



University
of Windsor



Teaching About Gender-Based Violence Toolkit



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Introduction

The *Teaching About Gender-Based Violence Toolkit* was developed by the Gender-Based Violence Teaching Network at the University of Windsor, led by Dr. Catherine Vanner, with financial support from the Social Sciences and Humanities Research Council of Canada. It contains a set of lesson plans and teaching materials designed to support Grade 8-12 teachers with teaching about a variety of gender-based violence (GBV) issues while responding to the expectations of the Ontario curriculum. We define GBV as any form of violence that people face because of their gender, gender expression, gender identity, or perceived gender (Women and Gender Equality Canada, 2022).

The toolkit was tested with participants of the Teaching about Gender-Based Violence Teaching Workshop on February 23 and 24, 2023 and subsequently adapted according to workshop participants' feedback.

It is divided into two sections. The first contains a set of general guidance notes and activities that are relevant for all classroom contexts, grade levels, GBV topics, and lessons and activities within the toolkit. They address the topics of trauma-informed education, respectful language, reporting abuse, and creating a classroom agreement. The second section contains a set of lesson plans and corresponding teaching and learning materials including rubrics, worksheets, slides, and assignments, that address a range of GBV topics, including cisnormativity and heteronormativity, gender policing, consent, healthy relationships, missing and murdered Indigenous girls, women, and Two Spirit people, intimate partner violence, human trafficking, and sexual assault. They are designed to correspond to specific curriculum in Health and Physical Education, Social Studies, and Language Arts. We believe teachers could, however, adapt the lesson plans to fit within other curriculum and/or grade levels. The guidance notes and lesson plans are designed to be used together and the digital version of the toolkit contains links to facilitate teachers' ability to easily use them together.

Digital versions of the lesson plans and materials are available to download on our website <https://ed4genderjustice.ca/time-to-teach-about-gbv/>.

We are very grateful to the following partners for their feedback in the development of this toolkit: Jennifer Ojalammi from the Ontario Secondary School Teachers Federation, Lee Ann Poisson from the Windsor Essex Catholic School Board, Dr. Clara Howitt from the Greater Essex County District School Board, Laura Profota from the Windsor Essex County Health Unit, Michelle Oake from the Windsor Essex County Youth Advocacy Centre, Dr. Kristen Lwin from the University of Windsor School of Social Work, Jaimie Kechego from the University of Windsor Centre for Teaching and Learning, Sylvia Smith from Justice for Indigenous Women, Shannon Mills from the Ottawa Carleton District School Board, Alice

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General Guidance Notes

1. Trauma Informed Education General Guidance

Trauma-informed education considers how trauma impacts learning and behaviour. Trauma is a physiological and psychological response to any deeply upsetting or threatening situation. These situations can include having surgery or being in a car accident, but they can also include experiencing gender-based, racial, or other forms of violence.

Teaching about GBV is difficult for many reasons. Among them is that students may have GBV lived experiences that they bring with them into the classroom and learning about them can invoke traumatic responses.

Educators can re-traumatize survivors of GBV when we do not recognize it as a systemic phenomenon and when we do not understand trauma (Bedera, 2021). For example, educators who believe common rape myths and validate those myths to their students can re-traumatize a learner who has been victimized by sexual assault.

In this guidance sheet, we recommend a series of practices that educators can apply that align with trauma-informed approaches to education, including content warnings, general practice notes, identifying and utilizing school supports, and a self-care minute strategy.

General Practice Notes

- Before beginning a GBV lesson, consult the [Creating a Classroom Community Agreement](#) activity. For example, asking students what is and is not okay in the classroom space when discussing trauma and GBV is a simple way to initiate courageous conversations on classroom dynamics.
- Allow students to share their personal lived experiences, should they feel inclined, but remind them to do so *privately* with you rather than in a large group setting. As Bedera (2021) explains, “It is crucial not to silence a survivor or chide them for sharing their experience” (p. 5). However, disclosing private information in a group can be harmful for both the disclosing student and for their peers.
- Consider informing students of the teacher’s Duty to Report (See [Reporting Abuse General Guidance](#)), since they may not know of this when deciding to disclose. Although teachers can keep students’ stories confidentially, if the disclosure meets the standards for reporting, it is the teacher’s legal duty to inform child protective services.

- Keep it general. Avoid using the public whole-of-class discussion as the place to solve a specific argument that has occurred between peers. Remind students that the class discussion is not the time to name anyone who has done something wrong. For this, they should come and speak to you later; for example, when the rest of the class is doing independent work.

Protective Interrupting

Protective interrupting (Cahill et al., 2022) is a strategy that teachers can use in an assertive and respectful way to interrupt students who begin to disclose private information. It is a teaching strategy designed to protect the person telling the story from disclosing in front of the class and to protect class members from distress from hearing the disclosure or exposure to high-risk behaviours. The teacher should then approach the student afterward to explain why they interrupted them and ask if they would like to share anything privately. Protective interrupting can include a range of strategies such as:

- Gently and respectfully interrupting the student by acknowledging them, then preventing them from sharing any further information with a simple change of topic, or even “thank you, it sounds as though you have something important to talk about, let’s talk more after class.”
- Asking a follow-up question to another student or directing the conversation toward either the lesson aims, yourself, or even to another topic.

Content Warnings

Content warnings are verbal or written notices that precede potentially sensitive content. These notices flag the contents of the material that follows so students can prepare themselves to adequately engage or, if necessary, disengage for their own wellbeing. The motive behind including content warnings in classes is based on the simple recognition that our students are people with lives, histories, and struggles that we are not privy to, cannot always understand, and that do not stop existing when class starts. Students carry those things with them into class and cannot be expected to turn off their emotions and forget their experiences on a whim, even if they are inconvenient to an instructor’s designated learning goals.

Content warnings and trigger warnings are not intended to censure instructors nor invite students to avoid material that challenges them. On the contrary, warning students of challenging material can help their engagement by giving them the ability to take charge of their own health and learning. Think of a content warning not as a barrier to discussion,

but as an invitation for all students to participate in discussion of a topic. Students will be empowered with this opportunity to opt in or opt out if need be.

When presented with a scene that depicts sexual violence, a student who was assaulted might shut down, disassociate, panic, become angry, or otherwise disengage from the class as they put all their attention into managing the emotional and physical symptoms the triggering material brings up for them. However, if the student is forewarned that the material includes a depiction of GBV, they might prepare for it by approaching you to discuss their concern, meditating, seeing their therapist, or simply giving themselves more time to work through the material so they can process it under controlled conditions.

Content warnings involve:

- Tell the class in advance that a GBV lesson will be taught within a specific unit and provide an estimated timeline;
Example: The content and discussion of next week's lesson on intimate partner violence will, for many of us, be emotionally and intellectually challenging to engage with, but I think it is a topic that is very important to address. I will flag or remove especially graphic or intense content that discusses or represents this topic and will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully throughout the lesson and activities.
- Invite students to come to speak to you if they have concerns and indicate how they can quietly opt out of participating if they feel overwhelmed, including during the lesson. Make sure that students have a safe space to go within the school if they choose to leave class during the lesson;
- Recognize that disengagement is sometimes an act of self-care and may be a necessary strategy to calm down in order to re-engage later.

Identifying and Utilizing School, Board, and Ministry Supports

- If concerns arise about the wellbeing of a student in your class, follow up afterwards with them. Talk to the student. Refer the matter to the principal, vice principal, or another designated staff member in the school. Continue to monitor the student alongside other colleagues. Teachers have obligations and responsibilities for identifying and responding to child abuse and/or neglect. Use the [Reporting Abuse General Guidance](#) and utilize school board and school-specific processes to assist you.

- Learn what emotional support resources exist in your school and, if possible, create a plan or protocol prior to giving lessons with emotionally challenging or possibly re-traumatizing content so that you are prepared. For instance, identify what care can be given if a student becomes triggered or distressed, and what spaces can be made available for students who need to take a “break” from the class. If such spaces or resources are not available at your school, consider in-class resources such as headphones, fidget toys, and colouring books to help ground students. These resources need not be reserved for specific students but should be available to all.
- Preview materials to ensure that they are appropriate for your students’ grade and age level. It is the responsibility of the teacher to ensure that any lesson adheres to the standards of practice, school board, and ministry policies, and takes steps to make the classroom and instruction safe for all students.
- Connect with your school board and program department with questions or for other forms of guidance and support related to facilitating the lessons associated with this toolkit.

Self-Care Minute

- Encourage students to take a **self-care minute** when they experience emotions that feel too big to handle, such as fear, despair, and overwhelm. It is important to highlight and reinforce that different people can find different things stressful. What incites heavy emotions in one might be calming for another. It is therefore important for staff and students to understand and respect differences between themselves and others. Self-care minutes can be taken within the classroom or by stepping out of the classroom (with staff supervision) and should involve coping strategies such as those in the following chart.
- The chart below can also be developed into an anchor chart, infographic, or other visual and placed in the classroom. Consider modelling the use of a self-care minute to students by describing your use of self-care strategies when things are stressful for you.

Play with an object	Sit quietly on your own	Jump around
Read a book	Watch a calming video	Colour in a colouring page
Draw a picture	Play a board game with a friend	Write about it
Talk to yourself	Visit kindergarten and read a funny or silly children's book	Stare out of a window and follow the movements of trees and nature
Pet an animal	Sing a song	Eat something yummy
Run around	Tell yourself, "It's okay that I feel this way."	Make a joke
Count sheep	Imagine you're on a sunny beach	Write a letter to someone you admire-real or fictional
Fill your lungs like big balloons	Listen to some gentle music	Listen to lively music

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2. Respectful Language General Guidance

This guidance sheet describes how to talk about marginalized peoples, groups, communities, and populations respectfully. When teaching about various topics related to GBV, educators want to feel confident in the materials and content that they are delivering. However, it is not always clear whether it is appropriate to use certain terms when referring to people in marginalized communities. This uncertainty can result in feeling insecure or reluctant to approach a topic and making mistakes. It is normal to not want to say the “wrong thing,” and it is reasonable to believe that harm can be caused by our words. There are many terms that have been used to refer to individuals, groups, communities, and populations which are known to reproduce harm and should not be used under any circumstances. It is therefore important for educators to understand where these words come from, what terminology is currently in use, and how to use them appropriately and respectfully in discussing with their students.

Talking about Individuals, Communities, and Populations

The words that people and communities use to refer to themselves are not static but change and evolve. They can also be socially, historically, geographically, or politically specific. For instance, a word which may have been used in the past may now be considered inappropriate or even derogatory in some cases. On the other hand, some words that were used in a derogatory way in the past have been reclaimed by their communities. This guide is meant to help educators choose language with care and intention and to continue their own learning about language, while keeping in mind that there is by-and-large no definitive “right” language to use.

- 1. Marginalized or Minoritized:** Used to describe groups who are socially, economically, and politically oppressed. They both can replace the word “minority” or “minority group,” which are more passive terms. Referring to a group as a minority is also often inaccurate. For instance, when discussing reproductive justice and the pay gap, women are often referred to as a minority group, but women make up half the population and so are not a minority. Replacing *minority* with *marginalized* better represents and describes women’s oppression. Additionally, using verbs such as *marginalized* or *minoritized* draws attention to the social, political, and economic mechanisms that actively work to oppress and disempower these groups.

2. **Racialized:** Refers to the process by which populations are categorized as raced according to their skin colour, lineage, ancestry, and religion. As with marginalized and minoritized, the term racialized both more accurately represents the incredibly diverse population it describes and draws attention to the ways that race is constructed to oppress given communities and differentiate them from more privileged communities.
3. **BIPOC/POC/WOC:** These three acronyms refer to Black, Indigenous, and People of Colour, People of Colour, and Women of Colour, respectively. These acronyms have historical roots in social and political organizing. In recent years, activists have noted that the acronym BIPOC inappropriately bulks together the experiences of Black and other racialized folks, pointing out that there are many differences between the groups represented in the acronym. Others welcome the acronym to refer to the systematic marginalization of folks through the processes of racialization.
4. **Indigenous:** This is the term often preferred to describe the first peoples of a given land. In our context, we use it to refer to First Nations, Métis, and Inuit peoples living in what is now known as Canada. It can also have international connotations, referring to Indigenous people around the world. While individual Indigenous peoples may prefer to be described by their specific community association (ex: Cree, Métis...), referring to someone as Indigenous is usually also appropriate. Indigenous people may self-describe in a variety of ways. For example, the term “Indian” is still used colloquially by many to refer to themselves. It also has legal connotations, as the word also appears in original Canadian government documents and legislation, such as the *Indian Act* of 1876. Outside of specific contexts, such as making references to the *Indian Act*, educators should not use the term Indian when referring to Indigenous people. Other terms such as Native and Aboriginal are also usually no longer considered appropriate to use by people who are not Indigenous.

For further guidance on the term Indigenous and related terms, please see Chelsea Vowel's (2016) book, *Indigenous Writes: A Guide to First Nations, Métis, & Inuit Issues in Canada*.

- 5. 2SLGBTQ+ community:** Refers to the Two Spirit, Lesbian, Gay, Bisexual, Transgender and Queer community. The plus (+) sign indicates that more identities are included in this community that are not named by that acronym. The reason that these identities are often represented by an acronym is to acknowledge the common social and political histories and goals of this community. There are many variations on acronyms such as LGBT, LGBTQQIIA, TBLGay, etc. which are all also appropriate to use and usually refer to the same community. While the word “queer” has been reclaimed by people in the community, some individuals may find this word triggering or retraumatizing due its historical use as a slur.
- 6. Transgender and Cisgender:** These two terms describe two experiences of being gendered. To be transgender is to be assigned a gender at birth which is different from the gender to which you identify. For instance, a transgender woman was assigned male at birth, but identifies as a woman. On the other hand, a cisgender person identifies with the assigned gender at birth. When referring to someone who is transgender, it is appropriate to use transgender as an adjective (i.e.: “transgender person”) rather than a verb (i.e.: “transgendered person”) or a noun (i.e.: “a transgender”). The term transgender is also sometimes used as an umbrella term encompassing people who are not cisgender, including gender non-conforming, non-binary, Two Spirit, agender, etc.
- 7. Sex Work/Sex Worker:** This term is used to replace words such as “prostitution/ prostitute,” “stripper,” and other terms and slurs which are considered inaccurate or offensive by those who work in this industry. In the context of educating students about sex trafficking, it is important to reduce stigma and shame that is commonly invoked with offensive and derogatory terminology.

Talking About Gender and Gendering:

As with terminology for communities and populations, individuals may change their names and pronouns once or a number of times throughout their lives to better relate to their gender. This is true of students, peers, colleagues, and the figures that educators discuss in class. Being misgendered or seeing other trans and gender non-conforming people be misgendered without care and correction can be very stressful and even retraumatizing in some cases. The following are tips to support and respect these changes in your classroom, as well to as model respect for transgender and gender non-conforming people:

1. **Create a space which is safe for change to be possible:** When educators normalize the reality that people change their pronouns, names, and gender identities, the classroom becomes a safer environment for students to be themselves. This can be achieved by, for example: adding pronouns to your email signature and media that the students see, wearing a pronoun pin, and modeling sharing your pronouns when introducing yourself.
2. **Know what to do when mistakes happen:** It is important to prepare for when you make a mistake, because everyone will. Prepare yourself by practicing holding yourself and others accountable outside of the classroom. For instance, consider responding to your misgendering someone like stepping on someone's toe accidentally; apologize in the moment and correct yourself. Above all, do not center your feelings of guilt for having misgendered someone. The hardest thing for someone who has just been dead-named or misgendered is to have the person who did so ask for reassurance or emotional support.
3. **"They" is not for everyone:** While using "they" may seem safe when trying to avoid misgendering someone entirely, people who do not use the singular "they" pronoun are still being misgendered when it is used to refer to them. This can be especially invalidating for trans and gender non-conforming people who do not use they/them pronouns (e.g.: a transman/woman who is validated by he/him or she/her pronouns).
4. **Avoid microaggressions:** When we feel that we have made a mistake, it is common to try to recover dignity by making a slight or joke out of it. When that mistake involves hurting another, this can often compound the hurt someone feels by dismissing that person's reality. This social phenomenon is often referred to as a microaggression. In the context of misgender, this may sound like "What are you calling yourself these days?" Although harm is not meant, resist the urge to make light of the reality of others.
5. **Do not assume someone's identity:** The way a student, peer, colleague or public figure appears to us may not tell us the truth or the whole picture of who they are or how they identify. In the context of gendering, avoid assuming what pronouns a person uses. Instead, normalize introducing oneself with pronouns. For example, "My name is Keith and I use he/him pronouns. What are yours?" This goes for gender, but also goes for ethnicity, race, religion, ability etc. Making comments based on judgements about what someone's perceived race, ethnicity, cultural background or experiences can be harmful.

- 6. Double-check before teaching:** Transgender and gender non-conforming people exist outside of the classroom as well as within it. When discussing historical figures or contemporary public figures in our class, we may also accidentally misgender them. For instance, Marsha P. Johnson, a famous historical figure in the LGBT liberation movement of the 1960s-70s has often been misgendered in texts with the pronouns “he/him”. Although she historically used she/her pronouns, this mistake is partially because she did not use the identity label “transgender” during her life (which was not common at the time she lived) and partially due to transphobia. Textbooks can get it wrong, so do not hesitate to double check using other reputable sources. This is not only respectful to those figures, but models for your students how to be respectful of transgender and gender non-conforming people in the past and today.

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3. Reporting Abuse General Guidance

Teachers have a legal duty to immediately report physical and sexual abuse of children and youth under 16, reflecting the *Child, Youth and Family Services Act* (Government of Ontario, 2017). Teachers may report abuse of a student older than 16 years, although it is not required. Suspicion on reasonable grounds warrants reporting. Report to a Children's Aid Society so they can determine what the child needs. It is not the teacher's job to investigate what happened or the nature of the harm. Legal duty to report is direct (it should not be delegated to a principal or other staff member), ongoing (it must be reported again if the teacher suspects abuse continues), and overrides confidentiality. Teachers are encouraged to document their actions throughout the reporting process, adding names, dates, and any other relevant information. They may also inform students of their duty to report so students do not believe that everything they share will be kept in confidence.

When in doubt about whether or not to formally report, teachers should consult a Children's Aid Society. It is important to note that you can reach out to them **anonymously** to discuss the situation and obtain advice on whether it merits a formal report. This is a helpful tool for teachers who are concerned about whether or not a disclosure or other sign constitutes abuse/neglect.

What Happens When a Report is Filed

The Windsor Essex Child/Youth Advocacy Centre (WECYAC) is an example of an organization that is contacted once a report of suspected child abuse is filed. WECYAC employs Advocates who connect with families as soon as a referral is put through to their Centre from CAS or Police. Their goal is to reduce trauma and provide a healing path moving forward. WECYAC Advocates acts as "Child Abuse System Navigators" and will, among other duties:

- Meet the family and orient them to the Centre prior to the child abuse investigation;
- Introduce the family to the multidisciplinary team (police and CAS if they have not met);
- Complete a needs assessment upon meeting with the family;
- Provide basic psycho-education and self-harm assessments;
- Have regular/consistent contact with the family;
- Provide referrals to external support services;
- Facilitate Case Reviews (meetings with multidisciplinary team to discuss individualized plans of action).

[Click here](#) for a list of Canadian child advocacy organizations.

Over-Representation in Child Welfare

One third of child welfare investigations in Ontario in 2018 were initiated by a school-based referral; this is more than any other source of referral (Carnella et al., 2020). It is important to be aware that children and families from the following groups experience disparities in child welfare: African Canadians, immigrants and refugees, Indigenous people, LGBTQ2S+ people, low-income people, people with disabilities and mental health issues, racialized people, and single-mother families.

In 2018, the proportions of Indigenous children and African Canadian children admitted into care were 2.6 and 2.2 times higher (respectively) than rates in the child population (Carnella et al., 2020). Twice as many Latin American children were involved in Child Welfare Investigations in Ontario in 2018 (2.8%) than the proportion of Latin American children aged 0-15 living in Ontario (1.3%) (Carnella et al., 2020). In 2013, 7% of maltreatment cases involving children 14 and under related to First Nations children, while the Indigenous population was approximately 3% of the Ontario population (Richard et al., 2018).

Teachers, like everyone, have biases that can impact their decisions to report suspected abuse. Many types of bias can lead a teacher to be more or less likely to report suspected abuse. These biases can include:

- A child or family's race, ethnicity, socioeconomic status, or other identity factors;
- A teacher's fear of reporting or not reporting;
- A teacher's relationship with the child or family (the quality and nature of previous interactions).

It is important to check your bias. Question whether these or other factors may be influencing your decision to report. Document your thought process to assist you in decision making. Consult a Children's Aid Society anonymously to discuss the situation if you are in doubt.

Conversation Tactics

If a child discloses an experience of abuse to you:

- Do not overreact; simply listen and be there for the child. Let them know that they are heard and that you are going to do your best to help them.
- Gather and subsequently document as much information as possible but do not ask specific probing questions or lead the child in any way. It is not your duty to investigate.
- Help the child understand that you believe them and that they did the right thing by coming to you. Try to help them understand that the abuse is not their fault.
- If a child discloses an emergency situation to you, call 911 and keep the child with you if necessary.

Seeking Further Information

If you need more information on your duty to report, such as the types of abuse that fall under the duty, consult your school board or the resources provided by the Ontario College of Teachers. For example, the Professional Advisory (OCT, 2018) is available to guide teachers in the ethical implications of their duty to report. Teachers outside Ontario should consult their provincial/territorial licensing bodies.

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4. Creating a Classroom Agreement Activity

Preface

The purpose of this activity is to proactively establish and foster classroom norms that are respectful, mutually agreed upon, consistent, and flexible. If possible, conduct this activity towards the beginning of the school year when establishing classroom culture. A classroom agreement, also known outside of educational contexts as a “community agreement,” is a collaborative document designed by and agreed upon collectively with the aim to create a space that is equitable, anti-oppressive, safe (or safer), inclusive, respectful, and fun. Importantly, the classroom agreement may also acknowledge that some harm-unintentional or otherwise-is inevitable and include guidelines for accountability for when this happens.

Summary

Through class discussion, group work, and personal reflection, students will develop their social emotional skills by collaboratively creating a classroom agreement document. The agreement outlines norms and guidelines for learning, social interaction, and conflict resolution in the classroom. Students will begin in pairs, reflecting together on what a respectful, safe, inclusive, and fun classroom should look like. Following this, the teacher will facilitate a class discussion by asking students to share some of their criteria, reframing the students’ reflections into loose guidelines. Students will return to their pair partner and formulate polished guidelines from the list the teacher created with students. The teacher and the class will go over each rule together, holding space for more revisions or changes from the class. Students and teachers who share the space must sign off on this agreement in some way. The classroom agreement is a living document, and can be returned to periodically to be adjusted, altered, or added to.

Overall Learning Goals

- Students will learn skills to build relationships and communicate effectively, so that they can support healthy relationships and respect diversity;
- Students will learn skills to develop self-awareness and self-confidence, so that they can develop a sense of identity and belonging;
- Students will learn skills to think critically and creatively, so that they can make informed decisions and solve problems;

- Students will learn skills to identify and manage emotions, so that they can express their feelings and understand the feelings of others.

Key Questions to Pose

1. What kind of space do we want our classroom to be?
2. What makes a classroom respectful, safe, inclusive, and fun?
3. What do we do when conflict happens in the classroom? What should the parties involved do next? How will we know when accountability has been reached?

Getting Started

- Teachers should exercise professional judgement in implementing this activity. See the [Respectful Language General Guidance](#) to further inform how to safely and carefully implement this activity.
- Point students toward other relevant resources in a non-judgemental manner.

Introduction

1. Speed journal activity: students will be asked to write for 5 minutes about a time when they felt respected, safe, included, or joyful in an education setting.
 - The teacher will set a timer for 5 minutes, during which students write continually without stopping. The teacher can remind students periodically of how much time they have left and that, if they cannot think of anything, they should write the first thing that comes to their mind.
2. When the class comes back, the teacher will prompt students to share what they wrote, affirming their experiences and identifying common themes.

Examples:

- Teacher: Thanks for sharing that positive experience, [Student A]. That sounds a little similar to what [Student B] shared about feeling support in class;
- Teacher: Thanks for sharing your story, [Student C]. I'm sorry to hear that you experienced that. I'm glad to hear that things turned out okay;

- Teacher (in the event of a disclosure, or oversharing): That sounds like a difficult situation. I want to hear other students' responses, but we can talk more about that after class. How does that sound?

TIP: Reassure students that they may keep this journal private if they do not feel comfortable sharing.

Pair Discussion: Brainstorm

- The teacher will briefly introduce the classroom agreement. Students will then get into pairs or groups of three to answer the key question, *"What makes a classroom respectful, safe, inclusive, and fun?"* The teacher will move around the class listening to and gently guiding discussions.

Large Group Discussion: Rough Draft

- Using a black/white board, the teacher will facilitate discussion by prompting students to share what they have come up with in their small groups. The teacher will take an active role in guiding students to reframe what they have shared into a rough outline on the black/whiteboard for the final document. This can be represented in a bullet point list, a mind map, or something similar.

Example:

- Student: We wrote that students shouldn't use slurs or hate speech.
- Teacher: That's a really great point, thank you. Certain kinds of language can be very harmful to people. What other kinds of language could we also include as being disrespectful or harmful?
- See [Respectful Language General Guidance](#) attached to the front of this toolkit

Pair Discussion: Refine and Finalize

- Students will create polished guidelines by refining language (wording, sentence structure) that will be added to the final document. The teacher will walk around the room gently guiding students.

Class-Wide Discussion: Writing Final Guidelines

- The teacher will ask students to read their finalized guidelines. After each group has presented, the teacher will ask students to raise their hands if they agree with the guidelines and raise their hands if they want to make a comment or suggest a change.
- If agreement is unanimous, the teacher will add this guideline to the final document at the front of class. If one or more students want to make a comment or change, the teacher will ask those students to share what they disagree with, and what could be changed to make it work for everyone.

TIP: When navigating disagreement, acknowledging and validating the concerns of students are important. A student's feelings are always valid, even if the fears or anxieties they have may be misplaced.

Example:

- **Teacher:** [Student E], what about this guideline on gendered pronouns do you disagree with?
- **Student:** I agree that people should be called what makes them feel comfortable, but I think that telling people that they always have to use the right pronouns will be really hard for people to remember.
- **Teacher:** Thanks for acknowledging the feelings of your classmates. I agree that being called the wrong name or pronouns can make a space feel disrespectful and unsafe. Your point is also important; it can feel risky or stressful to make a mistake. I think it's really important to keep this guideline so that people in class feel respected and safe. I'm so glad that you brought this point up because it gets into what we are going to talk about next, which is accountability. What are some ways you think would be possible for you to take accountability when you misgender someone?
- **Student:** I could apologize? Or we could talk it out if they are upset?
- **Teacher:** I like that suggestion because it sounds like a good way to own up to a mistake and repair that relationship through talking. How does this feel for the class? Is there anything else you would add to being accountable?

TIP: If you are concerned that certain students will feel too nervous to speak up, especially at the beginning of the year, you could make sure that their voices are still valued and included by creating an anonymous comment box for any thoughts they have on the classroom agreement. One way you could employ this method is to read anonymous comments the next time you go over the community agreement and facilitate discussion. You could also add your own anonymous comments to the box to stimulate questions for students.

Pair Discussion: Accountability

- The teacher will ask the second key questions: “What do we do when conflict happens in the classroom? What should the parties involved do next? How will we know when accountability has been reached?” Students will pair one final time to talk about some ways that people can take accountability if the guidelines are crossed or broken.

TIP: Creating accountability guidelines is as important as writing the original guidelines. This allows students to agree upon what steps will be taken to hold students accountable to one another and when that accountability can be considered to have been reached. This will foster a greater sense of security for students and help to moderate classroom conflict.

Class-Wide Discussion: Writing Final Accountability Guidelines

- The teacher will ask students to share what they came up with in their small groups. The teacher will reframe or expand when necessary. Before adding a new accountability guideline, as with the original guidelines, the teacher will ask students to raise their hands if they agree, then raise their hands if they want to make a change or comment. *Example:* Teacher: Thanks for sharing [Student F], I like that you included wording about crossing personal boundaries. Do you think I captured what you’re saying?

Consolidation: Individual Self-Reflexive Journal/Short Essay and Self-Assessment

- On their own, students will write a self-reflective journal or short essay which can be read and assessed by the teacher about the experience of collaborating on the classroom agreement. This writing assignment should include:
 1. One or two things that they shared that felt meaningful and why;
 2. One or two things that they heard a fellow student share that they could relate to and why;
 3. One or two ways that they meaningfully participated in the creation of the classroom agreement and;
 4. Anything additional that they want to share.

This can be completed in a journal in class or can be assigned as homework.

Optional Assessment

Use Assessment Rubric ([Appendix A](#)) to evaluate the reflexive journal or short essay.

Assessment for learning: This activity is a good early opportunity for teachers to get to know their students, understand their perspectives, and can also be used to assess their learning.

Assessment as learning: Students will use the consolidating journal/short essay to reflect on their thoughts about the activity.

Quick Tips

- Be as collaborative as possible. The guidelines should be created by everyone who is sharing the learning space. Allow space for students to choose their own wording and to make choices about how it is organized and how it is displayed.
- Prepare in advance. Prepare some guidelines ahead of class that you feel are essential to add. For example, language such as gender pronouns, slurs and put-downs, or white and racialized students appropriating Black language such as African-American Vernacular English (Tenorio, 2023) can be included.
- Tailor your plan to proactively address school conflict. Every school culture is different, with its own strengths and challenges. If there is a history of certain types of conflicts in the school, prepare in advance to address those specifically. For

example: If transphobic and homophobic language is a big problem in the school, prepare to spend more time addressing this with students in the document.

- Begin early in the year and revisit the guidelines often. Setting classroom norms early is essential to the long-term stability of your classroom. When students unintentionally or intentionally cross each other's boundaries, for instance by using derogatory or problematic language, this document can create a reliable and consistent culture of accountability in your classroom. The document that you have created together should help students to identify what has happened and to take steps to create accountability. However, these moments could also be an opportunity to revise the classroom agreement to make changes when we decide that something is not working for the class, either by unintentionally causing or compounding harm or simply by not doing what it was intended for.
- Have fun! Even though we are setting boundaries and having serious conversations, create space in the conversation to be upbeat and fun. Give students space to place their own touches on this document, as long as it's not disrespectful to specific people or peoples, or to the exercise as a whole. For example, allow for a silly rule such as "All students must learn a classroom secret handshake" or draw a picture of the class mascot or team name that students will devise.
- Finalizing and signing-off: Give students a feeling of accomplishment and ownership over what you have created together by having them sign off on this document in some meaningful way. Post this agreement in a visible, communal area in class so it may be a visual reminder of the commitment that each student has made to their class, their responsibilities to one another as well as how they will hold each other accountable when harm happens.

Resources

McGill Sustainability. (n.d.) *Community agreements*. McGill Sustainable Events Certification Program. https://www.mcgill.ca/sustainability/files/sustainability/quick_guide_to_community_agreements.pdf

National Equity Project. (n.d.). *Developing community agreements*. National Equity Project. <https://www.nationalequityproject.org/tools/developing-community-agreements>

Tenorio, I. (2023, February). *What 'AAVE' means & why white people shouldn't use it so flipantly*. Your Tango. <https://www.yourtango.com/self/aave-meaning>

Appendix A: Assessment Rubric for Reflexive Journal/Short Essay Assignment

	Quality of Response	Self-Evaluation of Understanding
0	The reflection does not address the key questions and is supported with limited/no evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is supported with no evidence connecting to personal experiences and feelings.
1	The reflection begins to address the key question and is supported with limited evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is supported with limited evidence connecting to personal experiences and feelings.
2	The reflection somewhat addresses the key questions for the week and is supported with some evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is somewhat supported with evidence connecting to personal experiences and feelings.
3	The reflection addresses the key questions and is supported with evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is arguably supported with evidence connecting to personal experiences and feelings.
4	The reflection succinctly addresses the key questions and is supported with strong evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is justifiably supported with evidence connecting to personal experiences and feelings.
Comments		

Lesson Plans

5. Cisnormativity/Heteronormativity Lesson Plan

Curriculum Entry Point	Grade 8 Health and Physical Education (Strands A and D)
Curriculum Overall Expectations	A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade
	D3. 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.
Curriculum Specific Expectations	A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Healthy Living: explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective)
	A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation)
	D3.2 analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and GBV (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence.
Materials	Projector, laptop and connection, notebooks and pen/pencils, chart paper and markers.
Notes:	These lessons and activities also fit curricular expectations for Social Science Humanities Grade 9-12 (2013), such as HSP3U/C, HSG3M, HHD3O, etc.

Summary

Students will be introduced to how gender norms related to heteronormativity and cisnormativity are socially constructed, how this impacts individuals' identity and sense of self, how they relate to others and the world, and how the norms are often weaponized in the form of gender-based bullying and harassment. Through a series of interactive activities, students will learn and review vocabulary connected with communities marginalized by gender and sexual identities, as well as reflect on how their own experiences shape how they move through the world. Cisgender and/or straight students will have an opportunity to gain perspective on their relative privilege and all students will think critically on the ways in which gender is policed in their everyday lives.

Social Emotional Learning

The development of social-emotional learning (SEL) skills helps students foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive. Social-emotional learning skills are an explicit component of learning in the elementary health and physical education curriculum. However, there are opportunities for students to develop SEL skills in connection with their learning in all subjects and disciplines. Skills to support mental health and well-being can be developed across the curriculum, in the context of school activities, at home, and in the community.

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.
- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

Example: Teacher: In today's class and tomorrow's class we will be discussing gender norms, reflecting on our own identities, and discussing transgender (or marginalized

gender identities) and 2SLGBTQ+ (or marginalized sexual identities) experiences, and transphobia and homophobia. As usual, there are fidget toys and noise cancelling headphones at the back of the class. I also want to take a quick moment to review our classroom agreement, and specifically the section on gender language...

Overall Learning Goals

By the end of this lesson, students will learn:

- How social norms and expectations around gender shape everyone's experience of the social world;
- Who benefits and who is harmed by heteronormativity and cisnormativity;
- That homophobia and transphobia are forms of gender policing that anyone can participate in;
- To identify their own relationship to privilege and explain how it is a consequence of their gender expression and sexuality;
- To connect their own experiences and identities to the lesson in order to reflect on how social norms impact their lives;
- Skills to build relationships and communicate effectively so that they can develop healthy relationships and respect diversity;
- Self-awareness and self-confidence so that they can strengthen their sense of identity and belonging;
- Skills to think critically and creatively so that they can make informed decisions and solve problems;
- Ability to recognize sources of stress and cope with challenges so that they can develop personal resilience.

Key Questions

These questions will guide the lesson. Students can also continue thinking about ways to answer these questions long after the lesson has ended. It suggested that teachers leave the questions up on the chalkboard, anchor chart, or other visual throughout the week or semester.

1. How do the social norms of gender shape our lives? What are some examples of gender norms?

2. How do we manage the different parts of our identities? What do we choose to show and what do we choose to downplay or hide? Are there things about ourselves that we cannot hide? Why?
3. What privileges do cisgender people experience that transgender and gender non-conforming people might not have access to? Why?

Activities

Through completing a variety of activities as a class, in pairs, and individually, students will have the opportunity to develop critical thinking skills and reflect on social norms surrounding sexuality and gender, how those intersect with other identities such as race and ability, and their own role in upholding or subverting those norms.

Individual Activity/Class Discussion: Cisgender/Heterosexual Privilege Checklist

- For this activity, students will consider key question #4 “What privileges do cisgender people experience that transgender and gender non-conforming people might not have access to?” as they complete two worksheets ([Appendix A](#)). Individually, students will fill out two check-lists each: a cisgender privilege checklist and a heterosexual privilege checklist.
- The check-lists are composed of statements such as, “I don’t need to worry about which bathroom I should use.” Students will use this as a personal tool to reflect on how they are or are not privileged in their gender identity and/or sexual orientation. For cisgender and/or heterosexual students this is an opportunity to consider how gender non-conforming people are policed. For trans and gender non-conforming and/or other 2SLGBTQ+ students, these lists can affirm negative experiences they may have had due to their gender identity and expression.
- Teachers should consider filling out a checklist themselves, either before class or with the students.
- Prior to the beginning of this activity, validate that these statements may be more challenging for people who have had these experiences in the past or currently. This activity may be more challenging for students who are themselves 2SLGBTQ+.
- Alternative approach: In lieu of students reading and filling out worksheets individually, the educator may choose to read out each statement and students can mentally tabulate how many statements they identify with.

- After students have completed these two worksheets, the teacher will ask the class to share in discussion what surprised them about the list activity, what they could relate to etc. Use the key questions to guide the discussion. Many of these statements include gender policing. For instance, “My gender identity is not challenged as a result of my sexual orientation.”
- These worksheets were designed with straight and cisgender people in mind. Be sure to acknowledge this point without singling any student(s) out. Students who are 2SLGBTQ+ identified will have a different experience of this activity.

Individual Reflection Activity: Identity Iceberg

- Students will reflect individually on what identities they project in the world, what they do not show, and what they cannot hide. Even though an iceberg is very big, only about 13% is visible from the surface.
- Like icebergs, most people have facets of their identity that are not readily visible. Students will each be provided with a handout ([Appendix B](#)) of a blank iceberg to fill in as follows:
 - Above the waterline: Aspects of their identity that you can easily see;
 - At the waterline: Aspects of their identity that you might be able to see, but probably need more clarification;
 - Below the waterline: Aspects of their identity that you can only learn when you get to know them.

Group Activity: Mix and Match Sexual Orientation and Gender Identity Terminology

- Students will learn and reinforce terms. In small groups, students will complete the “Mix and Match Activity” ([Appendix C](#)). At the conclusion, the teacher will go through each key term with students in a classroom discussion.
- This can be completed with cards which can be printed and cut out or accessed through the online tool available here: https://buildingcompetence.ca/workshop/mix_and_match_1/.

Consolidation: Check-out Journals

Students will reflect on their participation in class. These reflections will be collected by the teacher and used as a formative assessment as well as an ongoing assessment of the students’ progress. The cue cards will contain answers to the following prompts:

1. One thing they learned which they did not know before;
2. One thing that they heard from another student or educator that is sticking with them;
3. One way they meaningfully contributed to the conversation;
4. One question they still have on the topic.

Assessment

This introductory lesson plan has opportunities for “assessment for learning” (diagnostic) and “assessment as learning” (self-evaluation). The teacher will use professional judgement in assessing the learning that students have demonstrated and what concepts need priority for review at the beginning of the next lesson. The following rubric can be used to assess journal responses. Students can use the same rubric ([Appendix D](#)) to assess their own learning, providing written evidence in 2-3 sentences or oral evidence in a student-teacher conference.

Difficult Conversations

See the [Respectful Language General Guidance](#) and [Creating a Classroom Agreement Activity](#) for guidance on ways to speak about the topics in this lesson accurately and respectfully. The Teaching Resources section at the end of this lesson plan connects to further helpful materials.

Addressing sensitive issues related to gender and sexual identity in the classroom can feel intimidating. According to recent data, sexism, misogyny, homophobia and transphobia are present to some extent in all Canadian schools (Peter et al., 2021). These views may come up in conversation as expressed opinion, offensive language, jokes, and put downs. In these situations, the most important role an educator plays is to model support for 2SLGBTQ+ and gender creative students and communities. Below are some examples of possible comments and ways that an educator can respond.

Scenario 1: A student makes a homophobic/transphobic joke.

Jokes are one of the most common types of microaggressions levelled towards marginalized people, including 2SLGBTQ+ people. While a person who makes an offensive comment may defend that comment by saying that it was only meant as a joke, these comments are rooted in sexism, misogyny, homophobia, and transphobia. If this behaviour

is allowed to pass without disruption, this can lead to an environment which is hostile to conversations about any kind of self-expression. Importantly, your 2SLGBTQ+ students may feel less safe to learn and participate in your classroom. It may be helpful to take a student aside instead of addressing the incident in front of the class.

Example of this type of comment:

- "Your mom is a lesbian."
- "My pronouns are 'kiss my butt'."
- "Jessica has a penis." (This comment is equally offensive whether made about a cisgender or transgender woman because it is based in transphobia regardless.)

Quick responses:

- "There is nothing funny or wrong about being a lesbian."
- "I'm going to have to stop you right there because that comment is homophobic/transphobic."
- "It's disrespectful to mock someone else's identity and to comment on another person's body. I'm not going to tolerate that."

Conversational response:

- Teacher: When and why did you start believing that?
- Student: It was a joke.
- Educator: I don't get it; can you explain to me what makes that joke funny?
[Allow Student to respond.]
- Educator: Those kinds of comments aren't tolerated in this class because they are not true and/or they are hurtful and/or they insinuate that there is something wrong with being transgender/a lesbian.

Scenario 2: A student feels hurt, triggered or upset by something you said in class.

In order to support a 2SLGBTQ+ student, the educator must listen, acknowledge and accept when they have made a mistake, and move forward to do better in the future. There can be a tendency on the part of allies to center and amplify their guilt or shame about having made a mistake. Alternatively, the ally may shift the guilt and shame of the hurtful thing they did onto the student by trying to justify their actions as reasonable, while implying that what a student is asking for is a burden or unreasonable. In both cases, this turns the blame back onto the student, which can worsen the feeling of hurt.

What Not to Say:

Teacher: Hey Allie!

Student A: That's not my name anymore, I go by Adam.

Teacher: Oh no, I am SO sorry, I'm trying so hard to do better. I'm so bad!

- or -

Teacher: Student A said she was taking the bus home today.

Student B: Student A uses they/them pronouns, remember?

Teacher: You're going to have to be patient with me, you're asking a lot. 'They' isn't a singular pronoun and doesn't make sense.

- or -

Teacher: Clara, did you finish your assignment?

Student: I don't use that name anymore, please call me Elijah.

Teacher: You can't expect me to remember your name when it changes all the time.

What to Say:

Teacher: I'm sorry, Adam. Thanks for reminding me.

- or -

Teacher: You're right, they do. I'll have to practice using their pronouns more.

- and -

Teacher: Thank you for reminding me, Elijah.

Allies will find the most success here by being proactive. This could look like pursuing further education on the subject (e.g., attending professional development workshops about support 2SLGBTQ+ students, listening to podcasts by 2SLGBTQ+ people, reading news articles about these issues, researching unfamiliar terms online) or by practicing using new names, pronouns and unfamiliar terms with a trusted colleague or family member (e.g., If a person has started using new pronouns or name, practice using them with a colleague or trusted person.) If you make a mistake, correct yourself and move on. For example: *"Arthur... I mean Arty identifies as genderfluid."*

Scenario 3: A topic comes up while discussing gender or sexuality that you do not know very much about.

As with any topic, the better educated a teacher can be on the topic, the better they will be able to convey concepts and knowledge. Educators can best achieve this through

accessing quality, non-fiction resources such as articles, informational podcasts, books, and infographics created by 2SLGBTQ+ people and communities.

When a student corrects you on a term or concept, address that in the moment and if possible follow up later.

In the moment:

Teacher: Transvestites think they should be the opposite sex.

Student: That's really offensive. Transvestite is a really hurtful word; you should say transgender. Also, people can transition to be all kinds of gender, not just one or the other.

Teacher: Thank you, I didn't know that. Your comment brings up two really good points: language can change, and we find out that sometimes words which most people used to think were neutral are actually derogatory or hurtful. What words may have been appropriate and accurate fifty years ago might become inappropriate or inaccurate today. Also, there are more than two genders.

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Appendix A: Heterosexual & Cisgender Privilege Checklists

This resource is also available for download by [clicking here](#).

Heterosexual Privilege Checklist

Fill in the bubbles for each statement that is true for you. This is private, so try to be honest.

- ☐ I have never felt like I had to keep my sexual orientation a secret.
- ☐ When I stream a movie, watch TV, listen to music, or go to the theater, I know that people with my sexual orientation will almost always be represented.
- ☐ I am identified by my talents rather than who I am attracted to (Example: "He's a soccer player." instead of "He's a gay soccer player.").
- ☐ I have never worried about my friends or family rejecting me because of the gender of the person I am dating or have a crush on.
- ☐ I have never heard a politician or someone on the news say that people who are the same sexual orientation as me are not deserving of the same rights as other people.
- ☐ I have never heard a politician or someone on the news say that people who are the same sexual orientation as me are dangerous.
- ☐ I have never hidden my sexual orientation for fear that I would be kicked out of the house.
- ☐ I have never hidden my sexual orientation for fear of being kicked off a team, club, or out of my friend circle.
- ☐ I have never missed a family celebration because my sexual orientation was not accepted by one or more people attending.
- ☐ I take for granted that there will be people with the same sexual orientation as me where ever I am.
- ☐ I don't need to "come out" to my friends and loved ones about what gender I am attracted to.
- ☐ I can bring someone I am dating home to meet my family without worrying about negative reactions from my loved ones because of that person's gender.

- I don't worry about being harassed by strangers when I hold hands in public with the person I'm dating.
- I don't have to "test the waters" to make sure someone is cool with people who have the same sexual orientation as me.
- I have never heard someone of my or another religion say that people like me shouldn't be allowed to be married, or that we are going to be punished by God because of our sexual orientation.
- I can act, dress and talk in a way that I like without people thinking it's about who I am attracted to.
- No one has ever questioned my sexuality, or told me I was confused about what gender I was attracted to. (Example: "Are you sure you're actually bisexual?")
- I can talk openly about someone I'm interested in dating without worrying I'll be negatively judged because of that person's gender.
- People don't assume that I am obsessed with sex or that I am "easy" because of what gender I am attracted to.
- I have a lot of role models in my life and in media to look up to who are the same sexual orientation as me (family members, celebrities, teachers, coaches, etc.)
- I have never had to hide or lie about who I was in a relationship with because of their gender.
- I don't have to justify my identity, "lifestyle," or sexual orientation to anyone.
- My sexual orientation is not or has never been used as a slur or put down (Example: "That's so gay.")

How did that go? What did you think about as you were doing this activity? Did anything stick out to you?

What is one thing you take with you from this activity?

Cisgender Privilege Checklist

Fill in the bubbles for each statement that is true for you. This is private, so try to be honest.

- ☐ I never worry that someone will harass or bully me for the bathroom that I use.
- ☐ I have never felt pressured to be a gender that I am not.
- ☐ I've never worried about showing someone my ID because the gender marker is different from the gender I identify as. (Example: "M" for male, "F" for female on a passport.)
- ☐ I'm never asked about what surgeries I've had to be my gender identity.
- ☐ I'm never asked if I take medication to "look like" my gender identity.
- ☐ I have almost never been called the wrong pronouns in public. (Example: A cashier calling you "Sir" when you are a girl, or a teacher referring to you as "she" when you are a boy, etc.)
- ☐ I don't avoid activities that involve me having to use a public change room.
- ☐ I have never been told that I was confused for knowing what gender I was. (Example: "Are you SURE you're a guy?")
- ☐ I have never heard a politician, influencer, or someone on the news say that people like me are sick, mentally ill, or untrustworthy because of our gender identities.
- ☐ I have never heard a politician, influencer, or someone on the news argue that people like me deserve fewer rights because of our gender identities.
- ☐ I have never heard a politician, influencer, or someone on the news argue that people like me should not be able to make choices about our bodies because of our gender identities.
- ☐ I'm not expected to constantly defend my gender identity to other people to be respected.
- ☐ I have never worried that I would be kicked out of the house because of my gender identity.
- ☐ I have never worried that I would be kicked off a team, club, or out of a circle of friends because of my gender identity.
- ☐ I don't need to "come out" to my friends and loved ones about what gender I am.
- ☐ I don't worry about being harassed by strangers in public for dressing, acting and speaking like a boy or like a girl.

- I have never missed a family celebration because my gender identity was not accepted by one or more people in attendance.
- I have a lot of role models in my life and in media to look up to who have the same gender experience of their gender as me (family members, celebrities, teachers, coaches, etc.)
- I have never tried to hide my gender to keep myself safe from bullying, harassment, and rejection.
- I have never had a family member, friend, teacher, or boss refuse to call me by my name because of my gender identity.
- I have never worried that my crushes or people I date would reject me because of my gender identity.
- I am identified by my talents rather than what my gender identity is. (Example: "She's an athlete." Instead of, "She's a trans athlete.")
- A doctor has never refused to treat me because of my gender identity.

How did that go? What did you think about as you were doing this activity? Did anything stick out to you?

What is one thing you take with you from this activity?

Appendix B: My Identity Iceberg Assignment

Above the waterline, please add the things people might know about you just by looking at you. Below the waterline, add things people would only know about you once they get to know you. Examples of things you can include: Race, gender, sexual orientation, immigration status, ability or disability, body size, education, age group, socioeconomic class, family structure, religion, ethnic group, etc.



Appendix C:

Mix and Match Sexual Orientation and Gender Identity Terminology

2SLGBTQ+: An acronym for “Two Spirit, Lesbian, Gay, Bisexual, Transgender, and Queer” with a “+” sign to recognize the limitless sexual orientations and gender identities used by community members.

QTBIPOC: An acronym for Queer, Trans, Black, and Intersex People of Colour. Queer people of colour often experience intersecting oppressions on the basis of race, gender, sexual orientation and other factors, including within queer and trans communities.

Two Spirit: Refers to an Indigenous person who identifies as having a combination of genders to create a distinct, alternative gender status. These people commonly have diverse gender, sexual, and spiritual identities. This term has unique traits, expressions, activities, and roles, and can mean different things depending on the Indigenous community.

Lesbian: A woman who is emotionally, romantically, spiritually, and/or sexually attracted to other women. Women and non-binary people may use this term to describe themselves.

Gay: A man who is emotionally, physically, spiritually, and/or sexually attracted to men. Can also refer to women, though some women prefer other terms such as ‘lesbian’ or ‘queer.’ Is sometimes used as an umbrella term for the 2SLGBTQ community.

Bisexual: A person who is emotionally, physically, spiritually and/or sexually attracted to people of more than one gender, though not necessarily at the same time.

Transgender: An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Transgender people can have different sexual orientations and may identify as straight, gay, lesbian, bisexual, queer, etc.

Heterosexual: Someone who is primarily attracted to people of the ‘opposite’ gender; frequently referred to as ‘straight.’ Heterosexuality is trans inclusive; an individual can be heterosexual and trans and a heterosexual individual can be attracted to a trans person.

Homophobia: Negative attitudes, discrimination, erasing the existence of, and violence towards lesbian, bisexual, gay, and queer people. It can also be a form of gender-based discrimination (e.g., feminine men are often presumed gay and discriminated against for not aligning with traditional gender expectations for heterosexual men).

Heterosexism: A system of attitudes, bias, and discrimination that favour heterosexual sexuality and relationships. This includes the assumption that everyone is, or should be, heterosexual and that heterosexuality is superior to queerness. It also refers to discrimination against people who are not heterosexual or against behaviours not stereotypically heterosexual.

Queer: A term often used to express a wide range of sexual and gender identities and orientations that are counter to the mainstream. It can also represent the idea that there are many genders and sexualities. It is sometimes used as an umbrella term for the 2SLGBTQ+ community.

Intersex: A person who is born with sex characteristics, like genitals, chromosomes, internal sex organs, etc., that are different than expected at birth.

Asexual: Sometimes called “ace” for short, this refers to a complete or partial lack of sexual attraction and/or interest in sexual activity.

Aromantic: The complete or partial lack of romantic attraction and/or interest in romantic relationships.

Questioning: A term used when someone is questioning their own sexual orientation, sexual identity, and/or gender identity.

Sex Assigned at Birth: When a person’s gender is determined based on their physical characteristics at birth. (e.g., Assigned Male at Birth or AMAB, and Assigned Female at Birth or AFAB.)

Sexual Orientation: An emotional, romantic, spiritual, or sexual attraction to other people. This term does not refer to gender identity.

Ally: A term used to describe someone, including someone who identifies as straight and cisgender, who is actively supportive of 2SLGBTQ+ people, as well as those within the 2SLGBTQ+ community who support each other.

Coming Out: The process in which a person first acknowledges, accepts, and appreciates their sexual orientation or gender identity and begins to share that information with others.

References

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Appendix D: Reflection Assessment Rubric

	Quality of Response	Self-Evaluation of Understanding
0	The reflection does not address the key questions and is supported with limited/no evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is supported with no evidence connecting to personal experiences and feelings.
1	The reflection begins to address the key questions and is supported with limited evidence connecting to personal experience.	The self-evaluation of understanding the activity's content is supported with limited evidence connecting to personal experiences and feelings.
2	The reflection somewhat addresses the key questions and is supported with some evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is somewhat supported with evidence connecting to personal experiences and feelings.
3	The reflection addresses the key questions and is supported with evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is arguably supported with evidence connecting to personal experiences and feelings.
4	The reflection succinctly addresses the key questions and is supported with strong evidence connecting to personal experience.	The self-evaluation of understanding the activity's content is justifiably supported with evidence connecting to personal experiences and feelings.
Comments		

6. Gender Policing Lesson Plan

Curriculum Entry Point	Grade 8 Health and Physical Education (Strands A and D)	
Curriculum Overall Expectations	A1.	apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade
	D3.	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.
Curriculum Specific Expectations	A1.1	apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others (e.g., Healthy Living: explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective)
	A1.4	apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	A1.5	apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., Healthy Living: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation)
	D3.2	analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and GBV (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence
Materials	Projector and connecting laptop, notebooks and pen/pencils, chart paper, magazines or other graphics, scissors and glue, and markers.	
Notes:	These lessons and activities also fit curricular expectations for Social Science Humanities Grade 9-12 (2013), such as HSP3U/C, HSG3M, HHD3O, etc.	

Preface

Gender policing is a major problem related to gender-based bullying and harassment. Students learn to police their own and each other's genders from the time they enter school. Gender identity, gender expression, and sexuality are common targets for bullying and harassment, both in school and in the world. From a young age, students learn from their peers and in many cases their families that adhering to strict and rigid gendered social norms is necessary to avoid bullying and put downs. Failing to "correctly" perform gender can be dangerous and everyone is negatively impacted regardless of their sexuality or gender. However, this especially impacts trans, gender-non-conforming, and other 2SLGBTQ+ students. By providing a critical and intersectional lens, students will learn how everyone is impacted by gendered social norms, reflect on how they participate in gender policing through bullying and harassment, and grow a healthier sense of personal gender and sexual identity.

Summary

Students will review how the social norms of gender are socially constructed and policed, and create responses. They will grow an understanding of what gender policing looks like and who is often targeted. Through a series of interactive activities, students will develop critical thinking skills around how dominant culture restricts gender expression through its systems and its effects on a social, interpersonal, and personal levels. Cisgender and/or straight students will have an opportunity to reflect on their relative privilege and all students will reflect on the ways in which gender is policed in their everyday lives.

Social Emotional Learning

The development of social-emotional learning (SEL) skills helps students foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive. Social-emotional learning skills are an explicit component of learning in the elementary health and physical education curriculum. However, there are opportunities for students to develop SEL skills in connection with their learning in all subjects and disciplines. Skills to support mental health and well-being can be developed across the curriculum in the context of school activities, at home, and in the community.

Key Questions

These questions will guide the lesson. Students can also continue thinking about ways to answer these questions long after the lesson has ended. It suggested that teachers leave the questions up on the chalkboard, anchor chart, or other visual throughout the week, semester, etc.

1. What is gender policing? What does it look like?
2. Who or what does gender policing benefit? Who does it harm?
3. How can we apply critical thinking to deconstruct what we think we know about gender?

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.
- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

Example: Teacher: In today's class and tomorrow's class we will be discussing gender norms, reflecting on our own identities, and discussing transgender (or marginalized gender identities) and 2SLGBTQ+ (or marginalized sexual identities) experiences, and transphobia and homophobia. As usual, there are fidget toys and noise cancelling headphones at the back of the class. I also want to take a quick moment to review our classroom agreement, and specifically the section on gender language...

Small-Group Activity/ Large Group Discussion: Comic Analysis

- Breaking into pairs or small groups, students will each be given print-outs or PDF copies of one of three comics that feature the enforcement of gender norms through gender policing.
- Students will be instructed to read over this comic in small groups, and try to answer the Key Question #1: “What is gender policing? What does it look like?” The teacher will circulate the room and offer gentle prompts to guide and encourage conversation.
- Next, the teacher will facilitate a large-group discussion to give students the opportunity to share some of their thoughts. The teacher will use the project to share each comic one by one, prompting students to dissect various elements, drawing on their small-group discussions.
- Detailed activity instructions and materials are suggested in the following:

Comic 1: “Lip Gloss” - Assigned Male Comics, Sophie Labelle (Labelle, 2020) ([Appendix A](#))

Summary: In this comic, two children are shopping with their parent. They express to their parent that they both want lip gloss. A stranger named Rando overhears this conversation and makes a comment suggesting that lip gloss is not for them because they are boys, and that they will not attract girls if they wear makeup. The children and parent are visibly annoyed. The parent shows support to his children by offering to buy them “all of the lip gloss.” The children make defiant comments, with one of them suggesting that heteronormativity is why Rando made his unsolicited comment.

Analysis: This comic presents an example of the public gender policing of children. The comments that Rando makes in this comic both seek to reinforce heteronormative gender norms by relating them directly to the sexualities of the children. Here, gender and sexuality are not the same but mutually produce one another. The following scripts are reproduced: boys must be masculine, boys must want to date girls, and girls reject boys who are inappropriately masculine or who are feminine.

Importantly, it is unclear whether either child identifies as a boy or as heterosexual. In approaching the children and making these comments, Rando is not only assuming that they are heterosexual boys but telling them that they are heterosexual boys and instructing them on how to perform heterosexuality.

Discussion Question Examples:

- *"What are some examples of gender policing in this comic?"*

Possible Responses:

- Rando is telling the kids that boys don't wear lip gloss. This is an example of gender policing because Rando is trying to impose his own ideas of what boys should or shouldn't do onto the kids.
- Rando is telling the kids that boys will not "get girls" if they wear lip gloss. This is an example of gender policing because Rando is trying to impose his ideas about sexuality onto kids; that all boys want to "get girls," that all girls want boys, or that all girls do not like boys who wear makeup.

Key Concept:

Gender and sexuality are different things, but they are often reinforced together. In this comic, to be a boy is to want to "get girls," and the ability to do so is achieved via traditional masculinity. Likewise, to be a girl is to want boys who are not feminine. This comic is an example of how gender policing reinforces gender norms using heterosexuality.

The dominant stories and narratives that are told about gender rely on assumptions that impose heterosexuality and cisnormativity onto everyone. For example: if you see a person wearing makeup, you automatically assume that they are feminine, but makeup does not have a gender. By thinking critically, we can deconstruct what people really mean by what they say and learn about how gender is coded into every part of our lives.

Further Discussion Questions:

- *"Can anyone give me an example of something like this happening?"*
- *"Have you ever seen or experienced something like this before?"*

Depending on the class and participants, students may be reluctant to share. Use professional judgement and avoid singling out students by asking them to share when they have not offered.

Consolidation

- “What is a different way this comic could end?”

Use the “blank bubble” version of this comic. Have students fill in another way that the family could react. Alternately, hide or erase the final panel, and let students draw it themselves.

or

Have students create a second page of the comic, showing what happens next.

Key Concept:

Resistance of gender policing is possible and people can make their own decisions about how they want to express themselves.

Comic 2: “Bathroom” (Bechel, 1995)

The comic “Bathroom” by Alison Bechdel is found in her 1995 book entitled *Dykes to Watch Out For*. A copy of the comic is available online in Rani Baker’s (2016) blog post accessible here: <https://whyimnotanartist.net/2016/03/26/20-year-old-comic-on-trans-bathroom-panic-gender-policing/>

Summary: This comic addresses the concept of gender presentation or how we dress and how that impacts what gender people think we are. It also looks at gender policing in bathrooms and dispels the myth that trans women are really cisgender men who invade women’s spaces.

In the comic, three women—Lois, Mo, and Jillian—exit a movie theater. Lois and Mo are lesbian, cisgender women, and Jillian is a trans woman. Jillian goes to the bathroom. Mo expresses that she also needs to use the bathroom but that she feels “kinda weird” about sharing a bathroom with Jillian because Jillian is transgender. Lois is mad about Mo’s comment because it sounds like Mo is saying that she is nervous about sharing the bathroom because she sees Jillian as a man. Mo is convinced to use the women’s bathroom by Lois. However, as she enters, a stranger shouts at her. The stranger believes that Mo is a man because of her masculine appearance and clothes; Mo’s gender presentation leads the stranger to mistake Mo for a man.

Jillian defends Mo, telling the stranger that Mo is a woman. Once the stranger has left, Mo tells Jillian that if she were ever accused of being in the wrong bathroom, Mo would defend her. Jillian, who looks more traditionally feminine with long hair and earrings, replies that she never is misgendered in a bathroom, even though she is transgender.

Analysis: This comic confronts the issue of transgender people using the bathroom and turns it on its head by saying gender is more often policed based on how you look and present yourself. Jillian, a transgender woman, has no issue using the women's bathroom because of her gender presentation; when people see her, they see a woman. Mo, who is a masculine presenting woman, encounters gender policing when she enters a woman's space. Mo is accused of invading a woman-only space. Even though she is a cisgender woman, her gender is policed because her presentation is not heteronormative; in other words, she is not dressed or made up the way most people expect a woman to be, but in a way people might expect men to be. In other words, her expression (clothes, hair, etc.) does not line up with feminine gender norms, and signals that she may be a queer or lesbian woman.

Discussion Question Examples:

- *"What is an example of gender policing in this comic?"*

Possible Response:

- The stranger is telling Mo that she does not belong in the women's bathroom based on her gender presentation.

"Why does the stranger tell Mo to leave the women's bathroom?"

Possible Response:

- She thinks that Mo is not a woman because she is wearing masculine clothes.

"Why is Jillian's gender not policed?"

Possible Response:

- She expresses herself in the way that women are traditionally expected to look.

"Besides bathrooms, what are other spaces where gender is strictly policed?"

Possible Response:

- *"Locker rooms, gender segregated sports (e.g.; the Olympics), awards and competitions (e.g., the Oscars have both a "Best Actor" and "Best Actress" categories), shopping centers (e.g., men's and women's sections of a clothing shop), etc."*

Comic 3: "HIDE" (Norris, 2019)

The comic "HIDE" by Alex Norris is found on the website Webcomic Name, available here: <https://webcomicname.com/tagged/oh%20no>

Summary: Two naked "blob" people are standing in the first panel. In place of their genitals, the artist has written the words "vulva" on one, the "penis" on the other. A third "blob" person who is wearing a graduation cap tells the other two that they must hide their genitals with clothes. He explains to the two people that their clothes are based on the type of genitals that they have. The punchline is that even though they are dressed, because their clothes indicate what their genitals are, people will easily be able to tell what genitals each blob person has.

Analysis: This comic strips gender norms and gender essentialism down to its bare elements. In doing so, it points out the obvious and attempts to make gender norms seem absurd in their contradiction. The expert is teaching the other two people that they must adhere to very specific gender norms based on certain body parts and bodily attributes. The two people are not being given an option and they are not free to choose how to present themselves. They are instead made aware that their bodies and their gender expression must satisfy restrictive norms that seek to make their bodies and presentations coherent within the structures of heteronormativity and cisnormativity.

Discussion Question Examples:

- *"What examples of gender policing are shown in this comic?"*

Possible Response:

- The expert blob is telling the naked blobs how to dress based on their genitals, despite what they might want.

"Why could the two naked blobs be saying 'Oh no' in the last panel?"

Possible Responses:

- They want a choice in how they express themselves that isn't limited, and they are having that choice revoked.
- They do not want other people to "think about their genitals". In other words, they do not want to be judged and limited based on body parts.

"What are examples of other restrictive gender expectations?"

Possible Responses:

- The kinds of interests you “should” have. For example, girls are expected to be interested in traditionally feminine things like dressing up, ballet, and romance, and boys are expected to be interested in sports, cars, and action.
- The way you will behave. The saying “Boys will be boys,” means that boys are expected to be wild, uncontrollable, and destructive and that this behaviour (from them) is acceptable. Meanwhile, girls are discouraged from these behaviours and taught to be mature and well mannered.
- While it is not wrong for people to fit into these boxes, when there is a social expectation it makes it harder for people to express themselves authentically when they do not fit those expectations.

“Think about the title, HIDE. What is being hidden in this comic?”

Possible Responses:

- The blobs are being told to hide their bodies. But they are also being told to show everyone what their body parts are through their clothing they wear.
- The blobs might be hiding who they really are, because they are being put in a box, being forced to wear certain kinds of clothes.

YouTube Video and Large Group Discussion

- The teacher will screen the short YouTube Video [“Baking beyond the binary with Jennifer Crawford”](#) (Crawford, 2019).
- In the video, Crawford (who is non-binary) talks about the political nature of gender through an anecdote about creating an answer to the “gender reveal cake” called the “gender repeal cake.”
- When the video has concluded, the teacher will prompt the student to discuss elements of gender policing that came up in the video. Create connections between the video and the texts and activities that the class have completed thus far.

Examples of gender policing in the YouTube video:

- Gender reveal cakes are already creating specific gendered expectations for what an unborn person will be, based exclusively on their genitals. Think of the comic “HIDE” (Norris, 2019).

- Crawford describes being told to “stop being political” online when sharing their cake, even as people frequently share pictures of gender reveal cakes online. The message that the critics are conveying is that trans identities are constructed as being political and are told to silence themselves, while cisgender and binary gender identities are seen as being politically neutral. What Crawford reveals is that implying that certain gender expressions are natural while others are not is a political statement.
- At the beginning of the video, Crawford says that what is dominant often becomes invisible. Prompt students to expand on this: what do we take for granted or seems so natural that we do not think about it?

Creative Activity in Small Groups

- Inspired by the media that we have so far watched in class, students will work in small groups to create either a comic or a poster depicting a gender reveal cake and/or party. This is an alternative celebration of an unborn baby or a living person that does not police their identity based on presumed gender norms, but celebrates the human person instead. For example: An astrology sign or birth stone reveal party (based on the time of year a baby is born), a name reveal party, or a parody of a reveal party (“It’s a squid!”).
- When students are finished, have them present their group creations one at a time, explaining their creative choices and linking them to lesson topics.
- Students should be provided with collage materials, markers, and chart paper.
- In order to proactively stop students who may try to create offensive materials, remind students about the classroom agreement in relation to disrespectful behaviour (see the [Creating a Classroom Agreement Activity](#) for guidance on how to create one). Additionally, walking around the room to see what students are creating or discussing will give you an opportunity to stop this kind of behaviour and redirect students.

Consolidation: Essay, Presentation, or Concept Map

- Students create a group or individual essay, presentation, or concept map that explains how their posters challenge gender policing, using terminology from throughout the lesson. The assessment can be based on how well they demonstrate understanding of key concepts and the expectations listed in the learning objectives, as well as demonstrate communication skills.

Assessment

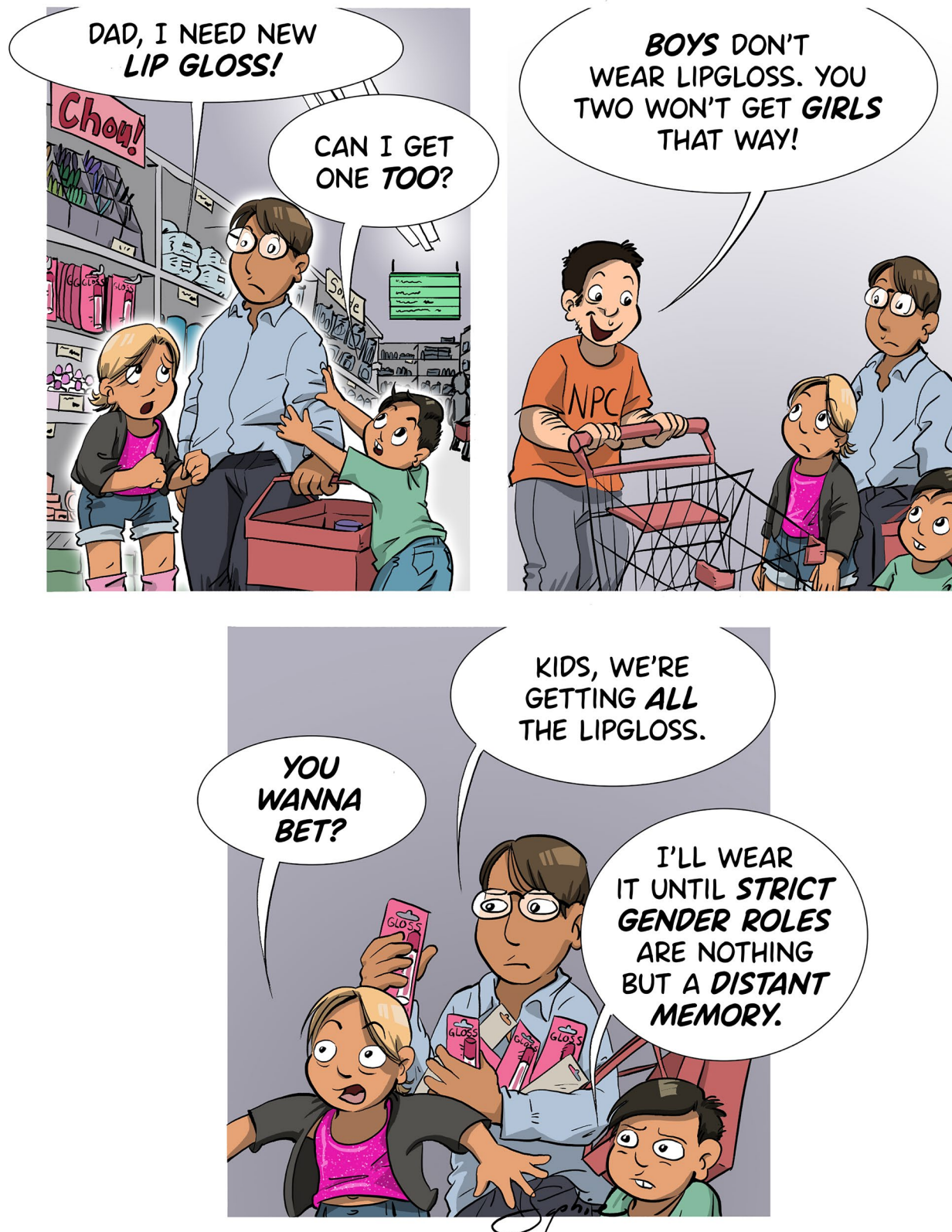
- This lesson plan has opportunities for “assessment for learning” (diagnostic) and “assessment as learning” (self-evaluation). The teacher will use professional judgement in assessing the learning that students have demonstrated and what concepts need priority for review at the beginning of the next lesson. The following rubric can be used to assess essays, presentations, or concept maps (consolidation activity). Students will use the same rubric (Appendix D) to assess their own learning, providing written evidence in 2-3 bullet points or oral evidence in a student-teacher conference.

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Appendix A: Comic 1

(Labelle, 2020)





Appendix B: Consolidation Assessment Rubric

	Quality of Response	Self-Evaluation of Understanding
0	The essay, presentation, or concept map does not address the key questions supported with limited/no evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is supported with no evidence connecting to personal experiences and/or feelings.
1	The essay, presentation, or concept map begins to address the key questions supported with limited evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is supported with limited evidence connecting to personal experiences and feelings.
2	The reflection somewhat addresses the key questions for the week and is supported with some evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is somewhat supported with evidence connecting to personal experiences and feelings.
3	The essay, presentation, or concept map addresses the key questions and is supported with evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is arguably supported with evidence connecting to personal experiences and feelings.
4	The essay, presentation, or concept map succinctly addresses the key questions and is supported with strong evidence connecting to personal experience.	The self-evaluation of understanding the activity's content is justifiably supported with evidence connecting to personal experiences and feelings.
Comments		

7. Consent Lesson Plan

Curriculum Entry Point	Grade 9 Health and Physical Education (PPL1O) Human Development and Sexual Health
Curriculum Overall Expectations	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
Curriculum Specific Expectations	C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]
	C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality [PS, CT]
Materials	Projector and computer/laptop, Consent Presentation slides (Appendix A), printer and paper for handouts
Notes:	The objective of this lesson is to introduce students to the concept of consent within sexual and nonsexual relationships.

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.
- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

Introduction

- Introduce students to the song “Blurred Lines” by Robin Thicke (2013) (Consent Presentation Slide 2)
- Ask students for their initial thoughts on the song after watching the music video (with the lyric captions on) (Consent Presentation Slide 3)
Note: Some students may like or even love the song; that is ok, it is catchy!

Opportunity for differentiation: Let students know that they can close their eyes to focus on the music better if that is helpful

Direct Instruction

- Ask your students what consent is (Consent Presentation Slide 4).
- Wait and let them provide their answers before moving on to the definition on the next slide (Consent Presentation Slide 5).
- Ask them how they think the concept applies to a relationship (Consent Presentation Slide 6). Explicitly ask how this could include a friendship, a romantic relationship, or even a familial one. Wait for their answers before moving to the next slide. Examples could include that consent indicates a respect for the other person or that all good and healthy relationships are built on mutual respect.
- Consent Presentation Slide 7 and 8: Go through the basics of consent with them (freely given and capacity to consent).
- Discuss what it means to be affected by power relationships; why would a doctor have power over their patient? How about the power relationship between a teacher and a student? Power imbalances are not necessarily bad things, but it is important to recognize them so we understand how they may impact our ability to make choices. What are some other examples we can think of as a class?
- Discuss what the word ‘sober’ means and how a lack of sobriety may influence consent. Some examples include the temporary affect alcohol has on inhibitions (lowering them), the decrease of anxiety, or slowing reflexes. Think of examples other than drinking that may affect a person’s capacity to consent (e.g., mind-altering substances, peer/relationship pressure, social expectations, fear of losing your partner, feeling threatened).

- Discuss who is able to give consent and what capacity to consent looks like. People with capacity to give consent must be informed, understand the information given to them, can remember that information, can use their discretion to weigh the information, and understand the consequences of consenting.

Opportunity for differentiation: Read out each slide on the presentation instead of assuming all students can read the information.

- Ask students what consent is NOT (Consent Presentation Slide 9).
- Wait and let them provide their answers before moving on to the next slide (Consent Presentations Slide 10). Validate any additional comments they have. If they do not have any examples to share, move on to the next slide.
- Watch the video on consent being similar to tea (Consent Presentation Slide 11; Thames Valley Police, 2015). Underscore that this is a very simplistic understanding of consent. Ask students to consider how the depiction aligns with giving consent in real life and then to identify how giving and getting consent in real life can be more complicated.
- Consent Presentation Slide 12: Ask two students to volunteer to demonstrate giving consent (in a non-sexual, non-romantic context).
 - Ask them both an innocuous question. For example, "Do you want to do homework together tonight?" Have students provide two different answers, including one that is positive and enthusiastic (e.g., "Yes, that sounds great!") and the other that is more unclear, ("uhh, ok. Sure, I guess?")
- As a class, talk about the differences in those answers and whether they both constitute a) consent, and b) enthusiastic consent. What are other ways we can tell if someone is enthusiastic when consenting? (Examples can include body language, volume, eye contact, etc.)
- Consent Presentation Slide 13: Confirm the class's responses with the ones on the slide. Ask students if anything else is missing.

Guided Practice

- Consent Presentation Slide 14: Pair students up. One will be the 'asker' and the other will be the 'decider.' Have the pairs decide on an innocuous action like a high five, wink, or placing a hand on a shoulder, etc. Both must be comfortable with giving and receiving this action.
- Have the askers ask if they are allowed to perform the agreed-upon action. Tell the deciders that they have to determine what they want the answer to be (yes or no) and that they should try conveying the answer in a manner of different ways. Enthusiastic consent, rejection, and unsure; it is up to the decider to determine if they have consented or not.
- Have them roleplay back and forth for a minute or two before getting them to switch roles.
- Bring them back to their seats and ask them to reflect. How did they know they were getting consent? Did they ever misunderstand their partner's signals? Examples can include the enthusiasm of the response, tone of voice, eye contact, and additional body language cues.

Opportunities for differentiation:

- If students laugh or giggle, it could be because of awkwardness or discomfort. Consider switching pairs frequently to help avoid derailing the activity.
 - For students who might need it, allow them to journal their reflections instead of speaking about them out loud.
 - For students who might need it, try asking yes/no questions and having them participate in a body vote. For example, ask them to squat if they felt comfortable doing the activity, and stand if they had moments of discomfort, etc.
- Consent Presentation Slide 15: Acknowledge that giving and receiving consent can be more difficult when you are unable to read body language, analyse tone of voice, or look for other general signs of enthusiasm when dealing on strictly online or virtual interactions. Ask students how they can give and get consent in those scenarios. Some examples can include:
 - Asking directly: Use clear and specific language to ask for consent. For example, "Is it okay if I send you a friend request?" or "Would you like to play a virtual game together?"

- Checking in frequently: Make sure to check in with your partner regularly to ensure that they are still comfortable with the activity. Ask questions like “Are you still okay with this?” or “Do you want to stop?”
- Respecting boundaries: If your partner expresses discomfort or says no, respect their boundaries and stop the activity immediately.
- Using affirmative language: Instead of assuming consent, use affirmative language to ensure that your partner is actively giving consent. For example, “Can you please tell me what you’re comfortable with?”
- Discussing limits and boundaries beforehand: Have a conversation with your partner about your individual limits and boundaries before engaging in any sexual or nonsexual activity. This will help establish clear expectations and prevent misunderstandings.
- This is still a relatively new and evolving field and students will likely have their own suggestions and solutions.

Check For Understanding

- Consent Presentation Slide 16: Revisit “Blurred Lines.” Ask students if they feel differently about the song now, following the discussion. If students are not volunteering to share their thoughts, perhaps allow them a moment of quiet reflection.
- Share that Pharrell Williams, who co-wrote the song and is featured in the song and music videos, ultimately expressed regret about the song saying, “I realized that there are men who use that same language when taking advantage of a woman, and it doesn’t matter that that’s not my behavior. *Or the way I think about things. It just matters how it affects women. And I was like, Got it. I get it. Cool.*” (Welch, 2019, n.p.). What do you think about his reflection?

Opportunities for differentiation: To advance the discussion, consider asking the following questions:

- Do the lyrics sound like affirmative consent?
- Do the men and women in this music video have equal power?
- Based on the lyrics, are all parties listening to each other in this scenario?
- What gender stereotypes are being employed?
- Is this depiction of consent purposeful and not harmful?

Independent Practice

- Ask question on Consent Presentation Slide 17.
- If students cannot think of examples of media, there are some here:
 - [Baby it's Cold Outside \(Martin, 2021\)](#)
 - [What Do You Mean? \(Bieber, 2015\)](#)
 - [Public proposal videos \(Olympics, 2016\)](#)
 - [The Notebook: I Want to Go Out with You \(Warner Bros. Entertainment, 2013\)](#)
- Go through Consent Presentation Slides 18-21
- Assignment: Problematize and reconstruct a piece of media wherein consent is not shown as affirmative, clear, and enthusiastic ([Appendix B: Consent in Media Worksheet](#))

Opportunities for differentiation: Allow ESL students to use a piece of media in another language. Allow students who may benefit from it to create or join groups.

Consolidation

- Have students reflect on this lesson using journal entries. Journals can be collected for assessment, participation, or evaluation of learning. See journal entry assessment rubric ([Appendix C](#)).
- Potential journal prompts:
 - How does consent look within a healthy relationship?
 - Do you think that the scenario in Sleeping Beauty where the Prince kisses a sleeping Aurora shows her consent? Why or why not?
 - Create a checklist for the necessary components of consent.
 - Other than romantic or sexual relationships, what kind of relationships can benefit from clear and enthusiastic consent? Please elaborate.

Opportunities for differentiation: Students can use either their journals or create videos in a school board approved app such as [Flip](#). For example, students could create a video that would retell a story (such as Sleeping Beauty) where consent is assumed to what it would look like if consent was explicit, ongoing, and enthusiastic.

Accompanying Resources

- Instructional Materials: Consent Presentation Slides (Appendix A)
- Resources:
 - Projector for presentation;
 - Speakers for videos;
 - Personal devices for researching media to problematize;
 - Worksheet: Consent in Media ([Appendix B](#));
 - Journals for written reflection, or personal devices for electronic reflection video;
 - Assessment rubric for journal ([Appendix C](#));
 - Consent Glossary ([Appendix D](#)).

References

- Bieber, J. (2015). *What do you mean?* YouTube: Justin Bieber. <https://www.youtube.com/watch?v=NywWB67Z7zQ>
- Martin, D. (2021). *Baby, it's cold outside*. YouTube: Dean Martin. <https://www.youtube.com/watch?v=UwY0VjJUzXQ>
- Olympics. (2016). *Chinese diver He Zi gets marriage proposal after taking silver*. YouTube: Olympics. <https://www.youtube.com/watch?v=WefZiurJ6vc>
- Thames Valley Police. (2015). *Tea and consent*. YouTube: Thames Valley Police. <https://www.youtube.com/watch?v=pZwvrXVavnQ>
- Thicke, R. (2013). *Blurred Lines* ft. T.I., Pharrell. Youtube: Robin Thicke. <https://www.youtube.com/watch?v=yyDUC1LUXSU>
- Warner Bros. Entertainment. (2013). *I want to go out with you!* YouTube: Warner Bros. Entertainment. <https://www.youtube.com/watch?v=cyFsCwDNzC4>
- Welch, W. (2019, October 14). *Pharrell on evolving masculinity and "spiritual warfare"*. GQ: Culture. <https://www.gq.com/story/pharrell-new-masculinity-cover-interview>

Appendix A: Consent Presentation Slides

This resource is also available for download by [clicking here](#).

Consent

Human Development
and Sexual Health

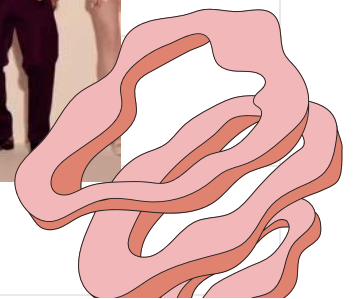
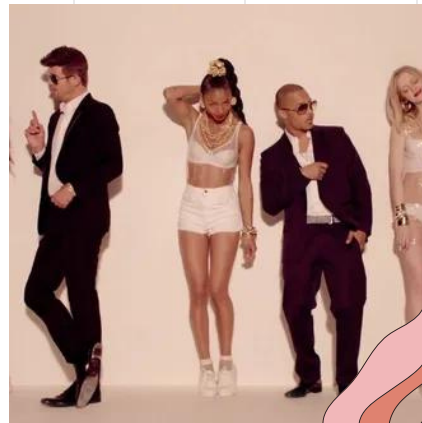
Blurred Lines



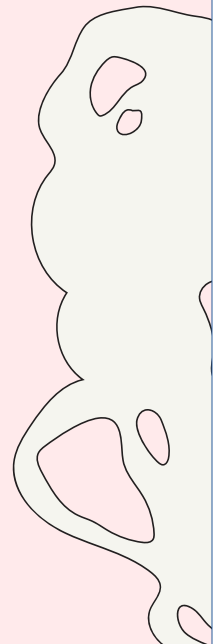
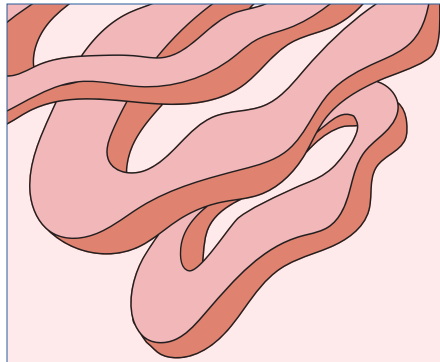
Thoughts?

How does this song make you feel?

Do you think this song is a good song? Why or why not?



What is consent?



Consent

noun:
permission for something to
happen or agreement to do
something

verb:
to give permission for
something to happen

**How do you
think that
applies to a
relationship?**



The Basics: Freely Given

- it must be freely given, so not coerced, not pressured, not manipulated

The Basics: Capacity to Consent

- both parties need to have the capacity to consent
- this means they need to be:
 - old enough
 - not affected by power relationships (teachers to students, doctor to patients)
 - conscious and sober
 - able to give consent



What is NOT consent?

Consent is NOT:

- affected by clothing
 - just because someone is wearing running shoes does not mean they want or need to go for a run
 - blaming someone for what they were wearing is as silly as blaming a robbery victim for having a wallet to steal
- affected by actions
 - consent to flirt is JUST consent to flirt; consent to kiss is JUST consent to kiss

The Tea Analogy

Sometimes, it is easier to think about consent when it relates to less complicated things, like a cup of tea.



Enthusiastic, Affirmative Consent

Uhh, ok. Sure, I guess?

vs.

Yes, that sounds great!



Enthusiastic, Affirmative Consent



- presence of "yes" instead of the absence of "no"
- when body language matches verbal responses
- periodically checking in
- explicitly agreeing to certain activities
- letting your partner know you can stop at any time
- confirming reciprocal interest before initiating anything
- not assuming that you have permission for anything, even if you've done it in the past



In- Class Activity





Online Consent?

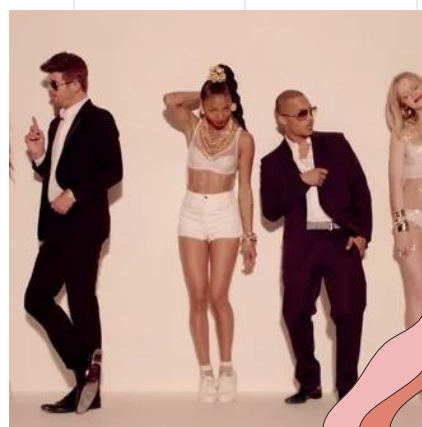


It's harder to read people's body language, tone of voice, and general enthusiasm when getting consent for online or virtual interactions.

How can you make sure you are getting and giving consent without seeing the other person?

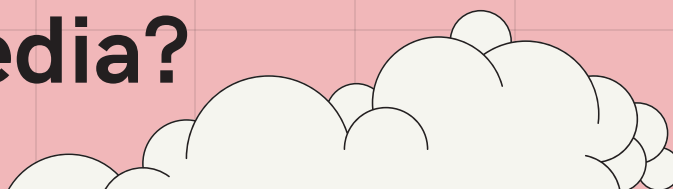
Back to Blurred Lines

- How do we feel about it now, knowing what we do?





**Can you think of any
other examples of
uncertain consent in
media?**



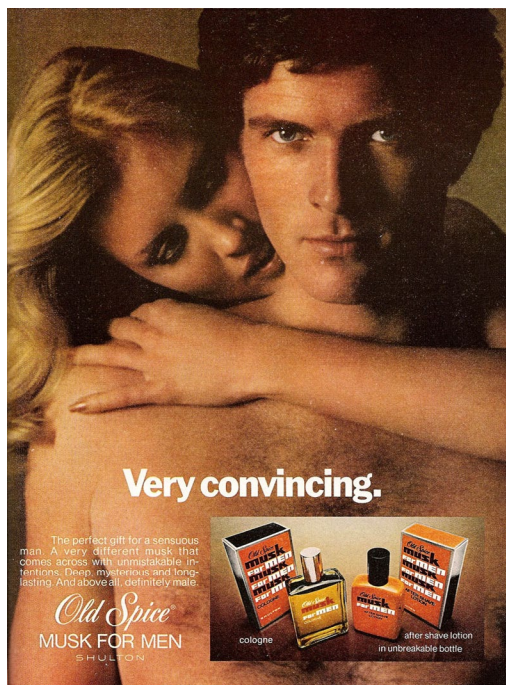
Problematizing and Reconstructing Media

- choose a piece of media (advertisement, movie, song, etc.) where consent is not shown in a clear and enthusiastic way
- list how you know the consent is not right
- how would you re-work the media to fix it?




Old Spice: Very Convincing

- what is the issue with this tagline?
- why?
- how could you fix this?



Old Spice: Very Convincing

- the tagline is implying that you can convince someone to be intimate; consent needs to be freely given
- they're both apparently naked, and apparently the cologne is the cause
- you could rewrite the tagline to be "she likes the smell as much as she likes me"



Some Media to Examine

Music:

- What Do You Mean? -Justin Bieber
- Baby It's Cold Outside - Holiday Song
- Blame it on the Alcohol - Jamie Foxx

Movies:

- Summer Nights in Grease (1978)
- Sleeping Beauty (1959)
- The Half of It (2020)

Advertisements:

- Dolce & Gabbana print ads
- Calvin Klein print ads
- Axe Body Spray print ads

Other Videos:

- public proposal videos
- Offset crashing Cardi B's concert with a "Take Me Back" sign

Or use your own examples!

This resource is also available for download by [clicking here](#).

Appendix C: Consent Journal Entry Rubric

	Mechanics	Quality of Information	Thoughtfulness
4	No grammatical, spelling or punctuation errors.	Information clearly relates to the main topic (consent). It includes several supporting details and/or examples.	Student clearly took time to reflect on the topic. Three or more thoughtful and original ideas were included.
3	Almost no grammatical, spelling or punctuation errors	Information clearly relates to the main topic (consent). It provides 1-2 supporting details and/or examples.	Student clearly took time to reflect on the topic. One or two thoughtful and original ideas were included.
2	A few grammatical spelling, or punctuation errors.	Information clearly relates to the main topic (consent). No details and/or examples are given.	Student took some time to reflect on the topic. One original idea was included.
1	Many grammatical, spelling, or punctuation errors.	Information has little or nothing to do with the main topic (consent).	Student appears to have spent little to no time reflecting on the topic. No original ideas were included.

Journals can be collected for assessment, participation, or evaluation of learning.

Appendix D: Consent Glossary

This resource is also available for download by [clicking here](#).

GLOSSARY

Some words to know when talking about consent

consent

Permission for something to happen, or agreement to do something; to give permission for something to happen.

coerce

To persuade an unwilling person to do something by use of force or threats.

manipulate

Control or influence (a person or situation) cleverly, unfairly, or unscrupulously.

capacity

A person's ability to do something; legal competence

boundaries

Limits people set for themselves in order to feel safe and comfortable.

power

The ability to influence or control others; in the context of consent, power imbalances can pressure someone into doing something they do not want to.

withhold

To refrain from giving.

8. Healthy Relationships Lesson Plan

Curriculum Entry Point	Grade 9 Health and Physical Education (PPL1O) Human Development and Sexual Health
Curriculum Overall Expectations	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
Curriculum Specific Expectations	C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]
	C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality [PS, CT]
Materials	<p>Healthy Relationships Presentation (Appendix A)</p> <p>Resources:</p> <ul style="list-style-type: none"> • Projector for presentation • Speakers for videos • Personal divides to use Mentimeter or other resources and materials to create anchor charts • Poster: Healthy Relationship Characteristics (Appendix B) • Exit Ticket (Appendix C)
Notes:	The objective of this lesson is to learn about healthy relationships, including red flags and green flags to look out for when dating.

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.
- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

Introduction

- Introduce the topic (Healthy Relationships Presentation Slide 2)
- Ask your students about the characteristics they believe are important for a healthy relationship (Healthy Relationships Presentation Slide 3).
- If using a digital tool like [Mentimeter](#) (Word Cloud) to collect characteristics of a healthy relationship, insert it prior to presenting. Otherwise, create an analog anchor chart using the medium of your choice and input from the students in your class (Healthy Relationships Presentation Slide 4).

Opportunity for differentiation: Hand out sticky notes and allow students to write down some of the characteristics they believe make for a good and healthy relationship. After giving them ~2 minutes to come up with examples, ask them to put the completed sticky notes along the walls of the room, and encourage them to walk around and see what their classmates wrote.

Direct Instruction

- Review the characteristics that the class came up with for healthy relationships.
- Healthy Relationships Presentation Slide 5: Ask students why trust, compromise, and individuality may be important in a relationship. Facilitate the discussion.
- Healthy Relationships Presentation Slide 6: Address any meaningful differences between what they relayed and what is written. Ask for examples of what these characteristics look like in relationships and what it looks like when these are not present in relationships.
- Healthy Relationships Presentation Slide 7: Ask why good communication, understanding, and self-confidence may be important in a relationship. Facilitate discussion.
- Healthy Relationships Presentation Slide 8: Address any meaningful differences between what they relayed and what is written. Ask for examples of what these characteristics look like in relationships and what it looks like when these are not present in relationships.

Guided Practice

- Healthy Relationships Presentation Slide 9: Introduce the concept of Red Flag/Green Flag. Ask if they have any examples to share.
- Healthy Relationships Presentation Slide 10: Go through scenarios and have the class look for red flags or green flags within each scenario.
- Answer Key:
 - Scenario One is a red flag; Victor's friends are not practising good communication skills. Either they want him to hang out with them, and should make sure to communicate with him on the day, or they do not, and should let him know so he is not waiting around for them;
 - Scenario Two is a red flag; relationships need compromise, and Jane and Larry are not making any compromises, even if Tim does not really mind;
 - Scenario Three is a green flag, because even though Trent is disappointed, he makes space for Ollie's boundaries and respects their wishes.
- Healthy Relationships Presentation Slide 11: Go through scenarios and have the class look for red flags or green flags within each scenario.
- Answer Key:
 - Scenario One is a red flag; Ghallia should not be allowed to be so controlling and Ari is allowed some personal privacy, especially if the snooping makes her uncomfortable.
 - Scenario Two is a green flag, as long as the conversations are happening without coercion from Izzy's point of view.
 - Scenario Three is a red flag, because Deion and Tristan are not communicating well about their personal boundaries. The friends with benefits dynamic is not inherently a red flag, and neither is polyamory. It all depends on the personal comfort levels of the people involved in the relationship, but these have to be communicated in order to be understood.

Opportunities for differentiation: Try having students participate in a body vote. For example, if you thought this was a red flag, stand in a halt position. If you thought this was a green flag, sit and give a thumbs up. If you were unsure, sit with your arms in the air. Read out each slide on the presentation instead of just assuming all students can read the information, or have them close their eyes and do a "secret" poll, and let them know the approximate consensus after each vote. Anonymous polls conducted in Mentimeter would also be a good option.

- Healthy Relationships Presentation Slide 12: Show [the clip](#) from *The Office* (2020) and discuss whether each character displayed green or red flags. Pam displayed a green flag by being honest, and a red one for kissing someone while in a monogamous relationship. Roy displays a red flag through his violent outburst. Other potential red flags are: the inference that he “could” have cheated, but did not and the role of bystanders (the other man escalated the violence).
 - Notes about this clip: This clip takes place in a bar. One character begins yelling and throwing glasses against a bar mirror.
- Healthy Relationships Presentation Slide 13: Show [the clip](#) from *Atypical* (Sony Pictures Television, 2021) and discuss whether each character displayed green or red flags. They display green flags by communicating openly and honestly about what they want and how they feel.
 - Notes about this clip: The male character, Sam, is supposed to be neurodivergent (ASD). In this scene, two 18+ university aged students begin to get intimate and explain they are about to have sex. Neither gets undressed, but they kiss.
- Healthy Relationships Presentation Slide 14: Show [the clip](#) from *Friends* (Kraze, 2017) and discuss whether each character displayed green or red flags. Ross displayed red flags by lying about reading the letter (which is clearly important to Rachel), and not correcting the mistake when he realizes it will get him back into a relationship with her. Another red flag is that Ross cheats on Bonnie.
- Healthy Relationships Presentation Slide 15: Show [the clip](#) from *Never Have I Ever* (Netflix India, 2022) and discuss whether Devi (the main character) displays red or green flags. She displays red flags by using her relationship as a way to define herself and by bringing her insecurities in her relationship to everyone but her boyfriend.
 - Notes about this clip: characters use words ‘slut,’ ‘hella,’ ‘bitch/bitches,’ ‘insane,’ and ‘boobs.’

Check For Understanding

- Healthy Relationships Presentation Slide 16: Ask students to list some things that may be red flags. If needed, prompt them to elaborate. For a list of possible answers, please look at Eatough (2023).

Opportunities for differentiation: Consider writing down what they list as red flags or having them keep a list in a notebook or journal.

Think, Pair, Share, Practice

- Healthy Relationships Presentation Slide 17: Divide students into pairs or small groups. Go to each group and tell them either their group is either a red or a green flag. Give them some time to develop short skits depicting either the red or green flag of their choosing.
- Bring them back to their seats and get groups to perform their short skits. Then, as a class, discuss if the presenting group was depicting a red or a green flag.

Consolidation

- Review learning from the lesson. Open the floor for any last questions or comments.
- Allow students to fill out lesson Exit Ticket ([Appendix B](#)). Assess for learning and participation.

Opportunities for differentiation: Allow students to record a short Flip as their exit ticket.

Assessment

- Assess for learning and participation using exit tickets.
- Optional: For drama class, assess for commitment to role, characterization, etc.

References

Eatough, E. (2023). *15 red flags in a relationship to look out for*. BetterUp. <https://www.betterup.com/blog/red-flags-in-a-relationship>

Kraze. (2017). *Ross reads Rachel's letter*. YouTube: Kraze. https://youtu.be/m_dhb7jY_OY

Netflix India. (2022). *Trouble in Devi and Paxton's love story?* YouTube: Netflix India. <https://www.youtube.com/watch?v=SksgU-rGvUU>

The Office. (2020). *Roy explodes after Pam reveals her kiss with Jim*. YouTube: The Office. <https://www.youtube.com/watch?v=dDYE3KmMltI>

Sony Pictures Television. (2021). *Sam and Paige get intimate*. YouTube: Sony Pictures Television. https://youtu.be/1Qb7qM2_65Q

Appendix A: Healthy Relationships Presentation Slides

This resource is also available for download by [clicking here](#).





Healthy Relationships



WHAT IS A RELATIONSHIP?

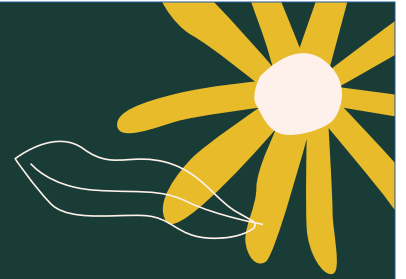
a relationship is an interpersonal connection between two or more people. These connections can be between platonic, friendly, romantic, intimate, familial, or even professional.

WHAT MAKES IT HEALTHY?

Broadly, a healthy relationship is one in which each party has respect for both themselves and each other. There are several characteristics, traits, and behaviours that can be used to measure the health of a relationship.



What characteristics do you think are important for a healthy relationship?



optional: use this slide to insert mentimeter or word cloud to share student ideas. If using a whiteboard or blackboard, skip this slide!





SOME CHARACTERISTICS OF HEALTHY RELATIONSHIPS

TRUST

COMPROMISE

INDIVIDUALITY



SOME CHARACTERISTICS OF HEALTHY RELATIONSHIPS

TRUST


Relationships require people to place trust in each other and give each other the benefit of the doubt.

COMPROMISE

When dating someone, each partner will not always get their own way. Compromising means each person should acknowledge different points of view, and be able and willing to give and take.

INDIVIDUALITY

Although compromise can lend itself to a healthy relationship, partners should not compromise who they truly are for their partner. Each partner should feel supported in continuing with their own hobbies, friends, and passions.





SOME CHARACTERISTICS OF HEALTHY RELATIONSHIPS

GOOD COMMUNICATION

UNDERSTANDING

SELF-CONFIDENCE



SOME CHARACTERISTICS OF HEALTHY RELATIONSHIPS

GOOD COMMUNICATION


Relationships require honesty, which means practising open and truthful communication with each other. This can also involve respecting wishes to wait until one or both partners are ready and willing to talk.

UNDERSTANDING

Each partner in a relationship should take time to make sure they are understanding and respecting what the other may be thinking, feeling, or dealing with. This can require patience and practise.

SELF-CONFIDENCE

When all parties have confidence in themselves, they are able to contribute to building and growing the relationship by being comfortable enough in themselves and their opinions to be open with who they really are.





Red Flag/ Green Flag

Red flags are warning signs that there may be unhealthy patterns or behaviours between you and your partner. Especially in new relationships, judgement can be clouded, making it more difficult to recognize red flags.

Green flags are signs and affirmations of healthy patterns and behaviours within relationships.



Relationship Scenarios:

do they raise red flags or green flags?

SCENARIO 1

Victor's friends often make plans with him, and then when the day comes to hang out, they ghost him. They're still getting together, just not including Victor. Anytime he brings it up, they tell him it's "not deep", and they just forgot.

SCENARIO 2

Jane, Larry, and Tim love to watch movies together. Jane and Larry love disaster movies, while Tim prefers rom-coms. Jane and Larry always tell Tim that their group should watch a disaster movie, as they make the majority. Tim doesn't really mind, but wishes they'd watch another genre sometimes.

SCENARIO 3

Ollie and Trent have been friends for as long as they can remember. Recently, Ollie has asked for a little more space when they have sleepovers, and instead of sleeping in Trent's room, Ollie sleeps in the guest room. Trent is a little disappointed, but makes sure to make up the spare bed for Ollie whenever they ask.



Romantic Relationship Scenarios:

do they raise red flags or green
flags?



SCENARIO 1

Ghalla told her girlfriend, Ari, that she has the right to go through her phone at any point. Ghalla has been cheated on in the past, and this allowance makes her feel safe in the relationship. Ari doesn't like it, but her friends think it's weird and controlling.

SCENARIO 2

Billy and Izzy have been dating for a long time, and Izzy is really wanting to take things to the next level. Billy isn't ready yet, so they haven't had sex. Every few weeks, they have a conversation to see where Billy's comfort levels are.

SCENARIO 3

Deion and Tristan are friends with benefits. They are also good friends, and like to hang out a lot. Recently, Tristan has started to casually date Elizabeth, but they never actually asked Deion about his comfort level with the whole thing. Deion and Tristan never had a discussion about being exclusive.

red flag or green flag?



DISCUSS AS A CLASS



red flag or green flag?

DISCUSS AS A CLASS



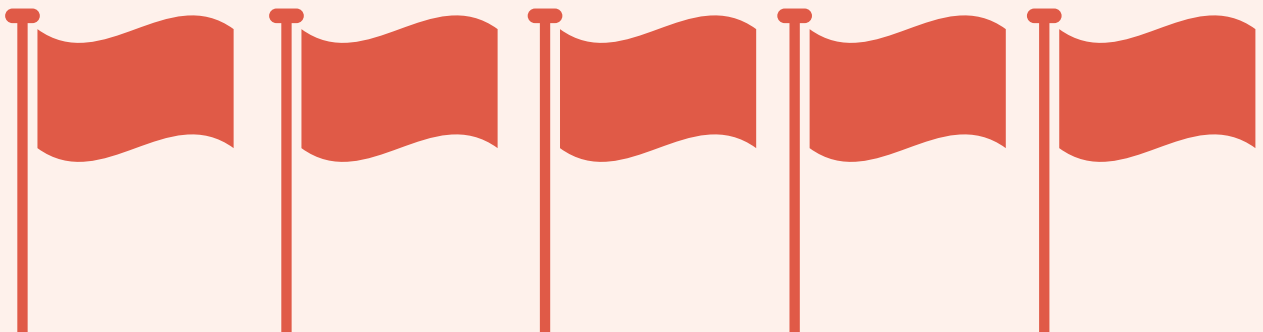
red flag or green flag?

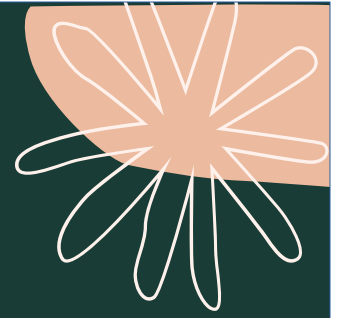


red flag or green flag?



Our Collection of Red Flags





In- Class Activity

IN GROUPS, CREATE A SHORT SKIT (NO
LONGER THAN 2 MINUTES) DEPICTING THE
FLAG YOU RECEIVED



Appendix B: Healthy Relationship Characteristics Poster



Appendix C: Exit Ticket

Name:

Healthy Relationships

Date:

Exit Ticket

What stuck with you the most about today?

What are the top three things you learned today?

What is something you would like to learn about further?

9. Missing and Murdered Indigenous Women, Girls, and Two Spirit People (MMIWG2S) Lesson Plan

Curriculum Entry Point	Grade 10 Civics (CHV2O)
Curriculum Overall Expectations	C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change)
	C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective)
Curriculum Specific Expectations	C1.1 assess the significance, both in Canada and internationally, of the civic contributions of some individuals (e.g., assess the benefit of using art as civic action)
	C1.3 explain how various actions can contribute to the common good at the local, national, and/or global level (e.g., non-violent protest)
	C2.1 analyse ways in which various beliefs, values, and perspectives are represented in their communities
	C2.2 describe ways in which some events, issues, people, and/or symbols are commemorated or recognized in Canada, and analyse the significance of this recognition
Materials	Projector and computer/laptop, printer for handouts.
Other Possible Curricular Connections	NAC10, NAC20, HSG3M, HSE3E, NVB3E, NDA3M, NBE3U, ASM3M, ASM3O, HSB4U, HSE4M, NDW4M, NDG4M, ASM4M

Preface

The phenomenon of Missing and Murdered Indigenous Women, Girls and 2SLGBTQQIA+ people (MMIWG2S) is an issue that Indigenous activists have been working to draw attention to for decades. This term refers to the extremely high rates of GBV affecting Indigenous Women, Girls and 2SLGBTQQIA+ people, rooted in systemic discrimination and colonization, that results in Indigenous women being 12 times more likely to become missing or murdered than other women in Canada and 16 times more likely than white women. In 2019, the National Inquiry into MMIWG published a powerful report entitled *Reclaiming Power and Place*, which documents the extent of this injustice, its root causes, and includes Calls for Justice to address the issue. There are two Calls specifically for education:

We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of Their Voices Will Guide Us with children and youth (p. 79).

The document, [*Their Voices Will Guide Us*](#) (Bearhead, 2020), that they refer to is a student and youth engagement guide developed by Charlene Bearhead and an advisory group connected to the National Inquiry. It is a guidance document developed by mostly Indigenous women that provides extremely useful advice and resources for educators at all level. We strongly recommend that teachers review their full guidance alongside the use of this lesson plan.

In 2021, the 2SLGBTQQIA+ Sub-working Group released the *MMIWG2SLGBTQQIA+ National Action Plan Final Report*, adding the voices of Indigenous peoples who live outside of binary gender and/or sexual categories which, as the report outlines, are themselves constructions of European colonialism. Despite being highly impacted by discriminatory violence, the experiences of 2SLGBTQQIA+ Indigenous people are often erased in education and conversation of systemic GBV. A key recommendation in this report to address this problem is through education; “We call upon provincial and territorial governments and schools to ensure that students are educated about gender and sexual identity, including 2SLGBTQQIA identities, in schools” (p. 63).

For additional information on Two Spirit people, check out the following YouTube video: [*BESE Explains - Two Spirit \(BESE, 2019\)*](#)

Two Spirit: An umbrella term used by many Indigenous communities on Turtle Island (so-called North America) to describe people with diverse gender identities, gender expressions, gender roles, and sexual orientations. Two Spirit people were included and respected in most Indigenous communities, sometimes considered sacred and highly revered. This definition is taken from [“Queer Terminology from A to Q” \(Qmunity, 2022\)](#). To see the full definition, click to download the PDF version.

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.

Example: In next week’s/tomorrow’s class, we will be discussing the topic of Missing, Murdered Indigenous Women, Girls and Two Spirit peoples. We will be learning about and discussing gender-based and sexual violence committed against these groups, how their disappearances and deaths impact their families and communities, residential schools, and the violent impacts of colonialism on Indigenous peoples. Take some time to reflect on what supports you might need or what personal boundaries you may need to set to feel safe in these conversations. Let me know beforehand and we can see if accommodations can be made.

- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

Summary

Art is a powerful political tool in response to injustice. In this lesson, students will grow their understanding of the role that art plays in activism, and their media analysis skills by exploring the topic of MMIWG2S through encounters with Indigenous-made art and media which calls attention to and demands political and social action.

Students will explore the ways that art-making and performance is political, that it is a form of civic action, and how art can influence social, political, and even economic change.

At the end of the lesson, students will be able to describe what MMIWG2S is, who is impacted, and some of the civic actions Indigenous people have taken and are taking to address this issue.

This lesson offers additional optional opportunities for learning outside of the classroom and to participate in civic action.

1. The teacher may wish to arrange a class trip to see Indigenous art or performance, for instance at an art gallery or museum, an outdoor installation, a march or civic action, a concert or performance, etc.
2. As a cumulative project, students may engage in civic action through an art display in a common area of the school or classroom, hold informational assemblies as well as become involved in raising funds, and/or collection donations to assist organizations that support Indigenous girls, women, and Two Spirit people.

In lieu of this, teachers may present students with examples of media using in-class technologies such as filmed recitals, virtual gallery tours, or databases such as the [National Inquiry on MMIWG2S \(2019\)](#) website.

This lesson offers an opportunity to choose an art piece to present to the class individually or as a group. The parameters for selecting an event, artist, or artwork is that it has to address the topic of MMIWG2S and be by an Indigenous artist.

Overall Learning Goals

Understanding MMIWG2S:

- Students will grow their knowledge and understanding of MMIWG2S and some of the contributing social, historical, political and economic factors that have led to this devastating situation.
 - MMIWG2S stands for Missing and Murdered Indigenous Women, Girls and 2SLGBTQQIA people, and is an acronym used to refer to the grassroots political movement which is a response to the longstanding GBV against that group. Refer to resources provided in this lesson for more information.
- Students will learn about Indigenous artist-led activism and what role it has played and continues to play in bringing awareness and creating accountability.
- Students will identify parties who are involved in and impacted by MMIWG2S, i.e., the Government of Canada, the United States Government, police authorities, Indigenous women, girls, and 2SLGBTQQIA+ people, Indigenous communities, First Nations Métis and Inuit organizations like the Native Women's Association of Canada, the media, etc.

- Students will identify the impacts of MMIWG2S on First Nations Métis and Inuit families and communities.
- Identify the roles that non-Indigenous people can take in eradicating MMIWG2S.

Resistance, Resilience, and Resurgence:

- Students will explore the concepts of resistance, resilience, and resurgence of cultural roles, values, teachings, and practices, including Indigenous laws, governance, and self-determining practices.

Community activism and social justice efforts:

- Students will explore the concepts of community activism and social justice and the ways in which families and communities have organized around the issue of missing and murdered Indigenous women, girls, and Two Spirit people.
- Students will explore community activist efforts in calling for the national inquiry and the implementation of the resulting Calls for Justice.

Key Questions

These questions will guide the lesson. Students can also continue thinking about ways to answer these questions long after the lesson has ended. It suggested that teachers leave the questions up on the chalkboard, anchor chart, or other visual throughout the week, semester, etc.

- “What does MMIWG2S stand for? Who is impacted by it? What are some of the factors that have led to the prevalence of violence against Indigenous women, girls, and 2SLGBTQQIA people?”
- “What role do art and artists play in the movement to eradicate MMIWG2S?”
- “When is art political? How can art be used in political activism?”

Introduction

YouTube Film and Large Group Discussion: Who are MMIWG2S?

- Using video/short documentary, students will be introduced to the topic of MMIWG2S to learn about the background of the topic from a critical Indigenous perspective. The teacher will play at least one video/read an article to acquaint students with the issue, who some of the key communities and institutions are, and how local Indigenous communities are responding with political organizing and every day forms of resistance.
 - [Marking Missing and Murdered Indigenous Women and Girls Awareness Day](#) (CityNews, 2021);
 - [Families of MMIWG call for action on day of remembrance](#) (CBC News, 2022);
 - [Families of MMIWG2S bringing attention to national tragedy](#) (City News, 2022);
 - [Understanding How the Laws Encourage Violence | History of MMIW \(US focused\)](#) (Nonviolence International New York, 2021);
 - [Indigenous Women and the Story of Canada | Sarah Robinson | The Walrus Talks](#) Robinson (2017);
 - [How Indigenous women in Canada heal through art](#) · Global Voices Velandia (2020);
 - [What the National Inquiry into Missing and Murdered Indigenous Women and Girls means for Two-Spirit people](#) | Xtra Magazine Perrier (2019).
- A key consideration is the need to focus on Indigenous women's resilience and empowerment to avoid casting them as victims. Discuss the term 'empowerment' (defined as the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights) and then pose the following questions from *Their Voices Will Guide Us* (Bearhead, 2020) to your students. Ask them to write down two or three answers privately and then compile a list as a class.
 - What does empowerment of Indigenous women and girls look like? Explore examples from the film;
 - How do women and girls in our families, schools, and communities practice empowerment?

YouTube Film and Large Group Discussion: How can art influence change?

- [The REDress Project](#) (ShawTV Winnipeg, 2015)
- Following the first video, the teacher will share an example of a form of political action in art. Students will watch the YouTube video about the REDress Project, in which the artist discusses her installation series; what inspired it, what it signifies, and what role it plays in the movement to the eradication of MMIWG2S.
- **Tip for expanding lesson:** Under [art resources](#) there are many more videos and art resources that can be used in addition to or in place of the video provided.
- **Tip for discussion:** Many of the videos included in this lesson plan depict protestors wearing red dresses or using red dresses in place of protest signs. Facilitate a discussion about how art can become a political symbol.

Group or Individual Research Assignment: What are Indigenous artists saying?

- With support and guidance from the teacher, students will conduct research to create a report on an Indigenous artwork, performance, project, or installation that addresses the topic of MMIWG2S. In groups or individually, they will research and choose an art piece which they will later present on in class.

OR

- With support and guidance from the teacher, students will conduct research on one of the following art pieces/performances/installations which are created by Indigenous people and address the topic of MMIWG2S. In groups or individually, they will research the artists, the themes of their art, and how their art has been used to support civic action or social change to present in class.
 - [The REDress Project - Jaime Black](#) (2020);
 - [Walking With Our Sisters | Christi Belcourt](#) (n.d.);
 - [Performance for Missing and Murdered Indigenous Women](#) - A Tribe Called Red (Fairness Works, 2016);
 - [Artists | MMIWG](#) - Database of art and artists (National Inquiry of Missing and Murdered Indigenous Women and Girls, n.d.);
 - [Jah'kota - MMIW \(Missing and Murdered Indigenous Women\) - \(Audio\)](#) (Jahkotamusic, 2018);

- [Red hand print worn over mouth at San Diego half marathon for MMIW - Jordan Marie Brings Three White Horses Daniel](#) (Marie, 2020);
- [“No More Stolen Sisters” Instagram - Ilona Verley \(2 Spirit drag queen\)](#) (Ilonaverley, 2020).

Creative Activity: Large or Small Group Art Project

Students will plan, design, and create a large or small group art piece in response to MMIWG2S. Using an inquiry-based method, the teacher will guide students as they research various art and performances addressing the issue in order to create their own installation/art/performance. Have students list art materials that they might need, and the teacher can source them within the school or by putting out a call on Edsby or similar school-wide platforms. The final product could be presented at an assembly, installed in common areas in the school, or in the local community.

It is important to include information at this point on **cultural appropriation**, which is the act of taking or using things from a culture that is not your own, especially without demonstrating that you understand this culture.

Cultural appropriation is an important consideration when teaching this lesson. Reproductions of Indigenous art or motifs should only be done in consultation and relationship with local Indigenous communities, experts and elders. The Elementary Teachers’ Federation of Ontario (ETFO) has created a helpful guide, [Cultural Appropriation vs. Appreciation](#) (ETFO, 2019), which can also be referenced.

Example: Students can reproduce the REDress installation in outdoor commons, collecting donations of red dresses and clothing. This could also be an opportunity for class-wide civic action in practice; holding an assembly, writing to government branches, collecting financial and other donations for Indigenous communities or local social service centers who support Indigenous clients etc.

Consolidation Activity: [Flip](#) and Large Group Discussion

- Return to the key questions posed up front and have students create a Flip to answer them. As a large-group, watch one another’s Flip recordings and facilitate a large group discussion responding to questions such as:
 1. “What are the factors contributing to MMIWG2S?”
 2. “What role does art play in the movement to eradicate MMIWG2S?”
 3. “When is art political?”

Resources

Art Resources

- [The REDress Project](#) (2020)
- [National Inquiry Into Missing and Murdered Indigenous Women and Girls: Gallery of Artistic Expression](#)
- [“No More Stolen Sisters” Instagram - Ilona Verley \(2 Spirit drag queen\)](#)
- [Walking With Our Sisters | Christi Belcourt](#) (n.d.)
- [Performance for Missing and Murdered Indigenous Women](#) - A Tribe Called Red
- [Artists | MMIWG](#) - Database of art/Artists
- [Jah’kota - MMIW \(Missing and Murdered Indigenous Women\) - \(Audio\)](#)
- [Red hand print worn over mouth at San Diego half marathon for MMIW - Jordan Marie Brings Three White Horses Daniel](#)

Video Resources

- [MM interview with Metis artist Christi Belcourt on Walking with our Sisters WWOS](#) (Muskra Magazine, 2014)
- [Performance for Missing and Murdered Indigenous Women](#) (Fairness Works, 2016)
- [The Missing and Murdered Indigenous Women - Children of the Settling Sun](#) (2019)
- [MMIW | Spoken Word by Toni Gladstone](#) (Story Studio, 2019)
- [Marking Missing and Murdered Indigenous Women and Girls Awareness Day](#) (CityNews, 2021)
- [BESE Explains - Two Spirit](#)

Teaching Resources

- [Their Voices Will Guide Us: Student and Youth Engagement Guide](#)
- [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#)
- [Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside](#) (Martin & Walia, 2019)
- [2SLGBTQQIA+ Sub-Working Group MMIWG2SLGBTQQIA+ National Action Plan FINAL REPORT](#)
- [Queer Terminology From A to Q - Qmunity \(2022 Edition\)](#)
- [Cultural Appropriation v. Appreciation \(ETFO, 2019\)](#)
- [Good Minds - First Nations, Métis, and Inuit Books](#)
- [APTN News - Indigenous News Team and Resources](#)
- [Fact Sheet on LGBTQ+ and Two-Spirit - Native Women's Association of Canada \(n.d.\)](#)
- [Fact Sheet on MMIWG - Native Women's Association of Canada \(n.d.\)](#)
- [Safe Passage - An Initiative of Native Women's Association of Canada](#)
- [Lesson Plan: "Indigenous Women's Activism" - Sarah Anne Johnson \(n.d.\)](#)
- [Lesson Plan: "Colonialism" - The National Center for Collaboration in Indigenous Education](#)

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- BESE (2019). *BESE explains: two spirit*. YouTube: BESE. <https://www.youtube.com/watch?v=XBH6wVOjolg>
- CBC News. (2022). *Families of MMIWG call for action on day of remembrance*. YouTube: CBC News: The National. https://www.youtube.com/watch?v=dVnF_hiMH6s
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- Lezard, P., Prefontaine, Z. Cederwall, D.M., Sparrow, C., Maracle, S., Beck, A., McLeod, A. (2020). *SLGBTQQIA+ Sub-Working Group: MMIWG2SLGBTQQIA+ National Action Plan Final Report*. <https://mmiwg2splus-nationalactionplan.ca/eng/1670511213459/1670511226843>
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- Marie, J. (2020, October). *As an Indigenous Lakota woman, running is my art form and my advocacy*. Popsugar. <https://www.popsugar.com/fitness/jordan-marie-brings-three-white-horses-daniel-personal-essay-47598678>
- Martin, C. & Walia, H. (2019). *Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside*. Downtown Eastside Women's Centre. <https://dewc.ca/wp-content/uploads/2019/03/MMIW-Report-Final-March-10-WEB.pdf>

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Velandia, S. (2020, September). *How indigenous women in Canada heal through art*. GlobalVoices. <https://globalvoices.org/2020/09/08/how-indigenous-women-in-canada-heal-through-art/>

10. Intimate Partner Violence Lesson Plan

Curriculum Entry Point		Grade 11 Anthropology, Psychology & Sociology (HSP3U)
Curriculum Overall Expectations	D2.	Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour
Curriculum Specific Expectations	D2.2	explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination (e.g., on the basis of gender, race, socio-economic status, sexual orientation, ability, religion, age, appearance), and describe their impacts on individuals and society
	D2.3	explain, from a sociological perspective, how diverse influences (e.g., culture, religion, economics, media, technology) shape social behaviour (e.g., dating and courtship, social networking, bullying, following trends and fads)
Materials	Intimate Partner Violence Instructional Materials Presentation Slides (Appendix A): <ul style="list-style-type: none"> • Projector and laptop/computer, printer for hard copies if needed. • Intimate Partner Violence Note Taking Guide (Appendix B) • Recognizing Abuse Worksheet/ Exit Ticket (Appendix C) • How to Resist DARVO infographic (Appendix D) • Research Project Instructions and Rubric (Appendix E) 	
Notes:	The objective of this lesson is to learn about intimate partner violence and teen dating violence, including the different types of abuse, Abuse Tactic of Deny, Attack, and Reverse Victim and Offender (DARVO), and prevention strategies.	

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.

- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

Introduction

- Introduce the topic (IPV Presentation Slides 2 and 3)
- Ask students: what do you think youth dating violence includes? (IPV Presentation Slide 4)
- Validate each response. Remind students not to include personal anecdotes in front of the whole class. Note that we want to discourage students from sharing in front of everybody, but do not make it feel like this is something to be ashamed of. Encourage them to tell a teacher or trusted adult if this is something they are going through.

Opportunity for differentiation: Provide a list of examples and non-examples written on cards. Ask students to pick cards that are dating violence and post them on the wall.

Direct Instruction

- Introduce Physical Violence (IPV Presentation Slide 5). Ask for examples. Wait for their answers before moving on to the next slide.
- Go through the examples with them (IPV Presentation Slide 6).
- Introduce Emotional/Psychological Violence (IPV Presentation Slide 7). Ask for examples. Wait for their answers before moving on to the next slide.
- Go through the examples with them (IPV Presentation Slide 8).
- Introduce Sexual Violence (IPV Presentation Slide 9). Ask for examples.
- Go through the examples with them (IPV Presentation Slide 10).
- Introduce Cyber Dating Violence. Ask for examples (IPV Presentation Slide 11).
- Go through the examples with them (IPV Presentation Slide 12).

- At some point in this portion of the lesson, they may have questions such as, “does X count as (intimate partner) violence?” Either answer them directly or (depending on the class) ask the question back, “what do you think? Why?” Explain that IPV exists along a continuum of interrelated harmful acts.
- If you think this exercise will lead to a disclosure, reframe the “what are some examples” to “what are some examples in media?” or “What are some signs that might alarm you that a friend was in an abusive relationship with someone?” etc.
- Introduce DARVO by asking if anyone has heard of it before (IPV Presentation Slide 13). Go through each step and ask for or give some examples to clarify. Make sure students know what the terms, social capital, and, power imbalance, mean.

DENY:	ATTACK:	REVERSE
<ul style="list-style-type: none"> • “This situation never happened.” • “I never did that.” • “This is a lie.” • “I’m a good person who couldn’t engage in this kind of behaviour.” • “I’m a friend to women, and people know this isn’t me.” 	<ul style="list-style-type: none"> • “You’re crazy.” • “You’re a psycho.” • “You’re an alcoholic or a drug addict.” • “You’ve made these claims before.” • “You asked for this/ wanted me to do it.” • “You never said ‘no.’” 	<ul style="list-style-type: none"> • “I didn’t rape him; he was planning on “crying rape” the whole time” • “I didn’t hit her; I was trying to defend myself against her kicking me but I’m stronger than I remember” • “I had to stalk them, they weren’t answering their phone and I was worried about their safety.”

Note: Depending on your class, this may be a good time to talk about the “crazy ex-girlfriend” cultural idea. Questions to explore include: Why would it benefit an abuser to refer to their ex as crazy? Do you hear about “crazy ex-boyfriends” as frequently? Why do you think that might be?

Opportunities for differentiation: Consider allowing students a short break to stretch, refill water bottles, or move a little. This is a heavy topic, and this marks the halfway point.

- Consider asking students if they can think of any famous examples of DARVO being used effectively.

Note: Before discussing Depp vs. Heard, consider reminding them that yelling out opinions will not be permitted.

- Introduce the next slide about Johnny Depp and Amber Heard (IPV Presentation Slides 14 and 15). Go through the timeline and make sure each section is touched on. Reiterate that this is not going to be an analysis of the legal cases or a place to voice opinions about either person's moral character. The objective is to understand how DARVO can operate.
- Have one student read the statement from Amber Heard out loud.
- Have another student read out loud the open letter signed by hundreds of GBV experts, describing how harmful the testimony was, not just for Heard but for domestic violence survivors more broadly ([Amber Heard Support Letter, 2022](#)).
- Explain that DARVO can be confusing and hard to notice (IPV Presentation Slide 18). In the case of Depp vs. Heard, IPV scholars observed that DARVO was used as a legal strategy by Depp's counsel.

Guided Practise:

- Have students analyze the following news articles, picking out examples from all the letters in the DARVO acronym that Depp's legal team used in the case. Ask: was the case portrayed with bias? How did DARVO impact how the case was reported in the news media?
 - Butterfield, M. & Do Couto, S. (2022, May 17). *Amber Heard leaves stand after tense cross-exam by Johnny Depp's lawyers*. Global News. <https://globalnews.ca/news/8839213/amber-heard-johnny-depp-trial-updates-may-17/>
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Check For Understanding:

- Talk about the consequences of intimate partner violence. Explain that people who experience intimate partner violence as teens are also more likely to experience it as adults or become perpetrators later in life. Ask them why they think that may be the case. Answers could include (but are not limited to):
 - Early exposure to IPV normalises it for future relationships;
 - Traumatization can lead some survivors to revert to familiar relationship patterns;
 - IPV can cause anxiety or depression, which abusers may actively look for.
- Reiterate that it is NOT because being a victim of IPV makes you weak or a bad person.
- Strongly discourage victim blaming if it comes up. Be mindful that there is a high possibility that someone in the class has experienced IPV. Interrupt instances of victim blaming and address them if they occur.
- Consider allowing students to have a few moments of silent meditation/reflection before they discuss these ideas.
- An art-based activity can be a helpful way to process difficult emotions. For example, pass out magazines and newspapers and have students make collages related to themes like resilience, resistance, hope, safety, voice, community, support, peaceful, etc.

Closing:

- Review the prevention strategies for intimate partner violence (IPV Presentation Slides 20–23).
- Talk through how to learn about health and safe relationship skills. See the list of [National Resources](#) at the end of this toolkit. For those outside of this area, contact your local sexual violence prevention centres for an updated list.
- Talk through how to engage with adults or peers. If your school has a Bystander club, direct them there. This might also be a good point to remind them of the guidance department in the school.
- Talk through how to create a safe environment. Remind them of how DARVO tactics can make allegations confusing, and that it is vital to believe survivors. Discuss how to destigmatize abuse (not making jokes about it, not blaming the victim).

Regulating Post-Lesson

- Give students time at the end of the class to regain their calm. Start with a quiet minute or two focused on breathing.
- Have the students redirect their thoughts: For example, “Take a minute, close your eyes, breathe slowly, and think about something that makes you happy. I love being outside on summer nights, listening to crickets. I’m going to be thinking of the feeling of dew-soaked grass, the sounds of the crickets, and how calm I feel when I look up and see stars and lightning bugs. Try thinking about a memory that makes you feel calm and safe” etc.
- Give students positive feedback on becoming calm: “Now open your eyes. How are you feeling? If you need more time to settle down, let me know.”
- Save a little time for students to take one last minute to refocus: “Take a minute and do something for you. Go for a walk and get some air or go get a drink of water.”
- Consider asking every student to take a picture of IPV Presentation Slide 24 (last slide: Resources). This can empower those who need it to have the information available without stigma or disclosing. Consider making the slides available to all students.
- If your class has a re-centring routine, use that.
- Offer the option of journaling about how this lesson made them feel; allow them to anonymously give feedback on how safe and supported they felt for the duration of this lesson. Take their words seriously.

Consolidation:

Journal

- Journal Prompt Suggestions: Have you ever engaged in actions that might constitute intimate partner violence, either on purpose or accidentally? What can you do to make sure you do not engage in those activities again?

Worksheets

- Recognizing Abuse Worksheet/Exit Ticket ([Appendix C](#))

Research Project

- Invite class to submit resources that are helpful for dealing with Intimate Partner Violence. Ask students to annotate them with information as to why they are helpful or important.

- See Research Project Instructions ([Appendix E](#)) and Annotated Bibliography Rubric ([Appendix F](#))

Activism Project

- Have students work in small groups to research and present on a local charity that supports IPV survivors. Have the students vote on the charities and organize a class fundraiser to support the one selected.

Accompanying Resources

[PREVNet: What to Do When Youth Dating Violence is Suspected or Disclosed](#)

Assessment

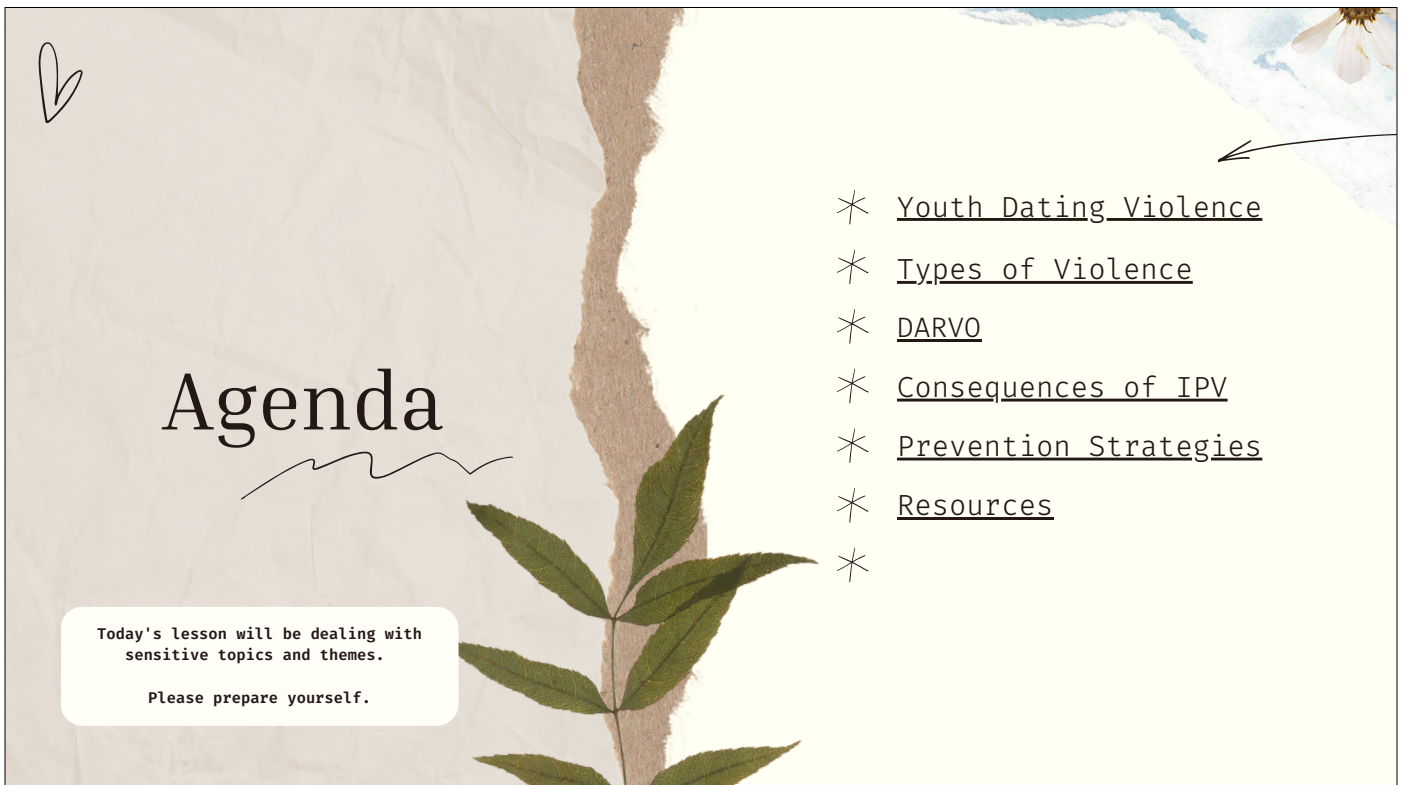
1. Journal
 - Can be used for assessment of learning, participation, or observation marks.
 - Can be marked using journal rubric (English) ([Appendix G](#)).
2. Recognizing Abuse Worksheet/Exit Ticket ([Appendix C](#)).
 - Can be used for assessment of learning, participation, or reflexivity practise.
3. Research Project ([Appendix D](#)).
 - Once all work has been submitted, consider creating a resource library available to all students in the class.
 - Students could alternatively vote on whether or not to release the final resource library to the whole school as a kind of classroom service project.

References

Amber Heard Support Letter. (2022). *An open letter in support of Amber Heard*. Amber Heard Support Letter. <https://amberopenletter.com>

Appendix A: IPV Presentation Slides

This resource is also available for download by [clicking here](#).



Youth Dating Violence

At a glance:

Youth Dating Violence is a form of Intimate Partner Violence and is aggressive, violent, threatening, and/or manipulative behaviour from a partner or ex- partner in a romantic or sexual relationship. It affects one in ten teens.



It is completely preventable.

<https://youthdatingviolence.prevnet.ca/learn-more/everyone/what-is-youth-dating-violence/>



What do you think
youth dating
violence includes?





Physical Violence

Physical violence is the use or the threat of using physical force. It can include blatant threats as well as acts of violence meant to intimidate.

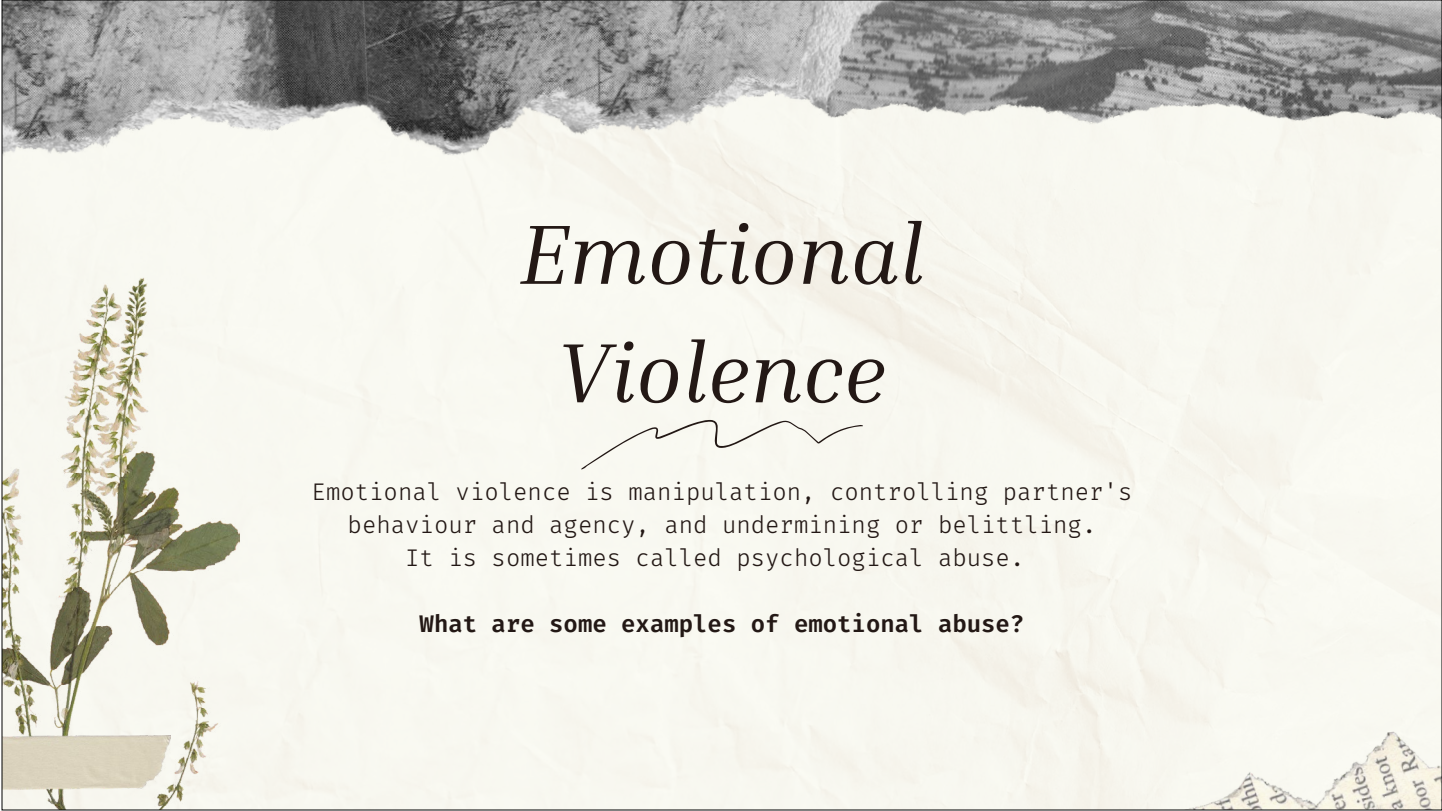
What are some examples?



Physical Violence

Examples include:

- hitting, kicking, and/or shoving
- attacking with a weapon
- hair pulling
- interfering with eating or sleeping
- throwing objects, punching walls, and/or kicking doors
- driving recklessly or dangerously on purpose
- forcing the use of drugs or alcohol
- threatening to hurt themselves or you



Emotional Violence

Emotional violence is manipulation, controlling partner's behaviour and agency, and undermining or belittling. It is sometimes called psychological abuse.

What are some examples of emotional abuse?



Emotional Violence

Examples Include:

- insulting, name calling, and/or consistently criticizing
- threatening to hurt you or those you love
- monitoring and/or stalking
- isolating and/or restricting access to friends
- punishment through withdrawing affection
- demanding constant access to you, your whereabouts, or your devices
- attempting to control where you go, how you present yourself, and/or any other aspect of your life
- cheating or threatening to cheat on you to intentionally hurt you
- referring to you by the wrong pronouns intentionally
- making you feel unworthy of love



Sexual Violence

Sexual violence is any sexual act or attempt to obtain a sexual act by violence or coercion, act to traffic a person, or act directed against a person's sexuality, regardless of the relationship to the victim. It is a continuum of interrelated acts that range from sexual harassment to rape.

What are some examples of sexual violence?



Sexual Violence

Examples include:

- unwanted sexual contact, including kissing, touching, or sex
- guilting you for or demanding sex when you are sick, tired, and/or do not want to have sex
- involving other people in sexual activities against your will
- forcing you to watch pornography
- making you feel as though you owe them sex for any reason
- giving you drugs or alcohol to lower your inhibitions
- restricting access to birth control, or refusing to use it
- continuing to pressure you for sex after you say no
- trying to normalize their sexual demands that you said no to
- making you feel afraid of what will happen if you say no



Cyber Dating Violence

Cyber dating violence involves the use technology to engage violent partner behaviours. Cyber dating violence is more likely to affect youth than adults because they generally have increased social media usage within their relationships.

What are some examples of cyber dating violence?



Cyber Dating Violence

Some Examples:

- monitoring through social media
- threatening and/or harassing online
- sexting coercion
- controlling and monitoring social media presence, including both friends and content
- looking through a partner's phone frequently to check on activity
- using technology to monitor location without consent
- ghosting as a form of punishment

DARVO

DARVO refers to a reaction perpetrators of intimate relationship violence may display when being held accountable for their behaviour.

Perpetrators use DARVO to craft a **scapegoat story** which is used to create bias against the victim, and rally bystanders to protect the perpetrator.

DARVO is more effective when the perpetrator has more **social capital** than the survivor.

D. Deny responsibility,
A. Attack the individual doing confronting,
R. Reverse roles of
V. Victim and
O. Offender

DARVO is most likely to be weaponized against a victim who has less power (e.g., power in roles, sociopolitical power) than the perpetrator.

1

2009: Johnny Depp and Amber Heard meet on a movie set. 2012: They begin to date publicly.

2

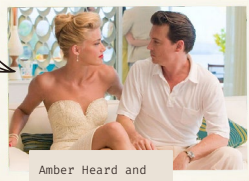
2015: Depp and Heard get married in a private ceremony. He was 52 and she was 29.

3

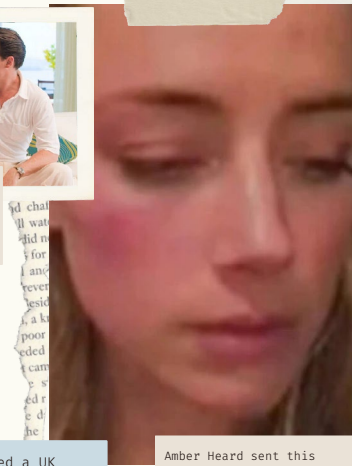
2016: Heard files for divorce and obtains a temporary restraining order against him, and accuses him of physically abusing her. She obtains \$7 million in the divorce, and pledges to donate it to charity.

4

2018: Heard writes a journalistic essay in which she refers to herself as a "public figure representing domestic abuse". Her article never names Depp explicitly.



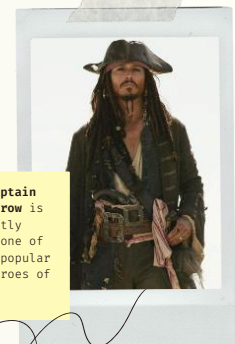
Amber Heard and Johnny Depp in the 2011 film, The Rum Diaries



Amber Heard sent this photo of her facial bruising to friends in 2016

in 2016 Depp sued a UK magazine who called him a "wife beater", but the judge ruled against him, saying **"the great majority of alleged assaults of Ms Heard by Mr Depp have been proved to the civil standard."**

Johnny Depp has starred in at least 79 movies since 1984, and is one of the most commercially successful film stars of the 2000s.



Depp's **Captain Jack Sparrow** is consistently voted as one of the most popular action heroes of all time

5 2019: Depp sues Heard for \$50 million for defamation after the article came out.

6 2020: Phone recordings are released in which Amber Heard was heard saying "I was hitting you". Depp is also recorded saying that they commit "physical abuse on each other".

7 2020: Depp loses his libel suit. The judge ruled he was violent towards ex-wife Amber Heard. He is later asked to resign from Fantastic Beasts.

8 2022: Depp is granted an appeal in his libel suit and both are found liable for defaming each other.

Johnny Depp's defamation lawsuit alleges that Amber Heard lied about being abused to generate "public positivity" about herself.

After her article was published alleging abuse from Depp, Amber Heard received **death threats** daily.

Depp was asked to resign after he lost his libel suit against Amber Heard. **He still was paid an 8-figure sum.**

social media was flooded with degrading memes during this court case. They largely centered around Amber Heard.

"Heard had notably fewer vocal supporters than Depp in the entertainment business and in and around the courthouse."

During the 2022 trial, Depp claimed that Heard hit him with pots and pans, cut him, and defecated in his bed when they broke up.

Heard claimed he physically abused her and her dogs, sexually abused her, controlled aspects of her career without her consent, and joked about being able to punch her in the face without repercussions.

Depp has claimed Heard severed his finger during an argument.

From Amber Heard:

✧ Immediately after the verdict, Heard released a statement on social media, saying in part: "The disappointment I feel today is beyond words. **I'm heartbroken that the mountain of evidence still was not enough to stand up to the disproportionate power, influence, and sway of my ex-husband.**"

"I'm even more disappointed with what this verdict means for other women. It is a setback," she added. "It sets back the clock to a time when a woman who spoke up and spoke out could be publicly shamed and humiliated. **It sets back the idea that violence against women is to be taken seriously.**"



An Open Letter in Support of Amber Heard

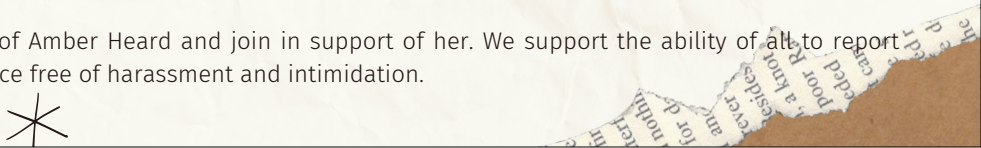
Five months ago, the verdict in the defamation trial between Johnny Depp and Amber Heard deeply concerned many professionals in the fields of intimate partner and sexual violence.

As many, including A.O. Scott for The New York Times have noted, the vilification of Ms. Heard and ongoing online harassment of her and those who have voiced support for her have been unprecedented in both vitriol and scale.

Much of this harassment was fueled by disinformation, misogyny, biphobia, and a monetized social media environment where a woman's allegations of domestic violence and sexual assault were mocked for entertainment. The same disinformation and victim-blaming tropes are now being used against others who have alleged abuse.

In our opinion, the Depp v. Heard verdict and continued discourse around it indicate a fundamental misunderstanding of intimate partner and sexual violence and how survivors respond to it. The damaging consequences of the spread of this misinformation are incalculable. We have grave concerns about the rising misuse of defamation suits to threaten and silence survivors.

We condemn the public shaming of Amber Heard and join in support of her. We support the ability of all to report intimate partner and sexual violence free of harassment and intimidation.



- D. Deny responsibility,
- A. Attack the individual doing confronting
- R. Reverse roles of
- V. Victim and
- O. Offender

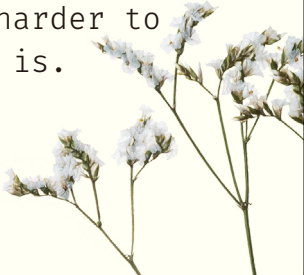
Every time the media focuses the story on what a man stands to lose by being accused of sexual assault, **they are strengthening the power of DARVO.**

When DARVO is used effectively, it can become unclear who is the victim and who is the perpetrator.



Bringing it back to DARVO

A DARVO response can be confusing: that's the point. DARVO makes it difficult to place accountability on the perpetrator by making it harder to tell who the real victim is.



Consequences of Intimate Partner Violence

Teens who have experienced intimate partner violence are more likely to:

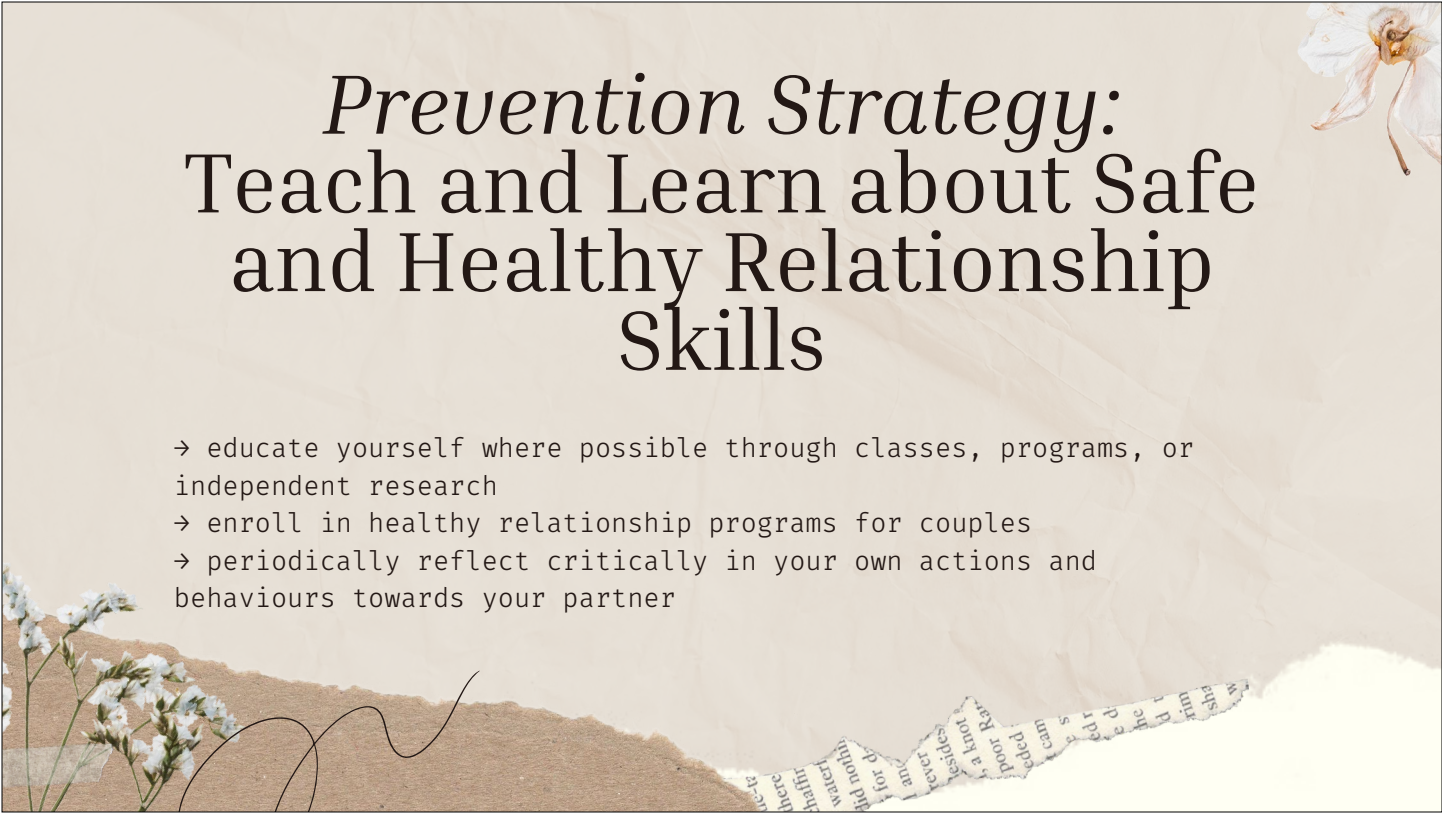
- experience depression and anxiety
- experience academic consequences (difficulty concentrating, failing classes, frequent absences, social challenges, etc.)
- engage in unhealthy behaviours, like using drugs and alcohol
- exhibit antisocial behaviours, like lying, theft, or bullying
- think about suicide

People who experience intimate partner violence as teens are also more likely to experience it as adults, or become perpetrators later in life.

Why do you think that may be the case?

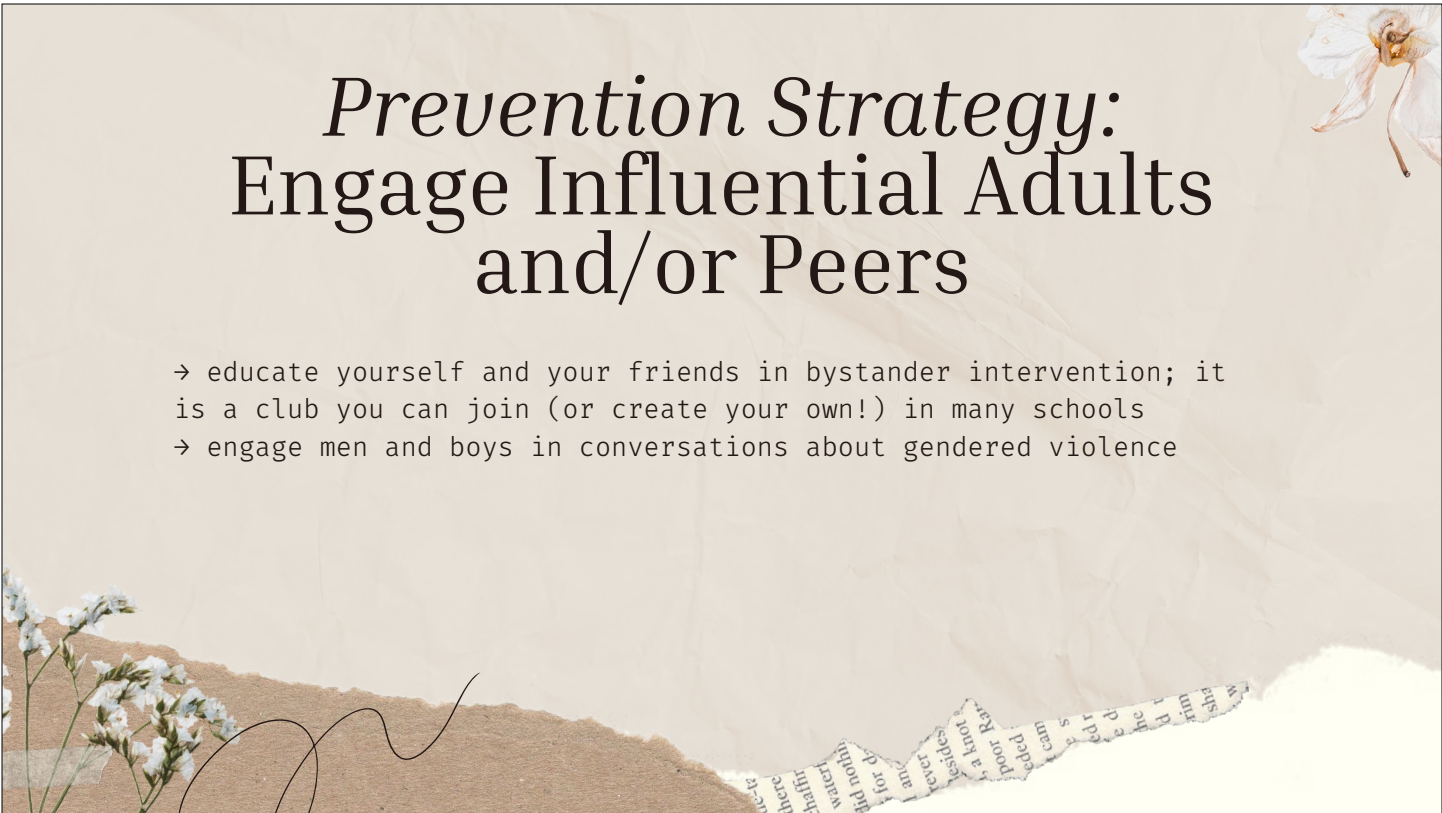
Prevention Strategies of Intimate Partner Violence

1. Teach and learn about safe and healthy relationship skills.
2. Engage influential adults or peers.
3. Create protective environments.



Prevention Strategy: Teach and Learn about Safe and Healthy Relationship Skills

- educate yourself where possible through classes, programs, or independent research
- enroll in healthy relationship programs for couples
- periodically reflect critically in your own actions and behaviours towards your partner



Prevention Strategy: Engage Influential Adults and/or Peers

- educate yourself and your friends in bystander intervention; it is a club you can join (or create your own!) in many schools
- engage men and boys in conversations about gendered violence

Prevention Strategy: Create Protective Environments

- Use language carefully to be inclusive and avoid triggering people who have gone through intimate partner violence
- support and believe survivors

*If you or
someone you
know needs
help:*

you are never alone.



loveisrespect.org
*national domestic
violence hotline*



thatsnotcool.com
*healthy
relationships on
and offline*



nsvrc.org
*national violence
resource centre*



vawnet.org
*national resource
centre on
domestic violence*

Appendix B:

Intimate Partner Violence Note Taking Guide

1. What are the four main types of youth dating violence?
2. What does DARVO stand for?
3. Give two or more examples from each letter in the DARVO acronym.

4. List four consequences of intimate partner violence.

5. List two or more prevention strategies and explain what they entail.

6. List at least two resources.

Appendix C:

Recognizing Abuse Exit Ticket and Answer Key

This resource is also available for download by [clicking here](#).

Recognizing Intimate Partner Violence

Name: _____

Date: _____

Section: _____

Read through each of the most common teen dating violence tactics, and classify what kind of violence they fall under: Physical, Sexual, Emotional, or Cyber.

Action	Violence Type	Classification Rationale
Damaged something that belongs to you		
Said something to hurt your feelings on purpose		
Insulted you in front of other people		
Started to hit you but stopped		
Did something just to make you jealous		
Told you they'd dump you for someone who will do sexual activities you do not want to do		
Brought something up from your past specifically to hurt you		
Would not let you do something with other people		
Checked on your phone without your consent		
Drove recklessly on purpose when you are in their car		
Stalked you through your phone's location services or socials		
Refused to be nice to you because they are angry at you		
Got you drunk or high so you'll feel "frisky"		
Forced you to watch porn		
Made you feel guilty for something you posted online		

Recognizing Intimate Partner Violence

Name: _____

Date: _____

Section: _____

Read through each of the most common teen dating violence tactics, and classify what kind of violence they fall under: Physical, Sexual, Emotional, or Cyber.

Action	Violence Type	Classification Rationale
Damaged something that belongs to you	physical	
Said something to hurt your feelings on purpose	emotional	
Insulted you in front of other people	emotional	
Started to hit you but stopped	physical/ emotional	
Did something just to make you jealous	emotional	
Told you they'd dump you for someone who will do sexual activities you do not want to do	sexual	
Brought something up from your past specifically to hurt you	emotional	
Would not let you do something with other people	emotional	
Checked on your phone without your consent	emotional/ cyber	
Drove recklessly on purpose when you are in their car	physical	
Stalked you through your phone's location services or socials	emotional/ cyber	
Refused to be nice to you because they are angry at you	emotional	
Got you drunk or high so you'll feel "frisky"	sexual	
Forced you to watch porn	sexual	
Made you feel guilty for something you posted online	cyber/ emotional	

Appendix D: How To Resist DARVO Infographic

This resource is also available for download by [clicking here](https://www.choosingtherapy.com/darvo/).

HOW TO RESIST DARVO



1. RECORD THE STORY

Record and document your experience while your memory is still fresh and unbiased by others' feedback. Track as much information as possible and refer back for reassurance.

2. FIND SAFETY

If you are being abused, it will likely happen again. Get yourself to a place of safety as soon as possible. Healing is nearly impossible if you are at risk of further abuse.



3. SEEK YOUR SUPPORT

Rally friends, family, and other supporters as early as possible. They then know what happened, what your fears are, and how they can help you. Remember: there is no shame in being abused or harmed.



4. RECOGNIZE AND ACCEPT THE DENIAL

Once you open up about the abuse, the person using DARVO will likely begin to deny allegations. People who use DARVO work quickly to deny, so prepare yourself for the next steps.



5. RECOGNIZE AND COUNTER THE ATTACKS

The person responsible will likely attack shortly after denial. They may play on insecurities or regrets, or they may be completely made up. Remember who you really are and of your own values. You are not who they say.

Countering the attacks may look like an active effort, but for others it may be a plan to commit more energy towards mental health and self-talk.



6. AVOID THE ROLE REVERSAL

Do your best to state and restate your own experience. Sounding like a broken record will actually help solidify what happened and reduce doubt.



7. IGNORE THE PUBLIC OPINION

It might be difficult, but minimize the impact of public opinion, positive and negative. Avoid social media, turn off notifications, and limit contact with people who do not support you.

<https://www.choosingtherapy.com/darvo/>

Appendix E:

Research Project Instructions and Rubric

Instructions:

Find two websites or services that can be used as a resource by teens who are experiencing intimate partner violence.

Students must cite valid evidence for choosing your sources, be able to summarise and analyse sources, and present annotations in the format of an annotated bibliography.

Requirements:

Criteria	Description
Summary	Present summaries of the sources, including main ideas and any support services, prevention tips, or statistics.
Analysis	In two or three sentences, demonstrate a competent analysis of the usefulness of the resource and articulate its connection to Intimate Partner Violence and/or Teen Dating Violence.
Citation	Produce your citations in a standard bibliography.
Format	Follow the format: <ul style="list-style-type: none">• Times New Roman Font, size 12• Double spaced• Headers underlined and centred• Full sentences are used• Each citation includes website, summary, analysis and is at least 5 sentences long
Language	Use domain-specific vocabulary and appropriate language to communicate ideas. Ensure there are no grammatical or spelling errors.
Evidence	Identify at least 2 credible sources related to Intimate Partner Violence and/or Teen Dating Violence.

Appendix F: Annotated Bibliography Rubric

Name: _____				
Score: _____/24				
	4- Advanced	3- Proficient	2- Developing	1- Emerging
Summary	The writing presents clear, accurate summaries of the sources. Each summary thoroughly addresses the main idea and key supporting details.	The writing presents accurate summaries of the sources. Each summary includes the main idea and key supporting details.	The writing presents summaries of the sources, but they may be incomplete or inaccurate. Some summaries may be missing the main idea and/or key supporting details.	The writing presents minimal or unclear summaries of the sources and/or summaries are missing.
Evidence	The writing identifies appropriate, credible sources that relate to Intimate Partner Violence and/or Teen Dating Violence. A strong variety of sources is presented.	The writing identifies sufficient, credible sources that relate to Intimate Partner Violence and/or Teen Dating Violence. A sufficient variety of sources is presented.	The writing mostly identifies sources that relate to Intimate Partner Violence and/or Teen Dating Violence, but some sources may be insufficient and/or lacking credibility.	The writing does not identify sources that relate to Intimate Partner Violence and/or Teen Dating Violence, and/or sources lack credibility. Few sources are present.

Name: _____

Score: _____/24

	4- Advanced	3- Proficient	2- Developing	1- Emerging
Analysis	The writing demonstrates an insightful critical analysis and discussion of the sources. The writing thoroughly examines why sources were selected and how they relate to IPV/ TDV.	The writing demonstrates a critical analysis and discussion of the sources. The writing examines why sources were selected and how they relate to IPV/ TDV.	The writing demonstrates some critical analysis and discussion of the sources. The writing attempts to describe why sources were selected and how they relate to IPV/ TDV.	Little to no analysis and/ or discussion of the sources. The writing does not describe why sources were selected or how they relate to IPV/ TDV.
Citation	Writing follows correct bibliographic format. Citations are complete and almost entirely error-free.	Writing follows correct bibliographic format. Citations are complete but include some minor errors.	Writing attempts to follow correct bibliographic format. Citations are incomplete or include many minor errors.	Writing does not follow correct bibliographic format. Citations are missing or include major errors.
Format	Writing adheres to precise format specified for the project.	Writing generally adheres to format specified for the project.	Writing attempts to adhere to format specified for the project.	Writing does not adhere to format specified for the project.
Language	Writing uses precise language and domain-specific vocabulary to discuss the sources. No major errors and very few minor errors are present.	Writing generally uses precise language and domain-specific vocabulary to discuss the sources. The writing may contain some errors but they do not interfere with meaning.	Writing attempts to use precise language and domain-specific vocabulary to discuss the sources. The writing contains some errors that interfere with meaning.	Writing presents general language and is not domain-specific. The writing contains significant errors that interfere with meaning.

Appendix G: Journal Rubric

	Quality of Response	Self-Evaluation of Understanding
0	The reflection does not address the key questions and is supported with limited/no evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is supported with no evidence connecting to personal experiences and feelings.
1	The reflection begins to address the key question and is supported with limited evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is supported with limited evidence connecting to personal experiences and feelings.
2	The reflection somewhat addresses the key questions for the week and is supported with some evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is somewhat supported with evidence connecting to personal experiences and feelings.
3	The reflection addresses the key questions and is supported with evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is arguably supported with evidence connecting to personal experiences and feelings.
4	The reflection succinctly addresses the key questions and is supported with strong evidence connecting to personal experiences.	The self-evaluation of understanding the activity's content is justifiably supported with evidence connecting to personal experiences and feelings.
Comments		

11. Human Trafficking Lesson Plan

Curriculum Entry Point	Grade 12 Challenge and Change in Society (HSB4U)
Curriculum Overall Expectations	D3 Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally
Curriculum Specific Expectations	D3.1 describe the effects of unfair exploitation (e.g., black market sales, human trafficking, the drug trade, human rights violations, use of child labour, expropriation of land) on individuals and groups
Materials	<ul style="list-style-type: none"> • Projector and laptop/computer, printer for hard copies if needed. • Markers & Chart paper. • Human Trafficking Presentation (Appendix A)
Notes:	By the end of the lesson, students should recognize what the stages of exploitation for human trafficking purposes are, including outlining who is most vulnerable, early warning signs, and grooming. They will also know prevention strategies, as well as escape tactics that have worked for survivors in the past. Students will consolidate information through a project where they present information on the topic in the media of their choosing to a specific population of their choosing, defending their decisions in a short reflection.

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.
- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

- Consider relaying the importance of learning about domestic sex trafficking in Canada. That could look like saying, “Domestic sex trafficking is a very serious issue that affects many people, including teenagers like yourselves. It is important to learn about it so that you can understand the risks and how to stay safe. It can happen to anyone, regardless of their age, gender, or background. Anyone can be a victim of sex trafficking, including people your age and of all genders. By learning about domestic sex trafficking, you can stay safe and help others stay safe too”. You could also ask why they think it is important to learn about domestic sex trafficking in Canada.

Introduction

- Human Trafficking Presentation Slide 4: Introduce the basics of human trafficking.
- Questions to consider:
 - What are different forms of trafficking? (for labour, servitude, organs, drugs etc.) Brainstorm as a large group.
 - Why might it be easier for traffickers to work in areas with high population densities? (higher population of underhoused people, easier to blend in, people tend to be less nosy, etc.)
- Potential vocabulary support:
 - Coercion: the use of force or persuasion to get someone to do something that they are unwilling to do
 - Domestic: existing inside Canada
 - High human population density: places where a higher concentration of people live
- Human Trafficking Presentation Slide 5: Play Karly Church’s (2020) TEDxOshawa video: “[Domestic Sex Trafficking - A Survivor’s Perspective](#)”
 - Play the video with the subtitles on to accommodate students with hearing loss and neurodivergent students.
 - Use worksheet to guide students’ notetaking as they watch the video (Appendix D)
- Human Trafficking Presentation Slide 6: Activity
 - Resources needed: markers & chart paper

- Divide students into groups of about 4. Distribute chart paper and markers, and ask them to focus on one question from each category and discuss it in their groups. Give them 5-10 minutes to discuss and write their thoughts down (gauge their interest and participation) and then have each group elect a group member to summarise the discussion.
- After each group presents their summary, allow students time to reflect and respond. This could be as simple as “my group thought that too,” or “we disagreed, and here is why.”
- Encourage students to be respectful at all times and remind them that, although they are all welcome here, not all comments are. For example, insinuating that human trafficking victims somehow deserve what has happened, or should have known better, will not be tolerated.

Opportunity for differentiation: Have a silent discussion by writing each question on a separate piece of chart paper (if you have a large class, consider having several pieces of chart paper per question so that all students can be participating at the same time). For efficiency, several students can be charged with writing the question out or you can prepare it in advance. Place them around the room and explain that this is to be a silent conversation; they need to write down their ideas instead of speaking them out loud. As with verbal conversation, the goal is to understand the point made and respond with your own. Give students time to go through and write down their conversations (about 20 minutes). Encourage them to elaborate with their responses, not merely agree or disagree. After the time is up, facilitate a reflection based on responses. This activity can be done anonymously, or students can leave their initials by their statements.

- [A guide to silent conversations \(Read Write Think, n.d.\)](#)

Direct Instruction

- Human Trafficking Presentation Slide 7: Read through the early stages of domestic sex trafficking in Canada.
- Human Trafficking Presentation Slide 7: Read through step one: luring.
 - Explain that you will go into each concept a little more in depth;
 - Before you move to the next page, ask what could make up individual risk factors; what makes a person more vulnerable to sex trafficking?
 - Consider exhausting the class suggestions before moving on to the next slide to confirm their answers.

- Human Trafficking Presentation Slide 9: Go through the individual risk factors and consider the following questions:
 - Why would having low self-esteem (or any other factor) make someone more vulnerable?
 - Do you think these factors might overlap? In which ways?
 - How might these risk factors be affected by social constructions including race, gender identity, sexual orientation, family status, or socio-economic status? Are there other factors that may make certain individuals more vulnerable to trafficking? What types of help are needed for individuals to become less vulnerable?
- Human Trafficking Presentation Slide 10: Identify that many of the risk factors listed above constitute systemic factors (meaning they are connected to political, social, and institutional structures, practises, and organizations). Go through the systemic risk factors and consider the following questions:
 - Why do you think the legacy of colonialism affects human trafficking?
 - How could political instability become a systemic risk? How could language come into the equation?
 - Who do you think is likely to be disproportionately affected, looking at this list?
 - Do you think any systemic factors have been missed? (gender inequality might not be considered to include LGBTQ2S+ folks intuitively)
 - Why might stigmas against some members of the population make them more vulnerable to trafficking? (i.e., if you are in the closet, you are less likely to seek help getting out of a queer relationship, etc.)
- Human Trafficking Presentation Slide 11: Review why traffickers find information out about their victims and then work to meet their needs. Consider the following questions:
 - Why might this be an effective tactic to lure potential victims?
 - What information may a trafficker be especially interested in? (things they can use to blackmail, find out how they are most vulnerable, find out what is important to exploit later, etc.)
 - Potential vocabulary support: isolation is the process of separating people, especially (in this context) to make a person believe that they are alone and without friends or help
- Human Trafficking Presentation Slide 12: Look over again the early stages of domestic sex trafficking in Canada.

- Human Trafficking Presentation Slide 13: Review what grooming encompasses.
 - Grooming is a slow process of gaining someone's trust and manipulating them into accepting behaviours that they would normally not find acceptable. It allows abusers (in this case, traffickers) to convince their victims to not only allow abuse, but to believe it is okay.
 - Ask students if they have heard the phrase 'grooming' before.
 - They may bring up examples from popular culture (Aaliyah and R. Kelly, Millie Bobby Brown and Drake, Anthony Rapp and Kevin Spacey, Olivia Rodrigo and Adam Faze, Billie Eilish and Jesse Rutherford, Lorde and James Lowe). Try not to let speculation derail the conversation; steer it back to what grooming may look like instead of focusing on court cases or allegations.
- Human Trafficking Presentation Slide 14: Discuss the honeymoon phase. Consider the following questions:
 - What makes the honeymoon phase different than the beginning of any other friendship or relationship? (too much, too fast; seems "too good to be true"; they agree with absolutely everything, etc.)
 - Can the honeymoon phase exist online or only in person?
 - Sometimes when someone pays attention to you and they seem much cooler/older/more successful than you, it feels flattering rather than scary. Why does this help traffickers?
 - What does "love-bombing" look like? (Excessive attention, admiration, and affection leading to a feeling of dependence or obligation; extravagant gifts, obsessive flattery, constant complimentary texting, wanting to erase boundaries, use of words like "twin flame" or "soul mate")
 - Why might love-bombing be difficult to spot? (It feels really good to be loved and appreciated! It even increased dopamine and endorphin production)
 - Why is love-bombing so effective? (Law of reciprocity: if someone gives you something, you often feel that you owe them something equal or greater in return)

Note: It may be beneficial to talk to students about how love-bombing in their own relationships is not necessarily a sign of grooming, but it is rarely a good sign. It is a form of psychological manipulation, and if you recognize it in your own relationship, it is critical to take the time to examine it and safely seek support outside the relationship. It may also be worthwhile to have a conversation with the person who you feel is love-bombing and just let them know “Hey, this seems to be moving pretty fast and I need to set some boundaries”; if they are not receptive to that, it is a bad sign. That said, teen relationships are more likely to be compounded by hormones and a lack of experience and come across as love bombing; this is why it is so critical to have resources outside of the relationship.

- Human Trafficking Presentation Slide 15: Go through promises of a better life. Consider the following questions:
 - Why might this work especially well with the risk factors discussed earlier?
 - Why do promises of a better life lead to feelings of dependence?
 - What else could be promised? (religious redemption, pets to be shared, exploration of a facet that is normally stigmatised, etc.)
- Human Trafficking Presentation Slide 16: Talk about grooming and isolation. Discuss how traffickers may make their victims feel that they are dependent. Consider the following questions:
 - Can it ever be healthy to depend on only one person?
 - How may a trafficker use previous information gathered to create wedges between a victim and their support systems? How does that benefit them?
 - How can you trick someone into believing that their own friends and family don't care for them?
 - Potential vocabulary support: Gaslighting is a form of psychological manipulation in which an abuser attempts to sow self-doubt and confusion in their victim's mind; this forces the victim to view reality through a distorted lens, and question their own judgement and intuition. Note that the word gaslighting has been used more frequently than ever before in the past couple of years, leading it to lose its original meaning. It is important to understand that gaslighting is rooted in power.
- Human Trafficking Presentation Slide 17: Review the early stages of domestic sex trafficking in Canada; we have looked at luring and grooming. The next and final stage here is coercion and manipulation.
- Human Trafficking Presentation Slide 18: Review the methods of coercion and manipulation.

- Human Trafficking Presentation Slide 19: Go through the method of withdrawal. Explain how this could cause the victim to question how the trafficker feels about them and how it may be internalised as “what did I do wrong?”
- Talk about how this withdrawal would feel after the previous love-bombing stage. Get students to recognize how desperate someone may be to get that euphoric love feeling back. Consider the following questions:
 - How might erratic behaviour be an effective tactic for manipulation? (Makes the victim feel “off-balance”, which they might compensate for by being extra accommodating)
 - After the love-bombing, and resulting feeling, how would a withdrawal of affection make someone feel?
 - Why is this an especially effective tactic after the person has been isolated from their other friends and family isolation?
- Human Trafficking Presentation Slide 20: Read through the slide on desensitising. Reiterate that it usually starts with something small (or smaller than outright demanding sex with other people for money) and posed as a way to reverse the withdrawal (i.e., “you know how you’ve been annoying me so much lately? You could make up for it by going on a date with my friend for me”). It may have nothing to do with sex at all. After the victim has agreed to do the thing that makes them uncomfortable, the trafficker gives them all the attention and affection at the beginning, positively reinforcing it. Consider the following questions:
 - How might a trafficker make their victim feel that discomfort over the proposed act is silly or juvenile? Why might that be an effective tactic?
 - Have you ever done something that made you uncomfortable for someone you love that had nothing to do with sex? Without telling us what that thing was, reflect on why you did it or what made you feel able to say no.
 - When you were small did you ever tell your parents you were scared of something (the dentist) only for them to tell you that you were fine and that you had to do the thing anyway (get a cavity filled)? When you are small you rely on your parents for all your physiological and emotional needs. Can you consider the ways in which traffickers create and then exploit similar situations?
- Human Trafficking Presentation Slide 21: Review the ways in which a trafficker may condition their victims to normalise equating sex with money. Consider the following questions:
 - Can you remember a time when you were rewarded for doing something you did not like that had nothing to do with sex? Did that normalise it for you? (read-a-thons, getting money from the tooth fairy for pulling out a loose tooth, going to

- work, doing chores for an allowance, etc.)
- Consider how traffickers normalise equating sex with money: “oh, my ex did that all the time, it isn’t a big deal,” or “I just want to say thank you for doing such a good job,” etc.
 - Human Trafficking Presentation Slide 22: Read the ways in which a trafficker maintains control. Ask students to review or remind you of the ways in which the trafficker got control over the victim in the first place. Consider the following questions:
 - Can you think of ways in which society paints romance that helps perpetuate this cycle? (in media, princesses often have to change or compromise parts of themselves to end up with the prince at the end, the idea that the “right” love is intuitive and must be FELT and not ANALYSED, romcoms usually have a message that “the ends justify the means” etc. For example, in *Beauty and the Beast* (Trousdale & Wise, 1991), Belle is held hostage in the castle in exchange for her father’s freedom. Ultimately, this is not problematized because they fall in love.)
 - What other ways might a trafficker assert and maintain control? (Feelings of shame, convincing the victim that they alone can satisfy their emotional or financial needs, etc.)
 - Human Trafficking Presentation Slide 23: Explain that once this cycle is complete, the victim has been successfully trafficked, and getting out becomes significantly more difficult. Consider the following questions:
 - Why do you think it is more difficult at this stage?
 - Do you think it is impossible to get out of “the life” at this point? It is NOT impossible at any stage, even though it may seem like it; this illusion only protects the trafficker.
 - Human Trafficking Presentation Slide 24: Look at the questions that can help screen for potential sex trafficking situations. Ask students if they can think of any other questions that may help guide them towards discovering if a relationship is potentially dangerous.
 - Human Trafficking Presentation Slide 25: Go through general clues to tell if someone may be a victim of human trafficking. Ask questions as you go through them, i.e., “what could be evidence that someone is being controlled psychologically?”
 - Human Trafficking Presentation Slide 26: Briefly go through the overview of prevention strategies on both the personal and systemic level.
 - Human Trafficking Presentation Slide 27: Personal prevention strategies include:
 - Educate yourself and others and then put what you have learned into practice;
 - Know the signs of being trafficked and analyze your own relationships;
 - Know what signs to look for in others.

- Students may suggest additional ways to stay safe, such as those listed below. Under a recommendation by the Human Trafficking Hotline of Canada, these tactics may cause more harm than good and cannot be recommended because every situation is different.
 - TikTok hand symbol (thumb covered by other fingers in a fist)
 - Creating opportunity to privately ask a stranger for help (e.g., metal item such as a spoon concealed on person when going through security checks, calling 911 under the guise of calling for a pizza)
- Human Trafficking Presentation Slide 28: Increasingly, professionals in different sectors receive training on how to identify human trafficking and intervene. This is a prevention strategy that could be expanded through more dedicated policies and funding.
 - Example: [News article](#) on successful story of flight attendant's intervention (Ruiz, 2017).
- Human Trafficking Presentation Slide 29: Systemic Prevention strategies include:
 - Advocate for improved funding for human trafficking specific foundations, organizations, and initiatives.
 - Create socioeconomic opportunities for marginalised communities; this helps to reduce the chances that they have to rely on traffickers to meet their basic needs.
 - Create more space for youth in communities; this keeps them away and safe from people who may be looking for victims to exploit.
 - Challenge trafficking on municipal, provincial, and federal levels; ask your representatives about the initiatives that they are supporting to reduce human trafficking and what they need to be more effective.
 - One action that students could advocate for is for more funding for organizations that provide training on how to identify and intervene when human trafficking is suspected. For example, many flight attendants receive training on this and some have consequently been successful in stopping trafficking.
- Human Trafficking Presentation Slide 29: Immediate Help and Survival Tactics
 - For help, please contact the [Canadian Human Trafficking Hotline](#) at 1(833)900-1010;
 - The hotline is anonymous and confidential (no one will know they called; the number does not show up on the phone bill but it WILL show up in a phone's memory). It is toll-free so it can always be called from a payphone without cash.
 - It is available 24/7 in both English and French;
 - They cannot force your hand one way or another, can connect you to resources within your community, and help prepare a long- term safety and escape plan;

- Avoid personal risk when possible;
 - For emergencies, call 911.
- Please note, in Ontario, texting 911 DOES NOT WORK.

Consolidation

- Complete Human Trafficking Worksheets ([Appendix D](#)), including final reflection sheet for consolidation
- Media Campaign Assignment: Based on the specific expectation D3.1, describe the effects of unfair exploitation (in this case, human trafficking) on individuals and groups using the guidance and resources provided for the Media Campaign Assignment in Appendix E, which asks students to create an awareness-raising campaign to inform others about the stages and effects of human trafficking in Canada.

Accompanying Resources

- [Human Trafficking Presentation \(Appendix A\)](#)
- [Love-bombing Infographic \(Appendix B\)](#)
- [Love 146 Red Flag Poster \(Appendix C\)](#)
- Human Trafficking Worksheets ([Appendix D](#))
- Research Assignment ([Appendix E](#))

References

Church, K. (2020). *Domestic sex trafficking - a survivor's perspective*. TEDxOshawaED. https://www.ted.com/talks/karly_church_domestic_sex_trafficking_a_survivor_s_perspective?language=en

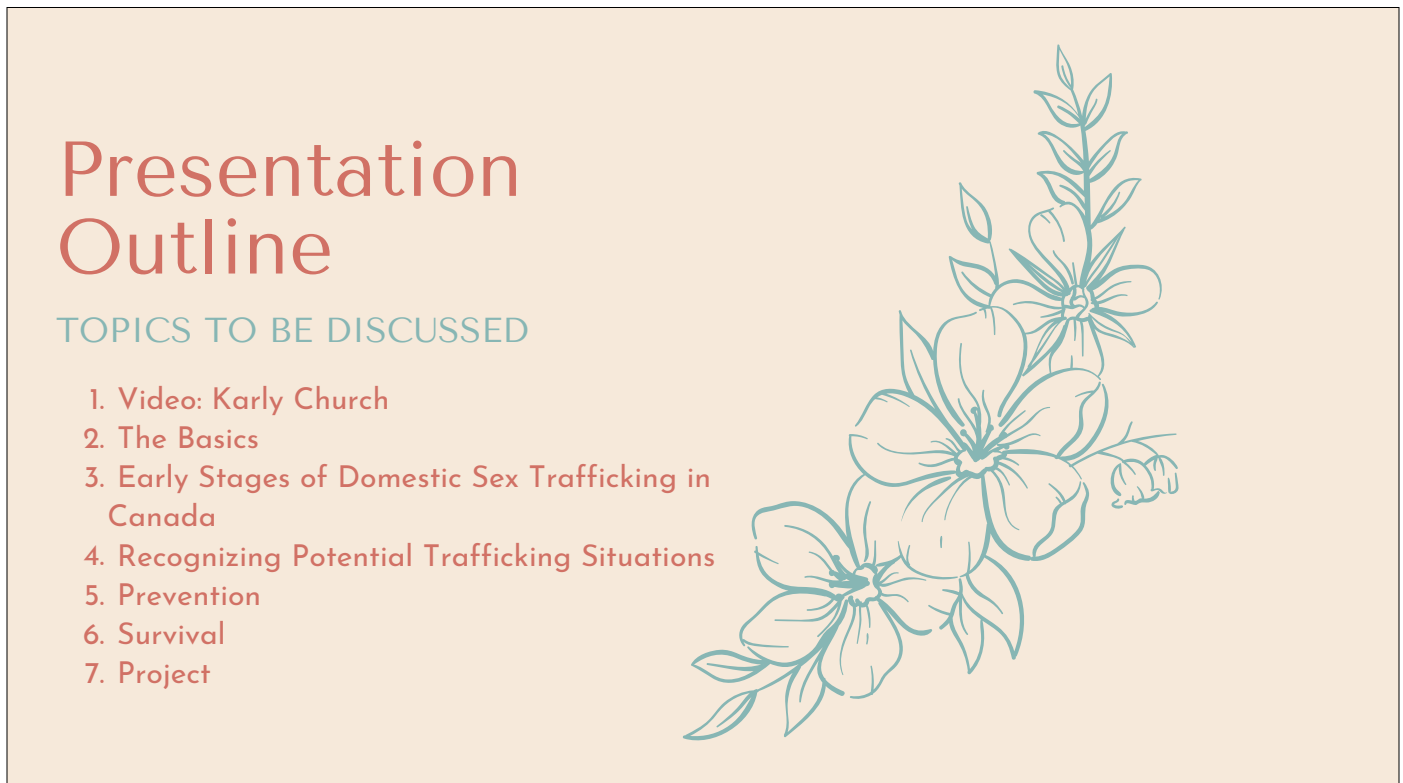
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Ruiz, K. (2017, February). *Hero flight attendant rescues teen from human trafficker by leaving a secret note for her on Alaska Airlines bathroom mirror*. Daily Mail. <https://www.dailymail.co.uk/news/article-4194128/Flight-attendant-saves-girl-human-trafficking.html>

Trousdale, G., & Wise, K. (1991). *Beauty and the Beast*. Buena Vista Pictures.

Appendix A: Human Trafficking Presentation Slides

This resource is also available for download by [clicking here](#).





If you feel
uncomfortable at
any point in this
presentation, please
let the teacher
know.

WE CAN CATCH YOU UP LATER

What is Human Trafficking?

THE BASICS:


Human trafficking is modern day slavery.

Victims are subjected to force, fraud, and/ or coercion for the purpose of making money for someone else.

This can include many types of trafficking, and in Canada the majority of human trafficking is done in the form of domestic sex trafficking.

Human trafficking occurs wherever there are people, but especially in places near highways or airports, and with high human population densities.





Karly Church talks about the stages of exploitation while drawing on her personal experiences.



Guiding Questions



PERSONAL PERSPECTIVES

- Does this example align with what you thought human trafficking looked like? Explain.
- Are you surprised to hear this happened in Canada? Why or why not?
- What surprised you most about this video?

FURTHER SPECULATIONS

- What do you think was the most important point raised in that video? Why was it so important?
- Compare and contrast Karly's experiences with how the media typically portrays human trafficking. How does this help or hurt survivors?
- What new questions did this video raise for you?

Early Stages

OF DOMESTIC SEX
TRAFFICKING IN
CANADA



LURING

At this stage, traffickers are looking for someone who is vulnerable.

GROOMING

At this stage, the trafficker(s) isolate their victim, develop their trust, and then exploit them.

COERCION AND MANIPULATION

At this stage, the trafficker(s) start pushing their victim to do something they may be uncomfortable with, and slowly condition them to believe it is normal; they will likely continue to escalate this



1. Luring

- trafficker looks for vulnerable people
- individual risk factors
- systemic risk factors
- gather information and meet needs



1. Luring

- individual risk factors
 - low self- esteem
 - low education or income
 - heavy drug or alcohol use
 - anger and hostility
 - lack of family structure or support
 - young age
 - history of childhood abuse



1. Luring

- systemic risk factors
 - legacy of colonialism
 - racism
 - gender inequality
 - addiction
 - political instability



1. Luring

- gather information and meet needs
 - finding out as much information about potential victims as possible
 - using that information to provide insightful and thoughtful responses, presents, and support

Early Stages

OF DOMESTIC SEX
TRAFFICKING IN
CANADA



LURING

At this stage, traffickers are looking for someone who is vulnerable.

GROOMING

At this stage, the trafficker(s) isolate their victim, develop their trust, and then exploit them.

COERCION AND MANIPULATION

At this stage, the trafficker(s) start pushing their victim to do something they may be uncomfortable with, and slowly condition them to believe it is normal; they will likely continue to escalate this.



2. Grooming

- sometimes known as the honeymoon phase
- promises of a better life
- isolation



2. Grooming

- sometimes known as the honeymoon phase
 - bonding over common interests
 - pose as great listeners
 - compliments
 - "love-bombing"
 - push for long-term commitment



2. Grooming

- promises of a better life
 - could include housing
 - family
 - expensive gifts
 - romantic security
 - could provide drugs or alcohol under the guise of having fun



2. Grooming

- isolation
- creates a sense of dependency
 - may start to pick fights with victim's family, friends
 - may insist the victim stop working, going to school; "there's no need, I will provide for you"
 - may gaslight victim into believing no one else loves or cares for them

Early Stages

OF DOMESTIC SEX
TRAFFICKING IN
CANADA



LURING

At this stage, the trafficker(s) are looking for someone who is vulnerable

GROOMING

At this stage, the trafficker(s) isolate their victim, develop their trust, and then exploit them

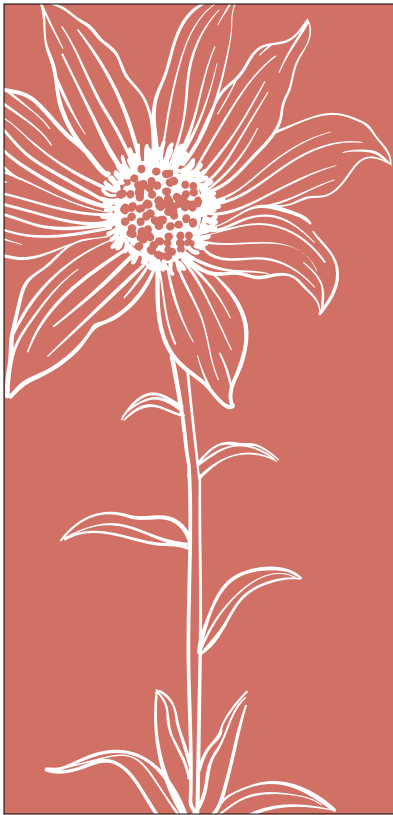
COERCION AND MANIPULATION

At this stage, the trafficker(s) start pushing their victim to do something they may be slightly uncomfortable with, and slowly condition them to believe it is normal; they will likely continue to escalate this

3. Coercion/ Manipulation



- withdrawal
- desensitizing
- conditioning
- maintaining control



3. Coercion/ Manipulation

- withdrawal
 - the trafficker(s) begin to withdraw love, compliments, presents
 - picking fights, acting angry
 - behaviour becomes erratic and difficult to predict
- this makes the victim feel that they have done something wrong, and must fix the situation



3. Coercion/ Manipulation

- desensitizing
 - the trafficker(s) ask for something that the victim is uncomfortable with, often making them feel that their discomfort is silly or juvenile
 - they may also insinuate that this is a one- time ask
 - over time, the asks get bigger



3. Coercion/ Manipulation

- conditioning
 - the trafficker(s) begin to "reward" sex (going on shopping sprees, giving gifts or money)
 - sex for money will be normalized
 - it may be positioned as a temporary thing, or a way to "pay back"

3. Coercion/ Manipulation



- maintaining control
 - the trafficker(s) use some or all of the tactics already mentioned to keep the victim in a trafficking situation
 - they may use physical force, but in many cases it is not necessary
 - often, losing the illusion of love is enough

Once a trafficker has successfully gone through these steps, their victim has been trafficked, and getting out becomes significantly more difficult.



QUESTIONS TO SCREEN FOR POTENTIAL SEX TRAFFICKING SITUATIONS

- Is someone in the relationship doing things that they don't feel comfortable doing?
- Could they leave the relationship if they wanted to?
- Does someone, other than a dependant, take all the money they make from having sex?



GENERAL CLUES TO HELP IDENTIFY VICTIMS OF HUMAN TRAFFICKING

Victims of human trafficking may exhibit any of the following:

- evidence of being controlled either physically or psychologically
- inability to move freely (between home and work, etc)
- inability to speak for oneself or share own personal information
- someone else speaks for them at all times
- loss of identification documents (ID or passport)
- few or no personal possessions
- owe a large debt that the individual is unable to pay off
- loss of sense of time or space, not knowing where they are or what city or province they may be in



Prevention

PERSONAL

- education
- know the signs
- question experiences
- know what to look for in others



SYSTEMIC

- advocate for funding
- socioeconomic opportunities
- create space
- challenge trafficking on every level



Personal Prevention

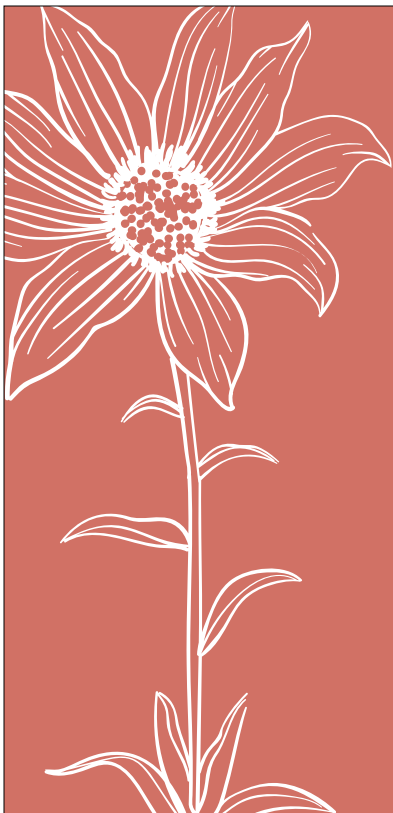
The best way to prevent human trafficking is to know the signs. Educating yourself and others can help with recognizing the signs of human trafficking earlier, which increases the likelihood of preventing victimization. It also increases your chances of noticing if other people are being victimized.

It is important to question warning signs in your own relationships, even if it is difficult.

News article on
successful story of
flight attendant's
intervention



© Facebook



Systemic Prevention

Human trafficking occurs on a systemic level because of conditions that leave certain populations vulnerable. By advocating for funding to organizations, foundations, and initiatives that deal with human trafficking, we can start to make a societal difference.

We can also create socioeconomic opportunities for marginalised communities, and make more space for youth in our own communities. This will make it harder to exploit them.

Finally, we can challenge trafficking on a municipal, provincial, and federal level by participating in politics by voting and asking our representatives to help.

Canadian Human Trafficking Hotline

1 833 900 1010

- 24/7
- bilingual
- anonymous and confidential
- toll free
- online chat function

SERVICES

- counselling, answering questions
- connection to resources within the community
- help prepare a long- term safety and escape plan

FOR EMERGENCIES, CALL 911

Please note in Ontario, texting 911 does not work!



Appendix B: Love Bombing Infographic

This resource is also available for download by [clicking here](#).



Appendix C: Love 146 Red Flag Poster

This poster and other resources are available to download on the Love146 website:
<https://love146.org/caregiver-resources/>.

IF YOU SUSPECT THE TRAFFICKING OR EXPLOITATION OF CHILDREN, CALL THE NATIONAL HUMAN TRAFFICKING HOTLINE AT **1-888-373-7888**

OR TEXT "HELP" OR "INFO" TO BeFree (233733) EMAIL: MHTRC@POLARISPROJECT.ORG, 24/7, CONFIDENTIAL & INTERPRETERS AVAILABLE
IN CASE OF IMMEDIATE DANGER, CALL 911.

RED FLAGS OF CHILD TRAFFICKING

CONDITIONS

- Is not free to leave or come and go as they wish
- Is under 18 and engaged in commercial sex
- Is unpaid, paid little, or paid only through tips
- Has experienced violence at work
- Is not allowed breaks/suffers under unusual restrictions at work
- Owes a large debt and is unable to pay it off
- Was recruited through false promises
- Has few or no personal possessions
- Is not in control of their own money
- Is not in control of their own ID documents
- Is not allowed or able to speak for themselves (a third party may insist on being present and/or translating)

HEALTH AND BEHAVIOR

- Is fearful, anxious, depressed, tense, nervous, or paranoid when discussing work
- Lack of knowledge of whereabouts
- Loss of sense of time
- Has many inconsistencies in their story
- Appears malnourished
- Shows signs of physical or sexual abuse, physical restraint, confinement, or torture

DEFINITION OF HUMAN TRAFFICKING

LABOR TRAFFICKING IS...

recruiting, moving, or placing individuals in exchanges of bonded labor or involuntary servitude via force, fraud, or coercion. In situations of bonded labor, an individual's release is contingent on payment, but payment is unattainable. In cases of involuntary servitude, the person believes that they or another person will suffer serious harm or legal consequences if they don't work.

SEX TRAFFICKING IS...

defined by the exchange of a sexual act for something of value through the use of force, fraud, or coercion. For children (under 18), any sexual act(s) in exchange for something of value (e.g., money or basic needs) can be considered sex trafficking.


NOTE: Trafficking and exploitation can take many forms. Victims of exploitation can be found working in factory labor, mining, farming, nail salons, the commercial sex industry, massage services, commercial cleaning, hospitality, strip clubs, construction, bars and restaurants, and many other economic venues. The International Labor Organization estimates that over 20% of trafficking occurs in the form of sexual exploitation. It is a common misconception that all individuals involved in sex work are exploited or trafficked. This is not the case. However, any minor involved in commercial sex is considered a victim of exploitation. Love146 exists to specifically address the trafficking and exploitation of children. If you suspect a minor is being exploited or trafficked you should call the Trafficking Hotline.

LOVE146
END CHILD TRAFFICKING AND EXPLOITATION

Children pictured are models and not known to be exploited.

Appendix D: Human Trafficking Worksheets

This resource is also available for download by [clicking here](#).

The image shows a worksheet cover page. It has a light blue background with a thick black rectangular border. In the center, there is a light blue rounded rectangle containing the text "Human Trafficking" in a large, black, sans-serif font. Below this, the words "Information" and "Worksheets" are stacked in a smaller, black, sans-serif font. At the bottom left of the black border, the text "Name:" is written in a black, sans-serif font.

Human
Trafficking

Information
Worksheets

Name:

Karly Church

Answer each question using the information from the video.

What is domestic human trafficking?

What four elements must be present?

How is Karly's experience different than what she saw in media growing up?

Why might a trafficked person not leave?

Early Signs of Domestic Human Trafficking

List the stage, and give some examples of what that might look like.

Stage 1:	Examples:
Stage 2:	Examples:
Stage 3:	Examples:

Answer the questions below.

What are some risk factors for human trafficking?

Describe at least three prevention strategies.

What are some clues that someone might be a victim of human trafficking?

Consolidation

What is the main thing you took away from this lesson?

New Vocabulary:	Previous Misconceptions:	New Questions:

Canadian Human Trafficking Hotline:
1 833 900 1010

Appendix E: Human Trafficking Project Outline and Checklist

This resource is also available for download by [clicking here](#).

Human Trafficking Presentation

Using the media of your choice, create an awareness campaign about domestic human trafficking in Canada. Choose a specific target audience and tailor your campaign accordingly.

Your goal is to create a media campaign to tell a specific audience all about human trafficking in Canada. Make sure that you are delivering your information in an appropriate way; for example, a young child would have no interest in a podcast, but a busy parent might!

Awareness campaigns can only help prevent human trafficking if they are educational enough, so be sure to provide as much information as you deem necessary. You should be using at least 4 reputable sources of information.

Reflection:

You will write up a short (no more than one page, max) reflection, indicating why you chose to deliver your information to your chosen audience in the way that you did.

Acceptable Media Forms:

- video
- podcast
- essay
- infographic
- speech
- brochure

Examples of Target Audiences:

- kids
- teenagers and young adults
- parents
- underhoused people

Information to include:

- general information
- stages
- causes
- effects
- prevention

Requirement	Check
All information (general, stages of human trafficking, causes of human trafficking, effects of human trafficking, and prevention techniques) is included in the media.	
Information is both clear and comprehensive.	
At least 4 good sources have been used to research.	
Reflection is included and explains why choices were made pertaining to media used and why it would be effective for your chosen audience.	

Project Evaluation Checklist

Complete the self evaluation. Tick the boxes that best match how you feel about your project, on a scale from 1-4. After you have assessed your own work, you will receive teacher feedback.

Requirement	My Self-Evaluation	Teacher Evaluation
All information required has been included in the media.		
Information is both clear and comprehensive.		
At least 4 sources were used in the research.		
A reflection has been included and satisfies all requirements.		
I am pleased with my final results and feel they represent the best of my efforts.		
I'm proud of	Teacher Comments	
Next time I want to improve		

12. Sexual Assault Narrative English Unit

Curriculum Entry Point	Grade 12 University Level English (ENG4U)
Curriculum Overall Expectations	<ol style="list-style-type: none"> 1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently
Curriculum Specific Expectations	<ol style="list-style-type: none"> 1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading 1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts 1.4 make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts 1.5 extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them 1.8 identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power 2.2 identify a variety of text features and demonstrate insight into the way they communicate meaning 2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts 3.3 regularly use a variety of strategies to explore and expand vocabulary, discerning shades of meaning and assessing the precision with which words are used in the texts they are reading

Curriculum Entry Point	Grade 12 University Level English (ENG4U)
Materials	Digital or hard copies of the reading materials.
Notes:	This unit plan is adaptable to all Language Arts/English courses in the secondary school level. It can also be adapted to other languages as well; however, educators will need to translate this unit plan as well as the text set. The primary entry point is Grade 12 University Level English, though it can be used in all other English courses too if teachers feel that students are ready to contend with the material presented. No matter the grade in which this unit is taken up, teachers should adapt and modify the content as needed to best reflect the strengths and needs of the students in the classroom.

Purpose:

This unit plan understands sexual assault to “include a range of coercive behaviors ranging from kissing, fondling, and molestation, to rape or attempted rape” (Linden, 1999, p. 685). Sexual assault is a term that is associated with more serious and usually physical forms of sexual violence. It thus occurs at the higher end of the sexual violence continuum, meaning that it occurs less frequently than more covert acts of harm, but that it is widely recognized as harmful.

The purpose of this unit plan is to explore the vast literature of sexual assault narratives, also referred to as trauma texts, to begin to complicate learning related to the social, political, and cultural contexts of sexual assault. Through these texts, learners will explore why and how sexual assault occurs, the social conditions that make it prevalent, and how it impacts victim/survivors and society at large.

The text set includes a wide variety of literature, most of which is contemporary in that it was published in the past ten years and within the cultural context of Tarana Burke’s #MeToo movement. Research shows that “assembling diverse trauma texts together can engender promising new ways to reframe the literature classroom as a site for dynamic solidarity and resistance(s) against rape culture” (Moore, 2022, p. 79).

Bedera (2021) argues that, in assembling a text set, we must ask ourselves a central question: “Would this material be useful to a survivor trying to make sense of their sexual assault or heal from sexual trauma?” (p. 5). In doing so, we avoid causing further harm for victim/survivor students in the classroom, which is a central tenet of this unit plan.

This text set includes both nonfiction and fiction literature, as well as young adult fanfiction.

According to researchers, students need to read, write, and talk about issues such as sexual assault, which impacts all our lives. Unfortunately, the statistics indicate that it is likely that many students have either already experienced a form of sexual assault or know someone who has. Of all sexual assault incidences in Canada, nearly half are committed against young women ages 15 to 24 ([Conroy & Cotter, 2017](#)), and police-reported sexual offences peak among children 13 to 16 years old, with 81% affecting girls ([Cotter & Beaupré, 2014](#)). Sexual assault texts delve into the complex world of trauma in unique and in-depth ways, enabling students to begin to understand and complicate social repercussions and representations of sexual violence, such as under-reporting and victim blaming narratives. In doing so, this text set and teaching guide encourages students to expand their minds on the many variations and meanings of trauma and its implications in their lives and communities.

Teaching philosophy:

This unit is guided by empowerment, community, and leadership to challenge social injustice, as well as by creativity in expressing trauma narratives and challenging rape culture. It is situated within a teaching philosophy that understands learning as an embodied experience, meaning that all students in the classroom carry within them knowledge and lived experiences that are forms of curriculum, which are just as important as formal policy documents and texts. It is situated within an emotionally engaged learning model that values emotions and feelings, not just thoughts and products, as ways of knowing.

Getting Started

- Teachers should exercise professional judgement in implementing this lesson plan. See the [Trauma Informed Education General Guidance](#), [Respectful Language General Guidance](#), and [Reporting Abuse General Guidance](#) for guidance on how to safely and carefully implement this lesson.
- Prior to the class, inform students of the topic that will be discussed and discuss options for students to safely disengage from the lesson when it feels necessary to them.
- At the beginning of the lesson, take a brief moment to review the classroom agreement. See the [Creating a Classroom Agreement Activity](#) for guidance on how to create and maintain a classroom agreement.
- Point students toward other relevant resources in a non-judgemental manner.

For example, remind students not to include personal anecdotes in front of the whole class. Practice “protective interrupting” if a student does share an experience of assault in a large-group discussion. Note that we want to discourage students from sharing in front of

everybody, but not make it feel like this is something to be ashamed of and encourage them to tell a teacher or trusted adult if this is something they're going through. Teachers should be mindful of the supports (e.g., personnel, resources) that are available in their school before, during, and after implementing this unit plan.

Context

One in five school-age girls in Canada experience sexual assault (Bagley et al., 1997; Pereda et al., 2009). A recent metanalysis that covered 65 articles in 22 countries showed that 19.7% of women and 7.9% of men report having suffered some form of sexual abuse prior to the age of eighteen (Pereda et al., 2009). According to Statistics Canada, nearly half of victims of sexual violence in Canada are women between the ages of 15-24 (Conroy & Cotter, 2017).

Texts

Gay, R. (2018). Introduction. In R. Gay (Ed). *Not that Bad: Dispatches From Rape Culture*. Harper Perennial. [essay]

Rosema, L. (2018). What we didn't say. In R. Gay (Ed). *Not that Bad: Dispatches From Rape Culture* (pp. 208-211). Harper Perennial. [essay]

Whitehead, J. (2017). "Mihkokwaniy." *CBC Radio*. <http://www.cbc.ca/radio/newfire/opening-up-about-indigenous-intimacy-1.4181758/read-mihkokwaniy-by-poet-joshua-whitehead-1.4201873> [poem]

Miller, C. (2016). *Here is the powerful letter the Stanford victim read to her attacker*. BuzzFeed News. <https://www.buzzfeednews.com/article/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra> [victim impact statement]

Gay, R. (2014). *The Illusion of Safety/The Safety of Illusion*. <https://therumpus.net/2012/08/28/the-illusion-of-safetythe-safety-of-illusion/> [essay]

Schwartz, C. (2018). & the truth is, I have no story. In R. Gay (Ed). *Not that Bad: Dispatches From Rape Culture* (pp. 33-48). Harper Perennial. [graphic essay]

Anderson, L. H. (2011). Chapter 1, Part 1. In *Speak: A Novel*. Square Fish. [chapters from a novel]

Anderson, L. H. (2011). Chapter 3, Part 19. In *Speak: A Novel*. Square Fish. [chapters from a novel]

Ford, A. C. (2021). Chapters 15. *Somebody's Daughter*. MacMillan Flatiron Books. [chapters from an autobiography/memoir]

Ford, A. C. (2021). Chapters 16. *Somebody's Daughter*. MacMillan Flatiron Books. [chapters from an autobiography/memoir]

English Literature Vocabulary

Audience	Narration	Tone
Characterization	Personification	Voice
Dialogue	Plot	Writing process
Direct quotation	Point of view	Explication
Editing	Revision	Analysis
Figurative language	Setting	Criticism
Flashback	Simile	Scholarship
Imagery	Symbol	Commentary
Metaphor	Theme	

Sexual Assault Vocabulary

Sexual assault	Patriarchy	Date rape
Sexual violence	Colonization	Acquaintance rape
Continuum	Consent	Stranger rape
Victim blaming	Trauma	Victim
Under-reporting	Sexual harassment	Survivor
Rape culture	Intimate partner rape	Perpetrator

Reading:

A combination of whole group, small group, and independent reading activities are encouraged for this text set. At-home or flipped classroom activities are not encouraged since the learning material is extremely sensitive and should ideally happen under the supervision of a teacher who is familiar with trauma-informed education (see the Trauma Informed Education General Guidance for more on this subject).

Language Tool Reminders:

Figurative language is used by authors for particular purposes and symbols reflect deeper meanings in published works and in our own lives. The five figurative language devices include: simile, metaphor, imagery, symbol, and personification. Allow students to examine these devices for their effects on the reader.

Interpretative Reading Guidance:

As with all assigned reading, consider discussing issues related to the text topic before reading and debriefing with the class after reading. The following reading tools or mental actions will be helpful for students as they engage with texts. Teachers are encouraged to write them on the board, on chart paper, or in a visual format where students can consistently refer to them.

- Calling other texts to mind (remind students that multiple media forms, such as Ted Talks and visual art installations, also constitute text);
- Remembering autobiographical experiences (remind students that learning about trauma can be an embodied experience that may elicit memories in which they also felt difficult emotions that are hard to articulate; as always, they are not required to disclose these experiences, just hold them and know that they are valid). [Reminder: disclosures of abuse may happen during this lesson—please review the [Trauma Informed Education General Guidance](#) and [Reporting Abuse General Guidance](#) notes in advance];
- Journaling or drawing;
- Developing and pursuing questions or topics of inquiry (engaged inquiry involves understanding that questions and curiosity are at the heart of meaningful learning. They do not always need to be answered. The simple act of posing a question is sometimes the most profound part);
- Interpreting: developing hunches and following them;
- Critiquing social worlds and common assumptions.

Facilitated Discussion Guide:

Discussion Questions	Teacher Notes
Trauma Text: Introduction to Not That Bad By Roxane Gay	
1. In this introduction, the author writes that she had always felt like her experience of sexual assault was “not that bad.” This is an experience that is common among victims/survivors. Why do most victim/survivors believe their experience is “not bad enough” to be considered sexual assault?	<ul style="list-style-type: none"> • Our cultural understandings of sexual assault (i.e., you are only a “true” victim if you are assaulted by a stranger in the dark, you fought them off, you screamed, etc.) make it so that people who are assaulted in other contexts often do not feel like “true” victims; they might feel like it is their fault, especially if they did not actively fight it off or if they had been friendly or flirtatious before-hand. However, research shows that the majority of sexual assaults are perpetrated by people known to the victim/survivor (Conroy & Cotter, 2017), and many times individuals freeze (rather than fight or flee) because that is the safest option at the time of the assault (Hopper, 2018).
2. What does Roxane Gay mean when she writes that her rapists were “boys with the dangerous intentions of bad men” (p. IX)?	
3. Based on the first paragraph, describe in one sentence “the girl before the woods” and in another sentence “the girl in the woods” (p. IX).	
4. How could something be “so terrible” and at the same time “not that bad” (p. X)?	
5. How did the “not that bad” (p. X) discourse translate into other parts of the author’s life?	
6. On page XI, the author asks, “What is it like to live in a culture where it often seems like it is a question of when, not if, a woman will encounter some kind of sexual violence?” Let’s brainstorm some impacts this question has on our lives and on society at large.	

Discussion Questions		Teacher Notes
Trauma Text: What We Didn't Say By Liz Rozema		
1. What is your first impression of this graphic essay? What do you think it is about? What stood out to you?		<ul style="list-style-type: none"> Researchers demonstrate that sports tend to be contexts where sexual violence is common and entrenched in the culture of the institution (e.g., Cheever & Eisenberg, 2020). It is not only condoned, it is sometimes encouraged. Victim/survivors often face re-traumatization when they come forward, including by experiencing victim blaming. Cultural connection: Hockey Canada sexual assault phenomenon (Burlock, 2022)
2. Liz Rozema's graphic essay introduces students to the challenges of speaking up when the perpetrator is someone in power. In her case, it was her basketball coach.		
3. What are the challenges associated with being a victim/survivor who is silent about their assault?		
4. What are the benefits associated with a victim/survivor who is silent about their assault?		
5. How does this graphic essay differ from other types of texts that portray a sexual assault narrative? What types of feelings, emotions, and responses do the images elicit in the reader?		

Discussion Questions	Teacher Notes
Trauma Text: What We Didn't Say By Liz Rozema	
1. To begin, read the poem together as a large group and discuss the author's purpose and the meaning or theme. This initial comprehension work sets up students to study the poem more closely the rest of the week.	<ul style="list-style-type: none"> Set the stage by reading about the phenomenon of MMIW2S in Canada (see Their Voices Will Guide Us (Bearhead, 2018).; see also MMIW2S Lesson Plan in this toolkit)
2. Write down three feelings or emotions that came up for you while we read the poem. Where do you think anger comes out? Where do you think sadness comes out?	
3. What do you suspect the author thinks the world feels about his grandma?	
4. Re-read the poem together and discuss key vocabulary words. Write these words on note cards so you can add them to a class vocabulary list.	<ul style="list-style-type: none"> Indigenous women, girls, and two spirit people are more likely to experience sexual violence across the continuum (Conroy & Cotter, 2017). The root of the issue sits at the intersection of colonization and patriarchy (Anderson, 2016).
5. Ask students what impact the lack of capital letters has on the reader? Why might the author have made this choice?	
6. Throughout the week, combine read alouds, partner reads, and independent reads to teach the impact of re-reading poetry for meaning. Ask students to annotate the poem to look for the following tools: rhythm, line breaks, simile, metaphor, personification, imagery, alliteration, repetition. Use a visual (such as an anchor chart or PowerPoint presentation) to define these tools with students.	<ul style="list-style-type: none"> By writing without capital letters, the author practices resistance to the colonization of the English language. In an podcast interview with The Sunday Magazine (2022), author Joshua Whitehead talks about how, even though he writes in English, he understands the ways in which the language has been used to oppress Indigenous people in Canada. Teachers can use this podcast to frame discussions of how language can be used to resist power structures such as colonization and patriarchy.
7. In a guided lesson, ask students to use a variety of poetry response tools (listed below) for gaining deeper understanding of the poem in the context of colonization and patriarchy: explication, analysis, criticism, scholarship, and commentary.	

Discussion Questions		Teacher Notes
Trauma Text: Victim Impact Statement By Chanel Miller		
1. How did you feel when reading Chanel Miller's impact statement?		<ul style="list-style-type: none"> Research shows that victim/survivors tend to experience re-traumatization or re-victimization if they choose to report to the police and/or go through the legal system to seek justice. As a class, watch Chanel Miller reading a part of her victim impact statement (Democracy Now, 2019). Read or watch video or text (Gross, 2019) about Chanel Miller's reclaiming her name and the impact that sharing her witness impact statement has had. Focus on resilience and empowerment instead of just victimization. For example, note that the judge who gave Brock Turner the 3-month sentence has now been recalled from the bench! This speaks to both the power of her courage to come forward and tell her story as well as the power of language to communicate a narrative and ultimately affect change.
2. What does her statement tell us about the way the justice system treats victim/survivors of sexual assault?		
3. How does the author portray the feelings of pain and isolation associated with sexual assault victimization and the re-victimization of court cases?		
4. Did you have any preconceptions about sexual assault prior to reading the statement? How has your understanding—of victims, perpetrators, or sexual assault itself—changed, if at all?		
5. During her trial, Chanel was persistently asked targeted questions (about her clothing, her previous relationship with alcohol, her previous dating experience). What does this tell us about how victim blaming has been used in the law?		
6. Chanel notes how differently she and Brock Turner were portrayed during the trial—he was lauded for his athletic ability, while she was reduced to a shadow of her whole self. The media focused on his future prospects and potential. Has Chanel's experience affected how you might react to portrayals of victims and perpetrators in the future?		

Discussion Questions		Teacher Notes
Trauma Text: The Illusion of Safety/The Safety of Illusion By Roxane Gay		
1. Why do you think the author chose the title “The Illusion of Safety/The Safety of Illusion”? What does the title foreshadow about the essay? What does the essay clarify about the title?		<ul style="list-style-type: none"> • The author’s interjection of her triggers in between paragraphs reminds the reader that, for people who experience sexual assault, triggers are everywhere, both in our psyches and in the outside world. • While it is impossible to avoid all triggers, we can practice care in engaging in conversations about sexual assault. This involves understanding the complexity of trauma, validating experiences of it, and being careful not to reproduce rape myths in our everyday lives.
2. In this essay, Roxane Gay argues that we rely on illusions of safety “to avoid learning how to deal with triggers and getting help” (n.p.) Instead of confronting the dark parts of our histories, we often pretend they do not exist. What are the benefits and drawbacks of using trigger warnings to talk about difficult topics such as sexual assault?		
3. In the first paragraph, the author uses imagery to detail her numerous triggers, including all of the things that remind her of her assault. In the second paragraph, she describes her body’s reactions to these triggers. What do these two paragraphs tell us about the ways in which victims/survivors experience life after assault?		
4. The author interjects her triggers one at a time in between paragraphs throughout the essay. What effect does this have for the reader?		
5. Ultimately, the author feels that, among the fiery debates surrounding the effectiveness of trigger warnings, “Few are willing to consider the possibility that trigger warnings might be ineffective, impractical and necessary for creating safe spaces all at once” (n.p.) How can we create a middle ground or a move toward safer spaces for those who might be triggered by learning about sexual assault?		

Discussion Questions		Teacher Notes
Trauma Text: & the truth is, I have no story By Claire Schwartz		
1. Claire Schwartz writes her essay in numbered fragments. What does this style afford an author in essaying a trauma story?		<ul style="list-style-type: none"> The “not that bad” (p. X) discourse strips experiences of sexual assault from their cultural contexts and invalidates and trivializes traumatic experiences, thereby impeding healing. Various utterances of “not that bad” encourage victim/survivors to maintain silence about their stories. Almanssori and Stanley (2021), in their study of sexual assault narratives, found that “the not that bad discourse represents a pattern of meaning in which: experiences of sexual violence are categorized as less serious than they really are, not as bad as they could have been, less connected to other forms of sexist and sexual violence, and less demonstrative of a cultural problem than they really are” (p. 15). In reality, “all occurrences of sexual violence are true, constitute harm, and the voices that tell of them are acknowledged” (p. 15).
2. What is the author referring to when she describes “the only after that stretches out endlessly over the unfolding nows” (p. 34)? What does this tell us about the trauma is experienced by victims/survivors?		
3. The author writes about key phrases that were uttered to her by important figures in her life as a response to her disclosing her narrative of sexual assault. For example, “You’re so lucky you weren’t killed” (p. 35). How does Schwartz interpret these “you’re so luckys” and “at leasts?” Why are these responses to assault inappropriate? How do they play into the broader “not that bad” discourse?		
4. Why does Schwartz feel that she has no story? What does this tell us about what constitutes a “story” of sexual assault?		

Discussion Questions		Teacher Notes
Trauma Text:		
Should Chapter 1, Part 1 & Chapter 3, Part 19. In <i>Speak: A Novel</i> By Laurie Anderson		
1. What types of images does the author use to describe school? Do these remind you of your own experiences in school?		<ul style="list-style-type: none"> <i>Speak</i> is a revolutionary novel tackling sexual assault and its aftermath in the context of school. You may consider using it as a novel study. If using only the chapters identified in this text set, set the stage by reading a summary of the book to the class. The prologue and epilogue of the 2018 edition are also very useful. They set the stage for how <i>Speak</i> has impacted the way students learn to speak up against rape culture.
2. Chapter 3, Part 19 answers questions and fills in blanks that were unanswered and unknown in the beginning of the book.		
3. What keeps Melinda silent? What is she afraid of?		
4. What challenges do victims/survivors encounter when telling their stories of sexual assault?		
5. What challenges do victims/survivors encounter when staying silent and keeping their stories of sexual assault as secrets?		
6. Discuss the ending of the book and the relevance of the last scene. What finally allows Melinda to speak?		

Discussion Questions		Teacher Notes
Trauma Text: Chapters 15 & 16. In Somebody's Daughter By Ashley C. Ford		
1. What was Ashley's relationship with Bradley prior to the assault?	2. Bradley's response to Ashley's assertion that she did not want his sexual advances was to tell her that he loved her, so he could not help himself. What is problematic about this response?	<ul style="list-style-type: none"> Set the stage by reading a biography of Ashley C. Ford and/or a summary of her book before beginning to read the chapters. Victim blaming can be defined as someone saying, implying, or treating a person who has experienced sexual violence like it was a result of something they did or said, instead of placing the responsibility on the person who harmed them and the culture that condones violence. A common victim blaming theme that is explored in <i>Somebody's Daughter</i> includes telling girls to wear loose clothing because tight clothing could cause boys to assault them. What is important to understand is that sexual violence is never the fault of the person who experiences it. Victim blaming not only discourages survivors from coming forward for fear they will be blamed, it also shifts focus away from holding the perpetrator accountable.
3. What self-protective mechanisms did Ashley use to cope with her fears?	4. Ashley experienced several incidences of people in her life telling her that her body and how she dressed caused boys to look and feel sexual things about her.	
5. Ashley describes how and why she did not scream. Identify the conditions in which her assault took place. What does she mean when she said "it hit me that I made all the wrong choices when I came into this shed"? (p. 101) How does this contribute to Ashley choosing the freeze response?	6. Contrary to popular belief, the instinct to freeze (rather than fight or flight) is a common response among victim/survivors during an assault. What makes Ashley's description of the freeze response powerful?	
7. In the last few sentences of Chapter 15, Ashley explains how she and her body were separated directly after the assault. Explore this response to trauma and how it may impact victims/survivors.		

Assessments:

1. **Generating Questions:**

After a reading session (independent, small group, partner, or whole-group), ask students to generate four questions (factual, interpretive, evaluative, and speculative) in response to the reading. Assess the quality of student questions.

Extension: have students exchange and respond to each other's questions, or draw on the student-generated questions in a subsequent quiz, test, or final exam. Students can also answer their own questions.

Question Type	Definition	Student Generated Questions
Factual	Factual questions have one correct answer based on the text. Answers may be explicitly stated or require inferences. E.g., How many times did Jack climb the beanstalk?	
Interpretive	Interpretive questions have more than one good answer based on the evidence in the text. E.g., Why did you think Jack climbed the beanstalk for the third time?	
Evaluative	Evaluative questions ask you to decide if you agree with the ideas in the texts based on your own values and experiences. E.g., Should Jack be rewarded for stealing from the ogre?	
Speculative	Speculative questions ask about information that is not supplied in the text. Readers must guess or invent the answer. E.g., What did Jack do with the golden harp?	
Compound:	Seemingly simple questions that actually are challenging to answer because they ask more than one thing. E.g., Is Jack a thief who should be punished?	

2. Annotating Texts:

Annotating is any action that deliberately interacts with a text to enhance the reader's understanding of, recall of, and reaction to the text. Sometimes called "close reading," annotating usually involves highlighting or underlining key pieces of text and making notes in the margins of the text. After teaching students to annotate texts using demonstrations, student examples, and/or anchor charts, assess the quality of their annotations.

3. Discussion Reflection:

After a guided whole-group discussion, ask students to reflect on their key learning points using a PowerPoint presentation, poetry or prose, a concept map, or any other creative form of reflection. Students can respond directly to the questions posed by the teacher (in the guide above) or reflect on what other students said in discussion (the knowledge generated in class). Students can make connections to other texts, to current events, historical issues, personal experiences, etc.

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Glossary of Gender-Based Violence Terms

Term	Definition
Gender-based violence	Any form of violence, discrimination, or harassment inflicted on a person because of their gender, gender expression, gender identity, or perceived gender.
Sexual violence	A continuum of interrelated sexual harms that range from subtle acts of harm, such as rape jokes and catcalling, to more overt acts of harm such as inappropriate touching, acquaintance/date rape, and stranger rape.
Sexual assault	A term that is associated with more overt and usually physical forms of sexual violence, typically involving actual or attempted penetration of a body part without the victim's consent.
Sexual harassment	Unwanted or unwelcome sexual behaviour(s), including unwanted verbal sexual advances, comments, name calling, or physical sexual advances.
Intimate partner violence	Any behaviour within an intimate relationship, including physical, sexual, and emotional abuse and controlling behaviours, that causes physical, psychological or sexual harm to those in the relationship.
Consent	A freely communicated agreement between participants to engage in sexual activity. Barriers to consent include age, intoxication or incapacitation by drugs or alcohol, a state of unconsciousness, and unequal power dynamics, such as employer-employee or teacher-student.
MMIWG2S	A community-based, grassroots movement to raise awareness and create social change in response to the epidemic of Missing and Murdered Women, Girls and 2-Spirit People in Canada. MMIWG2S is related to historical and ongoing colonization of Indigenous peoples.
Technology-facilitated sexual violence	A range of behaviours where digital technologies facilitate both virtual and in person sexual harms, including image-based sexual abuse, nonconsensual sexting, online workplace sexual harassment, among many others.

Term	Definition
Human trafficking	The recruitment, transportation, harbouring and/or exercising control, direction or influence over the movements of a person in order to exploit that person, typically through sexual exploitation or forced labour.
Homophobia	Systemic discrimination against 2SLGBTQ+ people, expressed in overt harmful behaviours, such as name-calling and usage of slurs, and subtle behaviours, such as microaggressions.
Transphobia	The systemic, institutional, and interpersonal discrimination of people who are transgender, non-binary, Two Spirit or otherwise identify with a different gender than they were assigned at birth. Transphobia can be expressed through language, violence, legislation, and political rhetoric.
Microaggression	Microaggressions are defined as the everyday, subtle, often hidden, intentional-and oftentimes unintentional-interactions or behaviors that communicate some sort of bias toward historically marginalized groups.
Femicide	Physical violence or murder committed against women, girls, and people with feminine gender expressions which is grounded in misogyny, sexism, transphobia, and institutional inequalities.
Gender-based bullying and harassment	A wide range of behaviours that are grounded in policing and reinforcing strict cisnormative and heteronormative gender norms and expectations. The target is bullied or harassed based on their gender, or on their refusal or inability to live up to gender expectations associated with their perceived gender, and can be expressed subtly through inappropriate jokes or microaggressions, as well as overtly through physical violence.
Heteronormativity	The dominant ideology that everyone is heterosexual, that being heterosexual is normal and/or natural, and that not being heterosexual is abnormal and/or unnatural; this ideology contributes to the privileging of heterosexual people and heterosexual relationships and discrimination against 2SLGBTQ+ people.
Cisnormativity	The dominant ideology that everyone is cisgender, that being cisgender is normal and/or natural, and those who are not cisgender are abnormal and/or unnatural; that people whose gender identities matches the gender they were assigned at birth are normal, and that those who identify with a different gender than the one they were assigned at birth are abnormal.

Term	Definition
Patriarchy	A system of relationships, beliefs, and values embedded in political, social, and economic systems that structure gender inequity between socially defined men and women. It is simultaneously structural and ideological, a hierarchical organization of social institutions and social relations.
Feminist pedagogy	An approach to teaching and learning that troubles dominant ways of knowing and centers the voices and lived experiences of marginalized people; examines power relationships both within and beyond the classroom; privileges the emotional dimension of learning; and facilitates community-based education.
Gender policing	Imposing or enforcing normative gender expressions on people who are perceived as not adequately performing these, via their appearance or behaviour, in relation to the sex that was assigned to them at birth. Gender performances consistent with normative "masculinity" or "femininity" are often rewarded, whereas gender transgressive performances are punished.
Racialized	The process by which populations are categorized as "raced" according to their skin colour, lineage, ancestry, and religion. This term can be used to describe a person or population. In usage; "a racialized person".
BIPOC/POC/WOC	These three acronyms respectively refer to Black, Indigenous and People of Colour, People of Colour, and Women of Colour. They all share historical roots in social and political organizing, describing groups that are collectively impacted by common social and political issues, and allied in common goals.
Trauma informed education	An approach to education that considers how trauma (a physiological and psychological response to any deeply upsetting or threatening situation) impacts learning and behaviour.
Victim blaming	Saying, implying, or treating a person who has experienced harmful or abusive behaviour (such as GBV) like it was a result of something they did or did not do, said or did not say, that caused them to experience harm. Victim blaming not only discourages survivors from coming forward for fear they will be blamed, it also actively shifts focus away from holding the person doing harm accountable.

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National Resources

FOR ALL AGES

[WAVAW 24-Hour Crisis and Information Line](#)

24/7, free and confidential support by phone and online chat serving the LGBTQ+ community, women, men in Canada who may be struggling or looking for support with sexual abuse.

(604) 255-6344

www.wavaw.ca/get-support

[Certified Listeners Society](#)

Free and confidential support over online chat, aiming to help everyone in Canada who may need emotional support with anxiety, depression, loneliness, school or work issues, stress.

<https://certifiedlisteners.org>

[Talk Suicide Canada](#)

Canada Suicide Prevention Service is dedicated to providing 24/7, free and confidential support over phone and text message (SMS) for Canadians who may require support related to suicide.

(833) 456-4566

Text (sms): 45645

talksuicide.ca

[Canada Sexual Assault Centres](#)

An interactive map of sexual assault crisis centres and their contact information and addresses from across the country.

[www.reescommunity.com/
resources](http://www.reescommunity.com/resources)

[First Nations and Inuit Hope for Wellness Helpline](#)

Available 24/7 to all Indigenous people across Canada. Experienced and culturally competent counsellors with diverse educational and professional backgrounds and knowledge on a variety of topics are reachable by telephone and online chat.

(855) 242-3310

www.hopeforwellness.ca

[Canadian Human Trafficking Hotline](#)

The Canadian Human Trafficking Hotline is a confidential, multilingual victim-centered service, operating 24/7 to connect victims and survivors of human trafficking with social services, law enforcement, and emergency services, as well as receive tips from the public.

(833) 900-1010

[www.
canadianhumantraffickinghotline.
ca](http://www.canadianhumantraffickinghotline.ca)

FOR ALL AGES

National Indian Residential Schools Crisis Line

Indian Residential School Crisis Line is a national service for anyone experiencing pain or distress as a result of their residential school experience. Former IRS students and their families can access the line 24 hours a day, 7 days a week.

1-866-925-4419

www.fnha.ca

FOR YOUTH

Kids Help Phone

Canada's only 24/7, completely confidential national support service. We offer professional counselling, information and referrals and volunteer-led, text-based support to young people in both English and French.

1-800-668-6868

kidshelpphone.ca

Youthspace.ca

Free and confidential support and information over text message (SMS) and online chat to support youth in Canada who experience abuse & domestic violence, anxiety, bullying, Dementia & Alzheimer's, depression, eating & body image, family issues, gambling, gender & sexual identity, grief & loss, loneliness, parenting, pregnancy & abortion, relationships, school or work issues, self-harm, sexual abuse, stress, substance use, suicide, supporting a friend or family member, trauma & PTSD.

Text (sms): 778-783-0177

Youthspace.ca