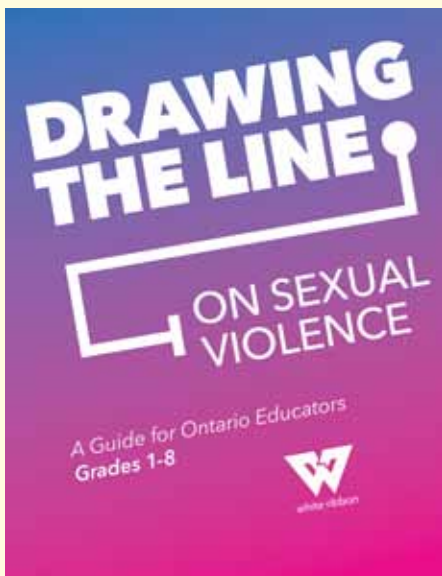


DRAWING THE LINE ON SEXUAL VIOLENCE

CYBER SENSITIVITY (ARTS, GRADES 4–6 AND HEALTH AND PHYSICAL EDUCATION, GRADES 4–6)



Sexual violence is pervasive in Canada. Education and awareness raising are key to eliminating sexual violence. The Drawing the Line on Sexual Violence educator’s guide offers engaging lessons that present the topics of healthy relationships, consent, and sexual violence prevention in a way that is appropriate to children’s age and stage of development. Being proactive and helping students develop the knowledge and skills they need to make informed decisions related to healthy relationships can prevent sexual violence, promote well-being, and create a positive school environment. To obtain copies of the Drawing the Line on Sexual Violence educator’s guide and other campaign resources go to: dtl.whiteribbon.ca

Excerpted from White Ribbon, Drawing the Line on Sexual Violence: A Guide for Ontario Educators (Toronto: White Ribbon, 2017). www.dtl.whiteribbon.ca. Rohan Robinson, ETFO

GRADES, COURSES, AND EXPECTATION NUMBERS

The Arts

Grade 4, Drama: B1.1, B1.2, or
Grade 5, Drama: B1.1, B1.2, or
Grade 6, Drama: B1.1, B1.2

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;
- Learn about appropriate and inappropriate behaviour related to the online sharing of images;
- Explore, through role play, situations that involve the inappropriate sharing of intimate images in order to identify appropriate ways to respond to such situations.

SUCCESS CRITERIA

Possible success criteria for this lesson plan include the following:

- I can identify risks associated with sharing images 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

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.


STEP A: MINDS ON

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. 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.

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?



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

DRAW ■ THE ■ LINE.CA

**Do you
share them?**

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.

(Taking Action to End Violence against Young Women and Girls in Canada, Report of Standing Committee on the Status of Women (March 2017), p. 40)

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.

Have students 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.

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 this discussion using 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 of the response to the *Draw the Line* scenario, 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 (see, e.g., the website NeedHelpNow.ca).

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 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 their goals. Follow up with students who still have questions. ■