



Global Voices Information Sheet

Sexual assault support services at Canadian universities



Carleton University students rally to ask for a campus sexual assault centre.
(Photo: Carleton Coalition for a Sexual Assault Centre)

Background Info

- On September 1, 2007, a female student was sexually assaulted and badly beaten while working alone overnight in a laboratory at Carleton University in Ottawa.
- As a result of the attack, Leslie Claire and Julie Lalonde, two Carleton students who were experienced in sexual assault support, spoke to other students and studied the safety measures and support services available at their school to deal with such incidents.
- Claire and Lalonde formed a group to ask Carleton administration for space to establish a sexual assault center to provide counselling and education about sexual assault.
- Four years later, on November 14, 2011, students at Carleton held a rally to once again ask administration to establish a sexual assault center.
- Currently, Lalonde and other students run a volunteer telephone support line using their own mobile phones. Their help line receives calls for support every day.
- According to Julie Lalonde, university and college campuses and residences are the second-most common locations for sexual assaults, after homes.
- A Canadian study in 1996 found that 25 per cent of all female university and college students had been physically and/or sexually assaulted by a male date or boyfriend.
- The University of Alberta Sexual Assault Centre reports that 90-95 per cent of survivors who come to them for help have been sexually assaulted by someone they know.
- A 2002 report by the Ontario Women's Directorate stated that 80 per cent of women who are sexually assaulted do not report to police or authorities for fear of humiliation or being treated badly by the legal system.

Key terms

- **Sexual Assault** — Canadian law defines sexual assault as any form of sexual contact with another person without that other person's consent.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: abuse, personal space, sexual assault, protection, right and wrong.
- Course Connections: The Arts, Health and Physical Education, Language, Social Studies.

Materials

- Chart paper or blackboard
- Global Voices column
- Blank paper
- Blue, red and green drawing utensils

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Reading Comprehension

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.

- c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
- d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.

Knowledge and Understanding

1. Discussing the Global Voices Column (estimated time: 10 minutes)
 - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
 - i. What is the message in this column?
 - ii. What perspectives are presented in this column? Which ones are left out?
 - iii. What problem is presented in this column?
 - iv. What is sexual assault? Why is it wrong?
 - v. How can sexual assault be prevented?
 - vi. If you were to witness or suspect such an occurrence, what should you do?

Thinking

1. Right and Wrong (estimated time: 15 minutes)
 - a. Explain to students that there is right and wrong behaviour.
 - b. Create a T-chart on the board with the headings, “Right” and “Wrong.”
 - c. Ask students to explain what right behaviour looks like, writing point form notes under the heading.
 - d. Ask students to explain what wrong behaviour looks like, writing point form notes under the heading.
 - e. When this chart is complete, ask students to explain right and wrong behaviour when it comes to interacting with others (e.g.: proper touch, proper ways to communicate etc.)
 - f. Following this discussion, ask students to write a reflection around right and wrong behaviour, explaining how they hope others will treat them and how they plan to treat others.
 - g. Reflections will be handed in for grading.

Communication

2. Personal Space (estimated time: 20 minutes)
 - a. Distribute blank paper, pencils, and red, blue, and green pencil crayons or markers to each student in the class.
 - b. Using their pencils, ask students to draw an outline of themselves on their piece of paper.
 - c. Looking at their outline, ask students to list objects that belong to and are important to them (e.g.: their name, their clothes, their pet etc.). Tell students to draw these things into their picture using their blue drawing utensil.
 - d. When students have completed their blue objects, ask if their body is something that belongs to them. Continue this discussion by asking the following suggested questions:
 - i. Does your body belong to you?
 - ii. Does your body belong to anyone else?
 - iii. What is personal space?

- iv. Are there right and wrong ways to touch another person? (e.g.: punching versus hugging). What are some of the right ways to touch another person? What are some of the wrong ways?
 - v. What should you do if someone invades your personal space in a wrong way? (e.g.: tell an adult you trust).
 - vi. What should you do if a friend confides in you and tells you someone in their life has invaded their personal space? (e.g.: tell an adult you trust).
- e. Following this discussion, ask students to draw the outline of their body in green.
 - f. Ask students to describe ways they can protect their personal space (e.g.: always make sure a family member is aware of your location etc.), write these suggestions on the board.
 - g. Using their red drawing utensil, ask students to draw how they will protect their personal space (e.g.: carrying a whistle when they are walking alone).
 - h. When students have completed their diagrams hold a final discussion around personal space, answering any outstanding questions.

Application

1. Help in the Community (estimated time: 45 minutes)
 - a. Ask students to think about places in their community they can go to for help and assistance if they are in trouble. (e.g.: Kids Help Phone, the local police station, their teacher, a trusted adult, etc.). Write these examples on the board.
 - b. Divide the class into pairs and assign each pair one of these community items.
 - c. Ask pairs to perform investigations into their community item by answering the following suggested questions:
 - i. Where can it/they be found?
 - ii. How can it/they help?
 - iii. What types of issues can it/they help with?
 - iv. How can you ask for help?
 - v. What actions can it/they take?
 - d. When pairs have completed these questions, ask them to present their community resource to the class, informing their peers how they can use this resource in a time of need.
 - e. When presentations are complete, ensure students have a sound understanding of where and how they can seek help in their own community.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

We Day Teach - <http://www.weday.com/teach>

Kids Help Phone - <http://www.kidshelpphone.ca/teens/home/splash.aspx>