• I am able to analyse and present statistics on sexual violence and/or harassment using percentages, ratios, and whole numbers.</li> </ul>

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

**Lesson (part 1):  
Activate/  
Minds On**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Lesson (part 3):  
Consolidation**

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

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

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

Bystanders' responses and survivors' needs may vary, depending on the situation. The "right" response depends on the circumstances (e.g., safety considerations for the bystander and the survivor; the survivor's wishes). Educators should emphasize that, for bystanders, non-intervention or withdrawing from a situation is not neutral: it is harmful, as it allows the violence to continue.

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

**Lesson (part 4):  
Final Thoughts**

Explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of school and community resources that your students can access if they, or someone they know, need help. (**Appendix A** of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see **Appendix C** of this guide).

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

You may wish to tie this activity to Sexual Harassment Awareness Week and have students turn their findings into a poster for an awareness campaign in the school.

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

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

**K**

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

**Courses:**

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

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

**Time:** Three 75-minute periods

**Expectations**

**Foundations for College Mathematics**

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

**Mathematics of Data Management**

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

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

**Healthy Active Living Education**

**C2.** - Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

**C3.** - Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

<p><b>Learning Goal</b></p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• how to use data and statistics to express facts about sexual violence and harassment.</li> </ul>
<p><b>Success Criteria</b></p>	<p>Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:</p> <ul style="list-style-type: none"> <li>• I am able to generate and analyse data on sexual violence and harassment.</li> <li>• I am aware of the importance of bystander intervention in instances of sexual violence and harassment.</li> </ul>
<p><b>Resources Required</b></p>	<ul style="list-style-type: none"> <li>• various <i>Draw the Line</i> cards/posters</li> <li>• paper and pens/pencils</li> </ul>
<p><b>Learning Environment</b></p>	<p>Regular class set-up</p>
<p><b>Background information for teachers</b></p>	<p>Students will design and conduct a survey to gather and analyse data on their peers' views about an issue related to a <i>Draw the Line</i> card/poster.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> <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 commonly held myths about sexual assault (see <b>Appendix E</b>);</li> <li>• select the <i>Draw the Line</i> scenario cards/posters for your lesson (see the selection of cards in section 1, page 11 of this guide)</li> </ul> <div data-bbox="537 1415 1344 1703" style="background-color: #e91e63; color: white; padding: 10px; border-radius: 10px;"> <p>Each year, in Canada, approximately 460,000 women are sexually assaulted, although only a fraction of them report the assault to the police.</p> <p>One in three Canadian women will experience some form of sexual assault in her lifetime.</p> </div>

**Lesson (part 1):  
Activate/  
Minds On**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Lesson (part 3):  
Consolidation**

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

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

Bystanders' responses and survivors' needs may vary, depending on the situation. The "right" response depends on the circumstances (e.g., safety considerations for the bystander and the survivor; the survivor's wishes). Educators should emphasize that, for bystanders, non-intervention or withdrawing from a situation is not neutral: it is harmful, as it allows the violence to continue.

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

**Lesson (part 3):  
Consolidation**  
*(cont'd)*

Conclude the lesson with a guided discussion, drawing, as necessary, on the information on the back of the *Draw the Line* cards, of how bystanders can help prevent incidents of sexual violence.

**Lesson (part 4):  
Final Thoughts**

Explain to students that, unfortunately, experiences of abuse and violence are common, and encourage those who have experienced sexual or other gender-based violence to reach out for help. Share a list of school and community resources that your students can access if they, or someone they know, need help. (**Appendix A** of this guide lists a variety of useful resources.) Remember that you have a duty to report suspicions of child abuse or neglect (see **Appendix C** of this guide).

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

You could tie this activity to Sexual Harassment Awareness Week and have students turn their findings into a poster for an awareness campaign in the school.

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

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



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