

DRAWING THE LINE

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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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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Junior



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”*

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

Students will learn about:

- personal boundaries, particularly in the context of appropriate and inappropriate touch;
- distinguishing between safe and potentially unsafe situations;
- 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.

Success Criteria

Teachers should work with their students to create success criteria appropriate 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)

- I understand that I am in charge of my own body.
- I can identify and communicate my own personal boundaries and how they change with different people.
- I know what to do to respond to people who make me feel uncomfortable
- I know how to respond to a friend who tells me a person is making them feel uncomfortable with unwanted touching.

**Required
Resources**

- multiple copies of the *Draw the Line* card identified above
- blank KWL charts (see sample at the end of part 2 of this lesson plan)
- chart paper and markers
- mind map templates
- poems about inappropriate touching (see samples at the end of part 2 of this lesson plan)
- one of the following:
 - the book *Your Body Belongs to You*, by Cornelia Spelman
 - *My Body Belongs to Me*, by Jill Starishevsky
 - an age-appropriate story related to the topic of inappropriate touching
 - the YouTube video "Consent for Kids"

**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 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 *Draw the Line* 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 **Appendix 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 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.

Distribute a blank KWL chart to each student. Lead students in a classroom discussion on what personal space and boundaries mean to them, asking students to complete the K and W area of their chart as the discussion 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.e., 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 (e.g., from mother to stranger) and see if they get different responses from the main character.

Read students the book *Your Body Belongs to You* or *My Body Belongs to Me* 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 *Draw the Line* 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.

<p>Step C: Consolidation <i>(cont'd)</i></p>	<p>Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</p>
<p>Final thoughts</p>	<p>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").</p>
<p>Ideas for extension/modifications</p>	<p>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 comfortable 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.</p>

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

Junior



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

Students will learn about:

- distinguishing between appropriate and inappropriate touch;
- distinguishing between safe and potentially unsafe situations;
- 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;
- the concept of personal space, and using the creative writing process to communicate their ideas about this concept.

Success Criteria

Teachers should work with their students to create success criteria appropriate 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.

<p>Success Criteria (<i>cont'd</i>)</p>	<ul style="list-style-type: none"> • I know what to do to respond to unwanted touch. • I can write a poem or chant about my feelings about my personal space.
<p>Required Resources</p>	<ul style="list-style-type: none"> • multiple copies of the <i>Draw the Line</i> card/poster identified above • chart paper and markers • student notebooks or other means for writing poems/chants • the KWL chart that students began to fill out in part 1 of this lesson plan • poems about inappropriate touching (see samples at the end of this lesson plan)
<p>Background information for teachers</p>	<p>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.</p> <p>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.</p>
<p>Step A: Minds On</p>	<p>With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see Appendix B of this guide.)</p> <p>Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable (<i>e.g.</i>, doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.</p>

**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 (e.g., 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 *Draw the Line* 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.

<p>Step C: Consolidation <i>(cont'd)</i></p>	<p>Ask students questions to encourage reflection, such as the following:</p> <ul style="list-style-type: none"> • What skills do you need to respond to this potentially threatening situation? • How do you know that you have made the right decision? <p>Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</p>
<p>Final Thoughts</p>	<p>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").</p>
<p>Additional discussion questions</p>	<ul style="list-style-type: none"> • How can you tell if a touch is inappropriate? • Who is capable of inappropriate touching? • What would you do if someone touches you inappropriately, or if you witness someone being touched inappropriately?
<p>Ideas for extension/modifications</p>	<p>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.</p>

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

Sample KWL Chart

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

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.*

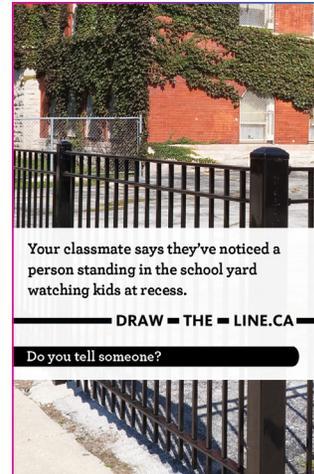
Junior

D

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: C2.6, C3.2

For the full text of the expectations, go to
<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>

Learning Goals

Students will learn about:

- strategies for distinguishing between safe and potentially unsafe people and situations;
- 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.

Success Criteria

Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:

- I can use various strategies to identify people and situations that may not be safe.
- I can express how an unsafe situation makes me feel.

<p>Success Criteria (<i>cont'd</i>)</p>	<ul style="list-style-type: none"> • I can communicate with others about unsafe situations. • I know how to respond when I am in an unsafe situation. • I know how to respond when a friend is in an unsafe situation.
<p>Required Resources</p>	<ul style="list-style-type: none"> • print or digital copies of the <i>Draw the Line</i> card/poster identified above • chart paper and markers • the story "Whether Strange or Familiar, Safety Comes First," which can be found at the end of part 1 of this lesson plan
<p>Background information for teachers</p>	<p>This lesson is about helping children think critically about how they can determine whether a person is 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.</p> <p>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.</p>
<p>Step A: Minds On</p>	<p>With your students, review the sections of your classroom agreement that refer to respect and safe space. If you do not have an agreement, consider creating one. (For more information about classroom agreements, see Appendix B of this guide.)</p> <p>Explain to students that some of them may find the material covered in this lesson, or conversations about it, challenging, as it may resonate with personal experiences, and that this reaction is normal. Share information on what the potentially difficult material is and what students can do if they feel uncomfortable (<i>e.g.</i>, doodle, put on headphones, leave class, etc.). Encourage your students to reach out for help, either to you or to another trusted adult, if they find the conversation challenging.</p> <p>Share the learning goals, and clarify them using language appropriate for students at this grade level. Consider having students use a dictionary</p>

**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?
- Can a person you know be unsafe?
- What behaviours can show you 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.

85% OF CHILDREN AND YOUTH WHO ARE ABUSED ARE HURT BY SOMEONE THEY KNOW.

Read the front of the *Draw the Line* card aloud. Ask students the following questions:

- Do you think this situation could be dangerous?
- In this situation, do you think that the person in the schoolyard could be a person you know?
- Do 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**

Have students break into small groups and discuss with their peers a time when they felt unsafe, and how they handled the situation. Bring the class back together and ask students who are comfortable doing so to share what they discussed in their group.

Ask the students the following questions:

- What can you do to when you feel unsafe?
- What can you do when a friend feels unsafe?

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.

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. (**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**

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?

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

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

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.

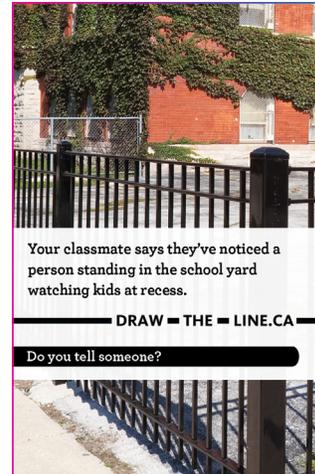
Junior

D

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

Language

Grade 4, Oral Communication: 2.3, 2.4; Media Literacy 1.2, *or*
Grade 5, Oral Communication: 2.3, 2.4; Media Literacy 1.2, *or*
Grade 6, Oral Communication: 2.3, 2.4; Media Literacy 1.2
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

Students will learn about:

- strategies for distinguishing between safe and potentially unsafe people and situations;
- 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.

Success Criteria

Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:

- I can use various strategies to identify people and situations that may not be safe.
- I can express how an unsafe situation makes me feel.
- I can communicate with others about unsafe situations.

<p>Success Criteria (<i>cont'd</i>)</p>	<ul style="list-style-type: none"> • I know how to respond when I am in an unsafe situation. • I know how to respond when a friend is in an unsafe situation.
<p>Required Resources</p>	<ul style="list-style-type: none"> • print or digital copies of the <i>Draw the Line</i> card/poster identified above • chart paper and markers • pictures of individuals from various walks of life, obtained from magazines, the Internet, etc., and numbered to facilitate follow-up discussion • exit cards (see sample at end of this lesson plan)
<p>Background information for teachers</p>	<p>This lesson builds on part 1, helping children think critically about how they can determine whether a person is 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.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> • review sections 4.1 and 4.2 of this guide for further information on the <i>Draw the Line</i> cards and on preparing for classroom discussions of sexual violence prevention; • review the discussion of intersectionality (see section 1.2) and consider how additional forms of oppression compound the risk of victimization (see section 2.2); • reflect on your own stereotypes and unconscious biases (see box) and how these may affect your own and your students' reactions to <div data-bbox="537 1255 1344 1780" style="background-color: #0070C0; color: white; padding: 10px; border-radius: 10px;"> <p>“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. Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one’s tendency to organize social worlds by categorizing.”</p> <p>(“Unconscious Bias,” University of California, San Francisco, Office of Diversity and Outreach, https://diversity.ucsf.edu/resources/unconscious-bias)</p> </div>

Background information for teachers
(cont'd)

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.).

**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.

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 *Draw the Line* card/poster and ensure that students understand the scenario it describes – “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**

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.

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.

Ask students questions to encourage reflection, such as the following:

- What skills do you need to respond to this potentially threatening situation?
- How 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.

Distribute the exit card and provide time for students to complete them.

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.

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:

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:

Junior

E

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



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

DRAW THE LINE.CA

Do you share them?

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

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: 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

<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>

Learning Goals

Students will learn about:

- risks associated with communications technology, with a particular focus on online sharing of images;
- appropriate and inappropriate behaviour related to the online sharing of images;
- the concept of consent;
- strategies for responding to the inappropriate sharing of intimate images.

Success Criteria

Teachers should work with their students to create success criteria appropriate 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)

- I understand and am able to communicate how it feels when someone posts images online without the consent of the person in the image.
- I can describe ways in which I could respond to the inappropriate sharing of intimate images.
- I understand the importance of consent when communicating online.
- I can work with my peers to create a skit to communicate to others how to respond to the inappropriate sharing of intimate images.

**Required
Resources**

- print or digital copies of the *Draw the Line* card/poster identified above
- chart paper and markers
- copies of a peer-evaluation sheet (see sample at the end of this lesson plan)

**Background
information
for teachers**

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.

Before the lesson:

- review sections 4.1 and 4.2 of this guide for further information on the *Draw the Line* cards and on preparing for classroom discussions of sexual violence prevention;
- review the definitions of child pornography, consent, cybersexual violence, and digital citizenship in the glossary.

“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 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:
Working on it**

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.

After 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?
- How 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. (**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").

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 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

F

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

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

Language

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>

Learning Goals

Students will learn about:

- 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 Criteria

Teachers should work with their students to create success criteria appropriate for the class. Possible criteria for this lesson plan include the following:

- I understand the importance of consent.

**Success
Criteria**

(cont'd)

- I understand how the use of alcohol and/or drugs affects a person's ability to consent.
- I can identify unsafe situations related to the use of alcohol/drugs.
- 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.

**Required
Resources**

- print or digital copies of the *Draw the Line* card/poster identified above
- chart paper and markers
- 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)
- exit cards (see samples at the end of this lesson plan)

**Background
information
for teachers**

This lesson is about how drugs and/or alcohol can affect a people's judgment and their ability to consent. It focuses on the importance of bystander 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 themselves be using substances such as alcohol and drugs, they may find 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.

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)

Before the lesson:

- review sections 4.1 and 4.2 of this guide for further information on the *Draw the Line* cards and on preparing for classroom discussions of sexual violence prevention;
- review the concept of consent (see box and 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 **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 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?"

Write the answers on the chart paper and provide time for the class to discuss them.

**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, intervene 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 *Draw the Line* 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?
- How do you draw the line?

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.

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

Towards the end of the discussion, ask students questions to encourage reflection, such as the following:

- What skills do you need to respond to this potentially threatening situation?
- How do you know that you have made the right decision?

<p>Step C: Consolidation <i>(cont'd)</i></p>	<p>Review the learning goals with the students and ask if they have achieved them. Follow up with students who still have questions.</p> <p>Provide students with exit cards (see the samples at the end of this lesson plan), and explain that students are to complete the sentence starters to create full sentences. Provide adequate time to complete the cards. If anyone wants to share their responses, allow them to do so.</p>
<p>Final Thoughts</p>	<p>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 and the ETFO's Professional Relations Services bulletin "A Member's Duty to Report under the Child and Family Services Act").</p>
<p>Additional Discussion Questions for Grades 5 and 6</p>	<p>Walk students through the "Do I Have Consent" flowchart (see Appendix D), and ask them the following questions:</p> <ul style="list-style-type: none"> • What does the chart say about someone who is drunk? Can they consent? • What do you do if someone says yes but you know they have been drinking? • What if someone changes their mind? • How do you know whether consent is genuine or not?
<p>Ideas for Extension/ Modifications</p>	<p>Students needing modifications/accommodations can be given the opportunity to complete the exit cards orally.</p>

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

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: