ROOTS OF EQUALITY

Resources designed to help educators foster students’ healthy, equal relationships and raise awareness of violence against women.

GRADES 1-8

THEMES:
Family, Friends, School, Community Connections, Media
ROOTS OF EQUALITY

Prepared for
Elementary Teachers’ Federation of Ontario
Fédération des enseignantes et des enseignants
de l’élémentaire de l’Ontario

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and the Ontario Women’s Directorate.

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Introduction

Teachers play a critical role in the socialization of our children. It is nearly impossible today to be an effective teacher without knowing about violence against women and the impact it has on children. To respond to or prevent this violence effectively, we need to begin with the understanding that a major root cause of the abuse is the social inequality of men and women, which begins at a very young age.

“Violence against women is a form of discrimination and a violation of human rights. It causes untold misery, cutting short lives and leaving countless women living in pain and fear in every country in the world. It harms families across the generations, impoverishes communities and reinforces other forms of violence throughout societies. Violence against women stops them from fulfilling their potential, restricts economic growth and underminds development. The scope and extent of violence against women are a reflection of the degree and persistence of discrimination that women continue to face. It can only be eliminated, therefore, by addressing discrimination, promoting women’s equality and empowerment, and ensuring that women’s human rights are fulfilled.” Secretary-General’s in-depth study on all forms of violence against women, Executive summary. United Nations, 9 October 2006. (www.un.org/womenwatch/daw/vaw/launch/english/v.a.w-exeE-use.pdf)

In workshops delivered in partnership with Springtide Resources through the Breaking the Silence program, teachers regularly talk about how their female students continue to internalize a code of conduct that promotes gender stereotypes and inequality. They describe how many of the young men act out of a code of male dominance and entitlement. Participants consistently express a need to work creatively with their colleagues, parents, and students to identify and prevent all forms of violence and abuse.

The following statistics reveal some of the gendered aspects of intimate partner abuse and the reality of many women’s lives.

- Women are almost 8 times more likely to be victimized by a spouse than are men. (Statistics Canada 1999)
- Children in 416,000 homes saw or heard spousal violence in Canada during the 5 years preceding the 1999 General Social Survey on Spousal Violence. The number of men accused of killing their current or ex-wife was 69 in Ontario. (Statistics Canada 2002)
- 30% of all women currently or previously married have experienced at least one incident of physical or sexual violence at the hands of a marital partner. (Statistics Canada 1999)
- 45% of incidents of violence committed by a man against his wife resulted in injury to the wife. (Statistics Canada 1999)
- Over the past two decades 3 times more wives than husbands were killed by their spouses. (Statistics Canada 1999)
• Women’s wages are disproportionately lower than men’s; women are much more likely than men to work part-time with no benefits. (Statistics Canada 2006)

• Lone-parent families headed by women continue to be home to a disproportionate share of all children living in a low-income situation. (Statistics Canada 1999)

These are the facts we must come to grips with as a society. We have made great strides in recognizing that violence against women is one of the many social issues caused by inequality and injustice.

We must be proactive and present a consistent message at all levels of school and community that violence, in all its forms, is wrong. We must work together to achieve equality between boys and girls, men and women. ETFO members recognize this need and have developed this curriculum resource as part of their commitment to students and to a more just and equitable society.

This volume contains lesson plans for grades 1 through 8 on the following themes: family, friends, school, community connections, media. In dealing with this material, the links between the school, the home and community supports are critically important. In addition to resources and suggestions in the lesson plans themselves, there are specialized resources in the Bullying, Working with Students Exposed to Woman Abuse, and Safety Planning sections, and a variety of sample letters to parents in the Resources section.

Some of the suggested activities have the potential to trigger difficult memories or emotions for students who are living with or have experience with woman abuse or other forms of violence. Please refer to the Working with Students section, excerpted from Woman Abuse Affects Our Children: An Educator’s Guide, for advice on working with students, parents, and Children’s Aid.

Carol Zavitz Marsha Sfeir
Equity & Women’s Services Executive Director
Elementary Teachers’ Federation of Ontario Springtide Resources

Catalogue # 85-224-XPE Ministry of Industry.

Catalogue # 85-224-XIE Ministry of Industry.

Martine Agassi
*Hands Are Not for Hitting*
Free Spirit Publishing, 2000
ISBN 1-57542-007-5

**Synopsis**
The book is about all the good things hands can do. It reinforces that violence is never okay and we are all able to use positive and loving actions.

**Additional Resources**
Elizabeth Verdick
*Tails Are Not for Pulling*
Free Spirit Publishing, 2005
ISBN 978-1575421803

Elizabeth Verdick
*Feet Are Not for Kicking*
Free Spirit Publishing, 2004
ISBN 1575421585
Curriculum Expectations

Oral Communication
1.2 Demonstrate an understanding of listening behaviour by using active listening strategies in a few different situations.
1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction.

Writing
1.2 Generate ideas about a potential topic, using a variety of strategies and resources.
2.1 Write short texts using a few simple forms.

Purpose
• To discuss all the positive ways we can use our hands.
• To learn alternatives to hitting.

Materials
• Hands are Not for Hitting.
• White paper and construction paper.

Suggested Activities
• Read the book. As you are reading the book, stop and have students answer the questions on many of the pages or offer opinions about what you have just read.
• Read the book again without stopping.
• Brainstorm with the class some positive ways of using your hands. Write the ideas on chart paper.

Extensions
• On pages 32 to 35 at the end of the book, there are many excellent ideas to use with this book. Some of the ideas could be sent home for sharing ideas about violence. There is also a section on safety tips for children living in abusive homes and for adults in abusive relationships.

• Give each child 4 sheets of white paper. Have each child trace his/her hand on each side of the paper. These will be the pages of the booklet. Trace his/her hand on construction paper folded in half. This will be the cover and back of their books. Staple in book form. Have each student select 8 positive things to do with their hands from the list on the chart paper and write and illustrate them on each page of their booklet. Title the book Good Hands. Students can take their books home to share with their families.
Peter Eyvindson  
*Red Parka Mary*  
Pemmican Publications Inc., 1996  
ISBN 0-9211827-50-4

**Synopsis**

A little boy is afraid of his neighbour but doesn’t understand why. As he gets to know her, they develop a lasting friendship. She teaches him many things. At Christmas, he wants to buy her something special and gives her a red parka. Mary gives him the biggest and best present of all...a miniature heart button that stands for love.

**Additional Resources**

Robert Munsch  
*Love You Forever*  
Firefly Books, 1986  
Curriculum Expectations

Oral Communication
1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.
2.2 Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions.

The Arts: Visual Arts
Produce 2 and 3 dimensional works of art that communicate thoughts and feelings.

Purpose
• To understand that we all have differences and sometimes these differences make us fearful of other people.
• To understand the true meaning of friendship and giving.

Materials
• Copy of Red Parka Mary.
• Chart paper for recount.
• Small red plastic heart buttons (available from craft stores).
• Envelopes and writing paper.

Suggested Activities
• Introduce the book Red Parka Mary. Have students make predictions about the book based on the cover art and the title.
• Read the story.
• Using the chart paper, do a recount of the story. Divide the chart paper into 3 sections: beginning, middle, and end to make it easier for students to organize their thoughts.
• After the recount, discuss the story covering the following:
  – Why was the boy afraid of Mary?
  – How did Mary dress?
  – What did Mary give to him for his mom?
  – What things did the boy learn from Mary?
  – Why do you think he bought her that parka?
  – What was so special about her gift?
• Organize the class for a think-pair-share activity. Ask students to tell their partners about a special gift they either gave or received and why it was special.
• Pass out heart buttons and have each student write one or two sentences about who they would give this heart to and why that person deserves this gift. Decorate an envelope, put the heart inside and give to a special person.

Extensions
• Type the recount from the chart paper onto the computer in large print. Print and cut out as strips. Put students into pairs and have each group paste the sentence strip on paper and illustrate. Bind the pages to make a class book.
• Have students draw a picture about a special friend and write about that person in their journals.
• Make a salt dough heart for someone special.
Recipe
• 2 cups flour
• 1 cup salt
• 1 cup water
• Mix salt and flour. Add half the water, mix and add remaining water. Knead until the dough is smooth.
• Give each student a section of dough. Using a tracer, cut out hearts of various sizes. Make a hole for hanging with a paper clip in the top of the heart. Ensure the hole is a fair size as it will shrink during baking. Put initials on one side. Bake for about one hour to one and a half hours (this will depend on thickness of the dough). Paint with tempera and put one coat of sealant over the heart to give it a shine. Use black cord to make a necklace and give it to someone special.
Linda Sky Grossman  
*A Tale Worth Telling*  
Second Story Press, 2002  
ISBN 1-896764-60-6

**Synopsis**

David is a new boy at school. He is very quiet, and a loner. He discloses to the other children that an adult made him feel bad and he is worried that if he tells about it, no one will believe him.

**Additional Resources**

Elizabeth Verdick  
*Words Are Not for Hurting*  
Free Spirit Publishing, 2004  
ISBN 978-1575421551

Molly Bang  
*When Sophie Gets Angry – Really, Really Angry...*  
Scholastic, 2004  
Curriculum Expectations

Oral Communication

1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Writing

2.1 Write short texts using a few simple forms.

The Arts: Drama and Dance

Solve problems in everyday situations through role playing and movement in drama and dance. Demonstrate an understanding of different points of view.

Purpose

• To recognize those individuals one can trust and go to for help.
• To understand which secrets make one feel uncomfortable.

Materials

• A Tale Worth Telling.

Suggested Activities

• Talk about secrets. Are there secrets we shouldn’t keep (the ones that make us feel uncomfortable or hurt)?
• Introduce the book as a story about David who had a secret that made him uncomfortable.
• Read the book to the class.
• On the back page, there are suggestions about how to help children.

• Have the class list those people they could go to if they had a problem like David.
• Put students in groups of 3. Have 1 student pretend to be David and the other 2 his friends. Role-play a scenario from the book when David gets help from his friends after he tells them his problem.
• Have students record how they felt during the role play in their journals. They can draw pictures and use speech bubbles to write dialogue and express feelings.

Extensions

• Discuss with the students that sometimes words can be just as hurtful as hits. Have the class make a list of put-downs. Above the list print the title: Not Allowed at (school’s name).
• Have the class make a list of nice things to say and above the list print the title: Always Allowed at (school’s name).
• Ask students to make a picture of their own faces when someone says mean things to them.
• Ask students to make a picture of their own faces when someone says nice things to them.
Howard Schor
*A Place for Starr*
Kidsrights, 2002
ISBN 1-55864-082-7

Margie Chalofsky
Glen Finland
Judy Wallace
*Changing Places*
Gryphon, 1992
ISBN 0-87659-161-6

**Synopsis**
*A Place for Starr* is a story about a girl named Starr who had to go to a shelter for abused women with her brother and mother.

*Changing Places* is a compilation of children's experiences living in a shelter.
Curriculum Expectations

Arts
Produce 2- and 3-dimensional works of art that communicate thoughts and feelings.

Writing
1.4 Sort ideas and information for their writing in a variety of ways, with support and direction.

Oral Language
1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Purpose
• To raise students’ awareness of shelters for abused women and their children.

Materials
• A Place for Starr.
• Changing Places.

Suggested Activities

Background
• The first shelter for abused women and children, Interval House in Toronto, opened in 1973. Since then, most communities and some reserves have established some form of safe housing. Services include advocacy, outreach, and legal and housing support. In 85% of domestic violence cases reported to police, the victims were female. About 34% of women escaping abusive situations were admitted with their children to a shelter. On average, in Canada, 75-100 women per year are killed by their partner.

• Read 1 of the above books.
• Discuss the book as a group:
  – Why did the family leave?
  – How did the children feel?
  – How would you feel if you had to go to a shelter?
  – What would you miss about home?
  – Discuss the importance of feeling safe at home.
  – As a group, compare and contrast, on chart paper, life at your house and life in a shelter.

Extensions
• In a journal, ask students to draw how the book made them feel, and to write feeling words around the picture.
• Ask students to draw 1 thing they would choose to take with them to a shelter and tell the class why.
• Ask students to draw a picture for someone in a shelter to make them feel better (these could be sent to the local shelter).
Curriculum Expectations

**Oral Language**

1.2 Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions.

1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.

**Media**

1.3 Express personal thoughts and feelings about some simple media works.

**Purpose**

- To raise students’ awareness of violence in the media, specifically in cartoons and television shows.

**Materials**

- Variety of cartoons from newspapers and comic books.

**Suggested Activities**

**Background**

- The best defence that young people have against violence in the media is a high level of critical awareness. As educators, we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive. A media-literate person is an active participant in the media experience.

- Have students look at a variety of cartoons for 5 minutes (could be in small groups, each with a different cartoon).
- Have students/groups orally report:
  - What did you see?
  - What did you read?
  - Did you think they were funny?
  - Discuss the term “violence” with students. What does it mean?
- Brainstorming activity:
  - What does violence look like?
    - Hitting
    - Bruises
    - Scars
    - Cuts
    - Broken bones, objects, property
    - Sad faces
    - Tears/crying
  - What does violence sound like?
    - Crying
    - Shouting
    - Put downs
    - Swearing
    - Threats
  - What does violence feel like?
    - Hurt feelings
    - Hurt bodies
    - Loneliness
    - Sadness
Insecurity
• Poor self-image/self-esteem (feeling that nobody likes you/you are worthless)

• Revisit the cartoons given out at the beginning.
• Cut the cartoons apart and glue pictures onto the following chart.
• Share findings with the class.

Extensions
• Have students watch a cartoon at home and tell if they heard or saw violence in it.
• Illustrate a non-violent cartoon strip.
• In a journal, have students draw a picture to show what violence looks like, feels like, or sounds like.
Looks Like

Feels Like

VIOLENCE

Sounds Like
Betsy Everitt
*Mean Soup*
Harcourt Brace and Company, 1992

**Synopsis**
Horace has had a very bad day, and by the time he gets home from school, he is feeling very mean indeed. His mother knows just what to do.

**Additional Resources**
Aliki
*Feelings*
Greenwillow, 1984

Molly Bang
*When Sophie Gets Angry – Really, Really, Angry…*
Scholastic, 2004
Curriculum Expectations

Oral Communication
1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Writing
1.4 Sort ideas and information for their writing in a variety of ways, with support and direction.

Drama and Dance
Solve problems in various situations through role playing and movement in drama and dance.

Purpose
• To help students understand the importance of letting out anger and negative feelings, rather than keeping them inside.
• To help students understand that even their negative feelings are natural and normal, and that they can share and get rid of these feelings in a positive manner.

Materials
• Mean Soup.
• Feelings worksheets for class book.

Suggested Activities
• Before reading the story, study the cover and ask the students to predict what it is about.
• Do a picture walk.
• Discuss various feelings, and what it’s like when you share them, or when you keep them hidden inside.

• After reading the story, ask the students:
  – Have you ever felt really angry?
  – What did you do to get rid of that feeling?
  – How do you feel after you let go of that feeling?
  – Have you ever felt really mean?
  – What did you do to get rid of that feeling?
• Have each student complete a worksheet to be put into a class FEELINGS book.
• Using either role-playing or hand puppets, whichever your students feel more comfortable with, act out various scenarios depicting different feelings. For example:
  – What does angry look and sound like?
  – What does happy look and sound like?

Extensions
• Working in small groups, have students cut pictures from magazines portraying different feelings. Glue them onto a sheet of bristol board or construction paper to make a collage.
• In their journals, ask students to make a list of different feelings, showing what each looks like, feels like, sounds like.
Feelings

Sometimes I feel ________________________________

<table>
<thead>
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<th>This is how I look:</th>
<th>This is how I sound:</th>
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This is how I feel inside: __________ is a __________ feeling!
Feelings

I feel ______________________ when ________________________________

____________________________________________________________________.

I can get rid of that feeling in a positive way by ______________________

____________________________________________________________________.

Then I feel ________________________________

____________________________________________________________________.

| This is how I look BEFORE | This is how I look AFTER |
Pat Thomas
*Is It Right to Fight? A First Look at Anger.*
Barron’s Educational Series, Inc., 2003
ISBN 0-7641-2458-7

**Synopsis**
Younger children often resort to hitting, screaming, or acting out when expressing their anger. This book lets them know that it is okay to get angry sometimes, but that it is always best to resolve conflicts peacefully.

**Additional Resources**
Dr. Seuss
*The Sneetches and Other Stories*
Random House, 1961
ISBN 0-394-80089-3
Curriculum Expectations

Reading
1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

Oral Communication
1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Drama and Dance
Solve problems in various situations through role playing and movement in drama and dance.

Purpose
• To teach children that although anger is okay, there are acceptable and unacceptable ways to express it.
• To raise students’ awareness of different ways they can resolve conflicts peacefully.

Materials
• Is It Right to Fight?
• T-chart: Ways of Resolving Conflict.

Suggested Activities
• Before reading the story, look at the cover and ask the students what they think is happening in the picture, and why.
• Read the story, stopping at the discussion points.
• After reading the story, ask the students how they feel when they are angry. Ask how it makes them feel when someone is angry at them.
• Using a T-chart, brainstorm and list ACCEPTABLE and UNACCEPTABLE ways of resolving conflict.
• Have the students role play various situations demonstrating acceptable and unacceptable conflict resolutions.

Extensions
• Using comic strip format, have the students illustrate the following:
  – Frame 1 - expressing anger by hitting, screaming, acting out, etc.
  – Frame 2 - the resulting action.
  – Frame 3 - an acceptable, peaceful resolution.
Ways Of Resolving Conflict

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<th>ACCEPTABLE</th>
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Teresa Bateman
*The Bully Blockers Club*
Albert Whitman, 2004

**Synopsis**
Lotty is being bullied at school, and doesn’t know what to do. Her brother and sister try to help, but nothing works. The bullying just gets worse until Lotty gets an idea.

**Additional Resources**
Linda Sky Grossman
*A Tale Worth Telling*
Second Story Press, 2002
ISBN 1-896764-60-6
Curriculum Expectations

Oral Communication
1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Reading
1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details.

Drama and Dance
Solve problems in various situations through role playing and movement in drama and dance.

Arts
Produce 2- and 3-dimensional works of art that communicate ideas for specific purposes and to familiar audiences.

Purpose
• To help students understand the difference between teasing and bullying.
• To teach children that it is possible to handle bullies in a positive, non-aggressive manner.

Materials
• The Bully Blockers Club.
• Teasing vs. Bullying worksheet.
• ACCEPTABLE and UNACCEPTABLE worksheet.

Suggested Activities
• Before reading the story, use the T-chart to record students’ ideas of the difference between teasing and bullying. Ask the students how teasing could become bullying (see glossary). Discuss briefly.
• Read The Bully Blockers Club. Ask the students how they would have handled the situation themselves. Divide into small groups. Have the students complete the worksheet labelled ACCEPTABLE and UNACCEPTABLE. Coming together again as a class, look at what each group deemed acceptable, and unacceptable. Discuss. If necessary, eliminate ideas explaining why some may not be appropriate.
• Have the children role-play various situations depicting a bully and the victim(s).
• As an Art activity, ask the students to illustrate different scenes from the book. Put the pages together in book format, to be used as a picture book for retelling.

Extensions
• In groups, have students discuss other types of problem-solving clubs. These clubs could address various problems such as teasing, name calling, etc.
<table>
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<th>Teasing</th>
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<td>ACCEPTABLE</td>
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Howard Schor  
*A Place for Starr*  
Kidsrights, 2002  
ISBN 1-55864-082-7

Margie Chalofsky  
Glen Finland  
Judy Wallace  
*Changing Places*  
Gryphon Press, 1992  
ISBN 0-87659-161-6

**Synopsis**

*A Place for Starr* is a story about a girl named Starr who had to go to a shelter for abused women with her brother and mother.

*Changing Places* is a compilation of children’s experiences living in a shelter.
Curriculum Expectations

Arts
Produce 2- and 3-dimensional works of art that communicate thoughts and feelings.

Writing
1.4 Sort ideas and information for their writing in a variety of ways, with support and direction.

Oral Language
1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Purpose
• To raise students’ awareness of shelters for abused women and their children.

Materials
• A Place for Starr.
• Changing Places.

Suggested Activities

Background
• The first shelter for abused women and children, Interval House in Toronto, opened in 1973. Since then, most communities and some reserves have established some form of safe housing. Services include advocacy, outreach, and legal and housing support. In 85% of domestic violence cases reported to police, the victims were female. About 34% of women escaping abusive situations were admitted with their children to a shelter. On average, in Canada, 75-100 women per year are killed by their partner.

• Read 1 of the above books.
• Discuss the book as a group:
  – Why did the family leave?
  – How did the children feel?
  – How would you feel if you had to go to a shelter?
  – What would you miss about home?
  – Discuss the importance of feeling safe at home.
  – As a group, compare and contrast, on chart paper, life at your house and life in a shelter.

Extensions
• In a journal, have students write about how the book made them feel.
• In a journal, ask students to write about one thing they would choose to take with them to a shelter, and why.
• Make a card to send to someone in a shelter to make them feel better.
• Collect materials for children in the local shelter(s) to use at their schools.
Curriculum Expectations

Oral Language
2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small and large-group discussions.

Media
1.3 Express personal thoughts and feelings about simple media works and explain their responses.

Health
Describe types of physical and verbal violence.

Purpose
• To raise students’ awareness of violence in the media, specifically in cartoons and television shows.

Materials
• Variety of cartoons from newspapers and comic books.

Suggested Activities

Background
The best defence that young people have against violence in the media is a high level of critical awareness. As educators, we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive.

A media-literate person is an active participant in the media experience.
• Have students look at a variety of cartoons for 5 minutes (could be in small groups, each with a different cartoon).
• Have students/groups orally report:
  – What did you see?
  – What did you read?
  – Did you think they were funny?
• Discuss the term “violence” with students. What does it mean?
• Brainstorming activity:
  – What does violence look like?
    • Hitting
    • Bruises
    • Scars
    • Cuts
    • Broken bones, objects, property
    • Sad faces
    • Tears/criing
  – What does violence sound like?
    • Crying
    • Shouting
    • Put downs
    • Swearing
    • Threats
  – What does violence feel like?
    • Hurt feelings
    • Hurt bodies
    • Loneliness
    • Sadness
• Insecurity
• Poor self-image/self-esteem (feeling that nobody likes you/you are worthless)

– Revisit the cartoons given out at the beginning, filling in the following chart.

• Share findings with the class.

Extensions

• In a journal, have students write something new they learned about violence.
• Ask students to fill in the chart at home after viewing a cartoon or show on television.
• Ask students to write and illustrate a non-violent cartoon strip.
Looks Like

Feels Like

VIOLENCE

Sounds Like
Diane Davis
*Something Is Wrong At My House*
Parenting Press, 1984
ISBN 0-943990-10-6

**Synopsis**
The book is based on a true story about a boy living in a violent household. The book gives children the permission to have feelings, acknowledge them and make healthy decisions about how to deal with them.

**Additional Resources**
Sharon Bernstein
*A Family That Fights*
A. Whitman, 1991
ISBN 0-8075-2248-1

Howard Schor
*A Place For Starr*
Kidsrights, 2002
ISBN 1-55864-082-7
Curriculum Expectations

Oral Communication
1.2 Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to communicate meaningfully and work constructively in groups.

Reading
1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting detail.

Writing
1.4 Sort ideas and information for their writing in a variety of ways.

Purpose
• To present information to children on family violence.
• To acknowledge the feelings of children and their ability to make decisions about how they wish to act on these feelings.

Materials
• Something Is Wrong At My House.
• Student worksheets.

Suggested Activities
• Before reading the story, show the cover and have the students predict what the book will be about.
• After reading the story, have a class discussion covering the following points:
  – What is the problem in Chris’s family?
  – Who is responsible for the violence?
  – What are some of the feelings that Chris has?
  – What does Chris do to help himself deal with his feelings without hurting others?
  – Who are some of the people Chris thought he could talk to and share his feelings?
  – What does Chris say he learned at the end of the story?
• Complete the Families worksheet independently.
• Review the worksheets with the students.

Extensions
• Arrange students in groups of three to four.
  – From magazines, have students cut out pictures that show healthy family interactions.
  – Glue together on a large sheet of paper to make class collages.
• Have students write in their journals a list of things that show what a healthy family sounds like, looks like and feels like.
  – Have students do a think-pair-share activity.
• In small groups, have students brainstorm and list examples of family behaviours on the Family Relationships worksheet chart:
  – Have each group report to the class (these could be put on a larger chart by the teacher for more discussion).
Families

What are good things that happen in families?

What are some problems in families?

What do families do to solve problems in a positive way?

What things make you proud about your family?
# Family Relationships

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<th>Healthy</th>
<th>Unhealthy</th>
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Lauren Payne
We Can Get Along

Synopsis
The book discusses ways to treat others in a healthy manner focusing on kindness, respect, tolerance, and responsibility.

Additional Resources
Martine Agassi
Hands Are Not For Hitting
Free Spirit Publishing, 2000
Curriculum Expectations

Writing
2.1 Write short texts using a variety of forms.

Oral Communication
1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Purpose
- To help children realize what good choices are when they interact with friends.
- To raise children’s awareness of their own feelings and how to share these feelings in a positive way.

Materials
- *We Can Get Along*.
- *We Can Get Along* worksheet.

Suggested Activities
- Read the story.
- Read the story again and have students show a thumb up every time they hear of a positive way of interacting with others.
- Ask students for additional ways of getting along not mentioned in the book.
- On the *We Can Get Along* worksheet ask students to write four scenarios of times when they felt bad because of someone else’s actions or behaviours.
- Ask students to fill in the boxes with corresponding descriptions about how they felt and what they did. The possible responses to the actions can be positive and negative.
- Ask students to share their sheets with a buddy and discuss their feelings and reactions.

Extensions
- Ask students to make a picture of a friend and write words around the picture that describe the friend (the illustrations in the book may be used as a guide for drawing people).
- Divide the class in half.
  - Have students pair up in each group
  - Group one’s pairs will role play two friends getting along
  - Group two’s pairs will role play two friends who are fighting.
  - Present to the whole class after practicing.
- Ask students to make a picture of a friend and write words around the picture that describe the friend (the illustrations in the book may be used as a guide for drawing people).
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  - Divide the class in half.
    - Have students pair up in each group
    - Group one’s pairs will role play two friends getting along
    - Group two’s pairs will role play two friends who are fighting.
    - Present to the whole class after practicing.
## We Can Get Along

<table>
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<tr>
<th>What happened?</th>
<th>How did I feel?</th>
<th>What did I do?</th>
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Peggy Moss
say something
Tilbury House, 2004
ISBN 0-88448-261-8

Synopsis
A young girl discovers that even though she does not do mean things herself, being a silent bystander is not enough.

Additional Resources
Sandy Ragona
Kerri Pentel
Eliminating Bullying in Grades PK - 3
YouthLight, 2004
ISBN 1-889636-68-1

Itah Sadu
Name Calling
Women’s Press, 1992
ISBN 0-88961-204-8
Curriculum Expectations

Oral Communication

1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.

2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions.

Drama

Demonstrate an understanding of a character’s point of view through writing and speaking in role, and through using body movement in role.

Purpose

• To help students understand the differences between teasing and bullying.
• To raise students’ awareness that when they do nothing to stop the bullying, they are part of the problem.

Materials

• say something.
• T-chart (on overhead or large sheet of paper).
• Being Part of the Problem (Overhead).

Suggested Activities

• During a class discussion, use the following T-chart to record students’ ideas about what teasing is and what bullying is.
  – Ask the students: at what point does teasing become bullying?
• Read the book say something.
  – Ask how the narrator actually reinforced or encouraged the bullying, and was therefore part of the problem.
  – Discuss what had to happen before the narrator realized it wasn’t enough just to stand back and do nothing, and then became part of the solution.
• Divide the class into groups for role-play.
• One group will role-play a situation where they are being part of the problem, while another will role-play a situation where they are being part of the solution.
• Show and discuss the overheads Being Part of the Problem and Being Part of the Solution.
• In their journals, have the students make two headings: Being Part of the Problem and Being Part of the Solution.
  – Ask them to list ideas under each heading.

Extensions

• Read the story Name Calling.
• Ask the students if Cindy’s friends were being part of the problem, or part of the solution, and why.
• Divide the students into small groups and ask each group to imagine what might have gone on in the principal’s office between Cindy and Jennifer.
  • Have each group role play for the class what they think happened.
At What Point Does Teasing Become Bullying?

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Being Part of the Problem

Bystander
reinforces the bully by either encouraging or ignoring the situation

Victim
passive, unsure

Bully
aggressive
Being Part of the Solution

Bystander
empowers the victim by giving help and friendship

Bully
starts to lose power

Victim
is empowered to stand up for self
Howard Schor  
*A Place for Starr*  
Kidsrights, 2002  
ISBN 1-55864-082-7

Margie Chaloofsky  
Glen Finland  
Judy Wallace  
*Changing Places*  
Gryphon Press, 1992  
ISBN 0-87659-161-6

**Synopsis**  
*A Place for Starr* is a story about a girl named Starr who had to go to a shelter for abused women with her brother and mother.  
*Changing Places* is a compilation of children’s experiences living in a shelter.
Curriculum Expectations

Arts
Produce 2- and 3-dimensional works of art that communicate their thoughts and feelings about specific topics or themes.

Writing
1.4 Sort ideas and information for their writing in a variety of ways.

Oral Communication
1.5 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Purpose
• To raise students’ awareness of shelters for abused women and their children.

Materials
• A Place for Starr.
• Changing Places.

Suggested Activities

Background for the Teacher
The first shelter for abused women and children, Interval House in Toronto, opened in 1973. Since then, most communities and some reserves have established some form of safe housing. Services include advocacy, outreach, and legal and housing support. In 85% of domestic violence cases reported to police, the victims were female. About 34% of women escaping abusive situations were admitted with their children to a shelter.

On average, in Canada, 75-100 women per year are killed by their partner.

Read one of the books.
• Discuss the book as a group.
  – Why did the family leave?
  – How did the children feel?
  – How would you feel if you had to go to a shelter?
  – What would you miss about home?
• As a group, compare and contrast, on chart paper, life in their homes and life in a shelter.

Extensions
1 In a journal, have students write about one thing they would choose to take with them to a shelter, and why.
2 Make a card to send to someone in a shelter to make them feel better.
3 Collect toys to donate to the local shelter(s).
**Curriculum Expectations**

**Oral Communication**

2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions.

**Media Literacy**

1.3 Express personal opinions about ideas presented in media texts.

**Health and Physical Education**

Identify examples of real and fictional violence.

**Purpose**

- To raise students’ awareness of violence in the media, specifically in cartoons and television shows.

**Materials**

- Variety of cartoons from comic books and graphic novels.
- Media worksheet.

**Suggested Activities**

**Background for the Teacher**

The best defense that young people have against violence in the media is a high level of critical awareness. As educators, we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive. A media-literate person is an active participant in the media experience.

- Have students look at a variety of cartoons for five minutes (could be in small groups, each with a different cartoon).
- Have students/groups report:
  - What did you see?
  - What did you read?
  - Did you think the cartoons were funny?
- Discuss the term “violence” with students. What does it mean?
- Brainstorming activity:
  - What does violence look like?
    - Hitting
    - Bruises
    - Scars
    - Cuts
    - Broken bones, objects, property
    - Sad faces
    - Tears/crying
  - What does violence sound like?
    - Crying
    - Shouting
    - Put downs
    - Swearing
    - Threats
  - What does violence feel like?
    - Hurt feelings
    - Hurt bodies
    - Loneliness
    - Sadness
    - Insecurity
    - Poor self-image/self-esteem (nobody likes you/you are worthless)
• Revisit the cartoons given out at the beginning. Have students complete the Media worksheet.
• Share findings with the class.

Extensions
• In a journal, have students write something new that they learned about violence.
• Ask students to fill in the Media worksheet at home after viewing a cartoon or show on television.
• Ask students to write and illustrate a non-violent cartoon strip.
Looks Like

Feels Like

Sounds Like

VIOLENCE
Marcie Aboff  
*Uncle Willy’s Tickles*  
Magination Press, 1996  
ISBN 1-55798-999-0

**Synopsis**

Uncle Willy tickles Kyle until his insides feel like they’re splitting apart. He tries to avoid Uncle Willy. He decides to tell his mother about how uncomfortable Uncle Willy’s tickles make him feel. He also tells Uncle Willy.

**Additional Resources**

Public Health Agency of Canada  
www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/html/nfntsressprevio_e.html
Curriculum Expectations

**Oral Communication**
2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.

**Reading**
1.7 Analyze texts and explain how specific elements in them contribute to meaning.

**Health and Physical Education**
Use living skills to address personal safety and injury prevention.

Purpose
- To create an awareness of healthy and unhealthy relationships.
- To have students increase their ability to advocate for themselves.

Materials
- *Uncle Willy’s Tickles*.
- Placemats (see Resources).
- Chart paper, markers.

Suggested Activities
- Introduce the book *Uncle Willy’s Tickles*.
- Question: What do you think this reading will be about? Students can make inferences about how Kyle is feeling based on the pictures in the book.
- Record a few suggestions.
- Read the book aloud. While reading, ask students to predict what is happening in the book.
- After reading, have a class discussion and give students an opportunity to give their reactions to the book.
- Separate into groups of 3 or 4.
- One student will select markers and a placemat for each group.
- Students will record important issues in their own area of the placemat and in the centre of the placemat students can write their consensus of the most important message in the book.
- Remind students to use what they know to help them understand the text.
- Regroup as a large class for discussion and sharing of their thoughts.

Extensions
- Have students write about other ways that Kyle could let Uncle Willy know that he did not like his tickles.
- Have students write messages about something they don’t like:
  “I don’t like it when you ___________ and I want _______________ or I will ___________”
Trudy Ludwig
*My Secret Bully*
Tricycle Press, 2004
ISBN 1-58246-159-7

**Synopsis**
This is a story of a girl (Monica) who has a secret bully. Her friend (Katie) is nice to her when they are alone but mean when other people are around. She begins to become ill because of this “secret” and she seeks help from her mother. Her mother encourages her to confront her secret bully. Monica realizes the necessary aspects of a real friend and she is empowered to get out of an unhealthy friendship.

**Additional Resources**
*The bully, the bullied, and the bystander*
bby Barbara Coloroso
Harper Collins, 2002
ISBN 0-00-639-420-5
pp17-19 on relational bullying

Jan Stewart
*Respecting Others*
Hunter House, 2003
ISBN 0-897-93-313-3
Curriculum Expectations

Oral Communication
2.3 Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

Reading
1.3 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

Health and Physical Education
Identify the physical, interpersonal, and emotional aspects of healthy human beings.

Art
Produce two- and three-dimensional works of art that communicate ideas.

Purpose
• To help students recognize the differences between healthy and unhealthy friendships.
• To help students identify and deal with relational bullying.

Materials
• Sticky notes.
• Chart paper.
• *My Secret Bully*.
• Strips of paper.

Suggested Activities
• Have a class discussion about what makes a good friend.
• Draw a T-chart on chart paper with the categories healthy friendships and unhealthy friendships.
• Write the words from the Friendship Comparison Chart Vocabulary on strips of paper.
• Have students choose a word and decide if the word is an indicator of a healthy or an unhealthy friendship (give students an opportunity to explain their choices).
• Glue each word on the chart paper under the appropriate categories.
• Show students the book *My Secret Bully* and have students make predictions about the book based on the title and the picture on the front cover.
• Hand out sticky notes to students and tell students that as you read the story they are to look for examples of healthy and unhealthy behaviours in Monica’s and Katie’s friendship.
• Students can choose to write their examples of each indicator during or after the story.
• Read the story and pause frequently to allow students to make predictions and record their reactions.
• Draw another T-chart on chart paper with the categories healthy friendships and unhealthy friendships.
• After the book is read, have students place their sticky notes in either the healthy or unhealthy friendship category on the large chart.
• Have a large-group discussion about the students’ reasons for placing their sticky notes in the different categories.
• Have students create a poster advertising for a good friend.
• The poster should include the qualities of a friend that would make a healthy friendship.

Extensions
• Have students write a letter to Katie (Secret Bully) or Monica about the importance of having a healthy friendship.
Friendship Comparison Chart Vocabulary

- Bossy
- Uses kind words
- Put downs
- Name calling
- Insults
- Encouragement
- Makes you feel good about yourself
- Makes you feel bad about yourself
- Makes you feel afraid
- Isolation
- Controlling
- Shared decision-making
- Takes turns
- Problem-solving
- Threatening
- Bullying
- Yelling
- Sharing
Curriculum Expectations

Language

Oral Communication

1. Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.

Health and Physical Education

Identify the characteristics of healthy relationships.

Applying decision-making and problem-solving skills in addressing threats to personal safety and injury prevention.

Drama

Demonstrate understanding of some of the principles involved in the structure of works in drama.

ADDITIONAL RESOURCES

“Threats to Personal Safety.” From the Grade 4 OPHEA (Ontario Physical and Health Education Association) curriculum support document.

Purpose

• To have students decide if threats to personal safety are physical or emotional.
• To help students understand that their actions affect other people.

Materials

• Large strips of paper with the following actions printed on each: hitting, poking, mocking a classmate, shoving, writing a negative note about a classmate, pinching, leaving someone out of a group, name-calling, blocking someone’s way into the classroom.

Suggested Activities

• Go over the definition of violence with the class (see glossary for definition). Discuss the difference between physical and emotional violence.
• Put the headings “physical violence” and “emotional violence” on the board. Using the large strips of paper, have students classify the strips under the correct heading.

Part 1

Role play: Skit

• Organize the students in groups of 4 and assign one large strip to each group. Each group will create a skit to portray the action that they have.
• Each group will present their skits. The other members of the class will observe and try to identify the threat and decide if it is physical or emotional violence.

Part 2

Role play: Hot seat

• Invite actors to take turns on the hot seat in role as the character they played. The other students would interview them. For example, if students played victims of a violent act, ask them to describe how they felt when they were being hit or called names.
• Students who played victims as well as those who played aggressors should be interviewed on the hot seat.

Extensions

• Have students write in their journals about an incident they witnessed where a classmate was either physically or emotionally abused and describe how they think their classmate felt.

• Have students write about an incident they witnessed at school on the playground where a student was either physically or emotionally abused and what they did or might have done to help that student.
Curriculum Expectations

Oral Communication

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.

Writing

2.1 Write more complex texts using a variety of forms.

Health and Physical Education

Identify people and community agencies that can assist with injury prevention, emergency situations, and violence prevention.

Purpose

• To give students a more in-depth understanding of why women and their children go to shelters.

Suggested Activities

Background

The first shelter for abused women and children, Interval House in Toronto, opened in 1973. Since then, most communities and some reserves have established some form of safe housing. Services include advocacy, outreach, and legal and housing support. In 85% of domestic violence cases reported to police, the victims were female. About 34% of women escaping abusive situations were admitted with their children to a shelter. On average, in Canada, 75-100 women per year are killed by their partner.

Extensions

• Invite a shelter worker (usually outreach personnel) to your class to talk about what shelters are and why families use them.
• Write a letter to the shelter, telling them what you learned and thanking them for visiting.

• In a journal, have the students write a response to the presentation, describing how they felt about it.
• Collect new and used books and magazines to donate to the local shelter(s).
Curriculum Expectations

Oral Communication
2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.

Writing
1.2 Generate ideas about a potential topic using a variety of strategies and resources.

Media Literacy
1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Purpose
• To raise students’ awareness of different types of violence in the media.

Materials
• Chart paper, markers.
• Video: children’s videos such as Walt Disney, Dream Works (animated or non-animated).
• Group Activity chart.
• Violent Action in the Movies worksheet.

Suggested Activities

Background
The best defense that young people have against violence in the media is a high level of critical awareness. As educators, we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive. A media-literate person is an active participant in the media experience.

• Ask students what they think violence is. What does violence look like? What does it sound like?
• Brainstorming activity in groups of 3 or 4.
  – Groups will record their ideas about violence on sticky notes.
  – Each group will place their sticky notes on the group activity chart in the appropriate category.
  – Have two groups combine to discuss how and why they have categorized their ideas.
  – As a whole class, have a large T-chart labelled physical and emotional.
  – Each group will select two or three ideas about violence and place them on the large chart paper.
• Discuss what is physical violence and what is emotional violence.
• Students will watch a video in class (suggested titles: Cinderella, Mulan, The Little Mermaid, Beauty and the Beast) and fill in the Violent Actions in the Movies worksheet.

Extensions
• Repeat video exercise with a movie at home (see Resources for a sample letter to parents).
• In a journal, have the student write something he or she has learned about emotional violence.
• In a journal, have the student rewrite one emotionally violent incident, in either the classroom video or the home video, as a non-violent one.
## Violence

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**MEDIA**

GRADE 4

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**REPRODUCIBLE**
# Violent Actions in the Movies

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Deborah Ellis  
*The Breadwinner*  
Groundwood Books, 2000  
ISBN 0-88899-416-8

**Synopsis**

Parvana is a young girl living in Afghanistan. The Taliban has taken over and women’s rights are taken away. Women can no longer go to school, work, be outside (without being accompanied by a man), and they are forced to wear a burqa (a garment that completely covers the woman’s body and face, with only a narrow mesh screen for the eyes). When the Taliban kidnaps her father, she is forced to pretend to be a boy, so that her family can survive.

**Additional Resources**

Deborah Ellis  
*Mud City*  
Groundwood Books, 2003  

Barbara Coloroso  
*The bully, the bullied, and the bystander*  
Harper Collins, 2003  
ISBN 0-06-001429-6  
pp18-19, The make up of a bully

Canadians in Support of Afghan Women  
info@canadianssupportafghanwomen.ca

India Arie, *Good Man*  
Voyage to India, 2002
Curriculum Expectations

Reading
1.1 Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.
1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

Writing
1.1 Identify the topic, purpose, and audience for a variety of writing forms.
1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.

Purpose
• To analyze relationships in the community and in the family.
• To compare relationships in various sectors of society.

Materials
• The Relationship Wheels on overhead (see Resources).
• Venn diagram (see Resources).
• Relationships chart, markers.

Suggested Activities
• Brainstorm the students’ perceptions of the meaning of relationships.
• Students will examine the relationship wheels (healthy and unhealthy) overheads.

• Students will use these as indicators to define the relationships in the home and in the community.
• Read the novel.
• Students can use a Venn diagram to examine the differences between the relationship between men and women in the family and in the community during the Taliban regime.
• Students will use the relationships chart, to chart evidence from the novel that shows an indication of a healthy or unhealthy relationship.
• Draw an outline of Parvana, and 2 other female characters on a piece of chart paper.
• The students write words that would express the character’s feelings about the ways in which she is treated inside her home. Outside the outline, have the students write how she feels society treats her and her physical appearance outside her home.
• Post as a word wall resource to be added to throughout the lesson.

Extensions
• Ask students to choose a female character from the novel and write a journal entry about the character’s feelings toward the changes in the way she is treated as a citizen. Ask students to describe how the character would feel about her relationship with her family.
# Relationships

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Brian Doyle  
*Uncle Ronald*  
Groundwood Books, 1996  
ISBN 0-88899-621-7

**Synopsis**
Old Mickey is 112 years old. He may not remember what he had for lunch, but he remembers every detail of when he and his mother ran away from his violent father. He then encounters a positive relationship with his Uncle Ronald.

**Additional Resources**
Springtide Resources  
http://www.springtideresources.org

Kids Helpline  
http://www.kidshelpphone.ca

Child Abuse Effects  
http://www.child-abuse-effects.com
Curriculum Expectations

Oral Communication

2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Reading

4.1 Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers.

Purpose

• To give students an understanding of the impact of experiencing and witnessing violence.

Materials

• *Uncle Ronald*.
• Chart paper, markers, tape.
• Lined paper/response journals.
• Pre-reading, during reading and after reading chart (photocopies).
• Strips of paper or cards.
• Predictions chart.
• Q-chart.

Suggested Activities

• Create a prediction chart on chart paper.
• Introduce the book *Uncle Ronald* by giving students an opportunity to predict what the novel will be about based on the title, picture, and the summary on the back.
• Record the student responses on the prediction chart.
• Hand out the pre-reading, during reading and after reading response charts.
• Ask students to write down their initial predictions in the pre-reading section.
• The students are free to change their predictions as the novel is read.
• Show students the definition of violence (see glossary).
• Tell students that as the novel is read, they are to keep in mind the question: How does experiencing and witnessing violence in the home impact Mickey's life?
• Begin reading the novel.
• While reading, stop and ask questions to help the students strengthen their understanding.
• For each section of the novel, have students write a response in their reading response journals by writing three questions using the Q-chart.
• On separate cards, have students write out one of their questions and stick it on the board.
• As a whole class, review some of the questions. Have students choose 3 questions from the list and answer them in their reading response journals or on lined paper.
• Group students in pairs.
• One student will imagine that he or she is a teacher or a reporter speaking to Mickey when he was a child. The other student will act as Mickey.

• One student will create interview questions about the experience of witnessing violence in the home. The other student will respond as if he or she is Mickey.

• Have the students switch roles.

• Have students perform their skits for the class.

Extensions

• Have students develop and perform a reader's theatre based on one of the scenes from the novel.
### Uncle Ronald Q-Chart

Create questions using a combination of the words in the left and in the top columns. The questions that are made with the words closer to the bottom are more complex.

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<th>Who</th>
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## Reading Response

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# Predictions

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Scott Cooper  
*Speak Up and Get Along!*  
Free Spirit, 2005 (pp 27-35)  
ISBN 1-57542-182-8  

**Synopsis**  
This chapter discusses the ways to make and keep friends. The chapter reviews effective listening, how to ask conversation questions, speaking kind words, and sharing.  

**Additional Resources**  
*Respecting Others* by Jan Stewart  
http://www.kidshealth.org
Curriculum Expectations

Writing
1.1 Identify the topic, purpose, and audience for a variety of writing forms.
1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.

Drama
Interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures, using a range of drama and dance techniques (e.g., using a “corridor of voices”).

Health and Physical Education
Apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault).

Purpose
• To discuss the importance of friends.
• To use and identify different communication skills that help to maintain and establish friendships.

Materials
• Photocopy of the script on pg. 35-39 of Speak Up and Get Along.
• Chart paper, markers.
• Paper strips.

• Respecting Others, pg. 22-23.
• Good Friend Web on overhead (see Resources).
• Overhead markers.
• Speak Up and Get Along!
• Cards with the topics: starting conversations, keeping a conversation going, being polite, giving compliments, giving support, doing favours.

Suggested Activities
• Show students the Good Friend Web on overhead.
• Ask students to give ideas about what makes a good friend. Record a few student responses.
• Separate students in groups of 4 or in pairs.
• Give students a copy of the Good Friend Web.
• Have students complete the web as a group.
• Come back together as a large group and discuss the completed webs.
• Continue to record the student responses on the overhead web.
• Highlight the similarities and differences between the groups’ responses.
• Hand out pg. 22-23 from Respecting Others: a questionnaire on friendship.
• Have students complete the questionnaire individually.
• Read through the chapter on friendship in Speak Up and Get Along!
• Ask students to predict what the chapter is going to be about based on the title.
• Ask students why communication is important to a friendship.
• Have students go back into their groups.
• Give out cards with the topics from the chapter to each group.
• Once students have selected a topic, have them review the dialogues in the chapter.
• Using the dialogue in the chapter, have students create skits.
• Have students perform their skits for the class.

Extensions
• Have students create a poem (using simile) about a friend: A good friend is as ________ as a __________.
• Have students create 5 or 6 lines.
Trudy Ludwig

*Just Kidding*
Tricycle Press, 2006

**Synopsis**
D.J.’s classmate is taunting him. He discusses his feelings with his father, his brother, and his teacher, and they give him advice on how to deal with this form of bullying. D.J. learns that telling an adult about bullying is not tattling but seeking help when you are in trouble.

**Additional Resources**
Trudy Ludwig
*SORRY!*
Tricycle Press, 2006
http://www.dontlaugh.org
This website will give a download of a manual and music to use with a free video about bullying. The material is for use in grades 2-5. The programs go with the book *Don’t Laugh At Me.*
Curriculum Expectations

Language

Oral Communication

1.4 Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details.

1.5 Extend understanding of oral texts by connecting the ideas in them to their knowledge, experience, and insights: to other texts, including print and visual texts; and to the world around them.

Purpose

• To raise students’ awareness of how others feel when hurtful things are said.
• To help students understand that help is available when they are being bullied.

Materials

• Just Kidding

Suggested Activities

• Introduce the book Just Kidding. Ask students to make predictions about the book based on the title and the picture.
• Read the story to the class.
• Use the section at the back of the text called "Discussing The Story" to help students orally comprehend the story.
• Discuss at what point teasing is no longer funny to the person being teased. Stress the idea that teasing becomes bullying when there is an imbalance of power. Taunting is a form of psychological bullying. Taunting involves embarrassing and hurtful comments, and is demeaning.
• Use the suggested list on the last page of the book to create with students a class list of Teasing Do’s and Don’ts.
• Have students write in their writing journals about a time when they experienced someone taunting them and what they did about it.

Extensions

• In the foreword, Stan Davis has listed some strategies to use when being bullied. List the strategies on the board and have students discuss each one.
• This book deals with bullying among boys. Ask students to imagine how the situation might be different if only girls were involved, or girls and boys. Would the power imbalances be different? Would the strategies be different?
• Have student role play scenarios they have developed in pairs to show taunting and one positive strategy to use.
• Create a poster to show one teasing “don’t” from the class-developed list.
• Create a poster to tell the student body about a positive strategy to use when someone is being a bully.
Sharon Chesler Bernstein  
*A Family that Fights*  
Albert Whitman, 1991  
ISBN 0-8075-2248-1

**Synopsis**  
Claire, Joe, and Henry’s father abuses their mother. The book deals with their emotions and their coping skills.
Curriculum Expectations

Oral Communication

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups.

2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.

Health and Physical Education

Explain how people’s actions can affect the feelings and reactions of others.

Purpose

• To give students a more in-depth understanding of why women and their children go to shelters.

Suggested Activities

Background

The first shelter for abused women and children, Interval House in Toronto, opened in 1973. Since then, most communities and some reserves have established some form of safe housing. Services include advocacy, outreach, and legal and housing support. In 85% of domestic violence cases reported to police, the victims were female. About 34% of women escaping abusive situations were admitted with their children to a shelter. On average, in Canada, 75-100 women per year are killed by their partner.

• Invite a shelter worker (usually outreach personnel) to your class to talk about the cycle of violence, and forms of abuse.

• Have the students write a response in their journal to the presentation, telling how they felt about it.

Extensions

• Read the book *A Family that Fights* and discuss how it relates to the cycle of violence.

• Have students write a letter to the shelter worker telling her what they learned and thanking her for visiting.

• Have students collect puzzles and games to donate to the local shelter(s).
Curriculum Expectations

Oral Language
2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Written Language
1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.

Media
1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Purpose
• To raise students’ awareness of different types of violence, and identify them as they appear in video games.

Materials
• Chart paper.
• Tally chart.

Suggested Activities

Background
The best defense that young people have against violence in the media is a high level of critical awareness. As educators we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive. A media-literate person is an active participant in the media experience.

• Ask students to define violence.
• Have students discuss:
  – What are the different types of violence?
  – Teacher and students classify responses under the following headings: physical, emotional, sexual.
  – Sexual violence at this grade level should include inappropriate touching, unwanted kissing, etc. Include sexually-based comments under emotional violence.
• Small group discussion:
  – Have students list the video games they play at home.
  – Have them identify the ones they think have violent content and specify what kind (e.g., physical, emotional, sexual).
  – Large group discussion: Have each group report their findings and discuss as a group.

 Extensions
• Have students play a video game at home, if available, and fill in the following chart.
• Have the students research what ratings are used for video games and the age levels included in these ratings. List some titles of video games that are appropriate for their age level.
• Have students design a non-violent video game using a story board format.
### Violence in Video Games

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Gloria Whelan
*Chu Ju’s House*
HarperTrophy, 2004
ISBN 978-0-06-050726-8

**Synopsis**
There’s a new baby in Chu Ju’s family. The law in Imperial China says that families can only have 2 children. When Chu Ju’s sister is born, her grandmother is insistent on selling the baby so that the family can try again for a boy. Chu Ju decides to leave her family so her sister can stay. The book outlines the difficulties that she faces as she travels through China.

**Additional Resources**
The *Breadwinner* series by Deborah Ellis
Curriculum Expectations

Oral Communication
1.1 Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.
2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

Reading
1.1 Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.
1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

Purpose
• Students will have an opportunity to learn how inequality between men and women and stereotypes of what it means to be a man or a woman lead to gender-based violence.
• Students can also examine the ways in which society and government can influence family relationships.

Materials
• Chart paper, marker.
• Double entry journal photocopies.
• Lined paper, pencils.
• Gender-based violence definition (see Glossary), on overhead.
• Placemats photocopies (see Resources).
• Chu Ju’s House.

Suggested Activities
• As a whole class discussion, ask students “Does society treat boys better than girls?”
• Ask students to brainstorm together: “How does the belief that boys are more valuable than girls support violence against women?” Record ideas on chart paper.
• Put up the overhead of the definition of gender-based violence and ask students if they believe that gender-based violence still exists.
• Talk about what is inference: Inference is reading between the lines.
• Write the quotes “You run like a girl”, “Don’t be a sissy”, “You’re such a girl” on chart paper and ask students:
  – What do these quotes imply?
  – Are these common things heard in society?
  – How can these kinds of beliefs contribute to gender-based violence?
• Introduce the novel Chu Ju’s House and have students make some predictions about the novel based on the front cover and reading the back of the novel.
• As chapters from these novels are read, students can complete group place mats to help them answer the question: What are some ways that we can work toward eliminating ideas that contribute to gender-based violence in our society?
• Students can complete a double entry journal (see Resources), jotting down points or events from the chapter on the left and the connections they made to the chapter on the right.
• After reading, students can use the double entry journal to develop questions using a Q-chart (see Resources) that they can discuss in groups or in pairs.

• Students can answer their questions as a reading response.

• Have a whole class discussion about gender-based violence and how it is supported by society and how it affects the family.

Extensions

• Have students write a persuasive poster to discuss the ways in which we can eliminate gender-based violence, using their own knowledge and evidence from the book.
Eve Bunting
*Riding the Tiger*
Clarion Books, 2001
ISBN 0395797314

**Synopsis**
Ten-year-old Danny is new to town. He is elated to meet a massive glittery-eyed tiger that invites him for a ride. While he is riding the tiger they receive a lot of respect from shopkeepers and the people in the town. Danny soon finds out that it’s not respect that the tiger invokes, but fear. When he wants to get off the tiger’s back, the tiger won’t let him down.

**Additional Resources**
Esther Williams
*The Bully, The Bullied and Beyond*
Youth Light Inc., 2005
ISBN 1-889636-76-2

Scott Cooper
*Speak Up and Get Along!*
Free Spirit, 1983
ISBN 1-57542-182-8
Curriculum Expectations

Reading
1.5 Develop interpretations about texts using stated and implied ideas to support their interpretations.

Oral and Visual
1.4 Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details.

Drama
Solve artistic problems in drama and dance, individually and in groups, and evaluate the solutions.

Purpose
• To help students understand the differences between an equal relationship and one based on power and control.
• To help students understand how to overcome peer pressure.

Materials
• Teen Power and Control Wheel on overhead.
• Teen Relationship Equality Wheel on overhead.
• Double entry journal.
• Chart paper, markers.

Suggested Activities
• Write “helpful, sharing, honest” in one colour marker and “intimidating, controlling, dishonest” in another colour marker and ask students what they think these words are describing.
• Record students’ guesses.
• Show students the Power and Control Wheel overhead and the Teen Relationship Equality Wheel overhead (see Resources).
• Have students compare the words with the wheels.
• Give students the Double Entry Journal sheets.
• Explain to the students that on one side they record an event in the story and on the other side they record their thoughts about that event.
• Show students the book Riding the Tiger by Eve Bunting.
• Ask students to make predictions about the book based on the front cover.
• Read the story aloud and ask students to pay close attention to Danny’s facial expressions as the story progresses.
• Ask students to infer what is really happening throughout Danny’s interactions with the tiger.
• Give students an opportunity to examine each picture and describe the changes or differences that Danny and the tiger undergo.
• After reading the story, revisit the wheel overheads.
• As a whole class, have students evaluate the relationship between Danny and the tiger.
• Ask students to give evidence from the story to support their opinions by using their double entry journals.
• Ask students to brainstorm strategies that they would use to get out of a friendship that is based on power and control.
• Divide students into small groups (3-5 students in each) and ask them to create a skit that shows someone overcoming peer pressure and power and control.
• Have each group perform their skits for the class.

Extensions
• Have students write a reflection about the dangers of peer pressure.
Trudy Ludwig
Sorry!
Tricycle Press, 2006

Synopsis
Jack’s friend, Charlie, knows how to get away with things that are wrong. He just says “sorry” and adults will always back down. Jack learns that there’s a lot more to a real apology than just saying “sorry.”

Additional Resources
Jan Stewart
Respecting Others
Hunter House, 2003
ISBN 978-0897933131
Curriculum Expectations

Oral and Visual Communication

2.6 Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Reading

1.5 Develop interpretations about texts using stated and implied ideas to support their interpretations.

1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

1.4 Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas.

Purpose

• To help students understand how their actions affect others.
• To give students strategies to overcome peer pressure.

Materials

• Chart paper, markers.
• Venn diagram.

Suggested Activities

• Brainstorm with students the meaning and the purpose of the word “sorry.”
• Record their answers on chart paper.
• Have a discussion about how the sincerity of the word “sorry” is dependent on actions, e.g., ask students:
  – “What if someone says “sorry” and he or she does the same thing again? Do you think that person is really sorry?
• Show students the front and back cover of the book Sorry by Trudy Ludwig and ask what they can infer from the pictures of the boys on the front and back cover.
• Read the book aloud.
• Ask students to pay attention to the 2 characters, Jack and Charlie.
• Stop and give students an opportunity to examine the pictures in the story and to comment on the sincerity of the apologies given by Jack and Charlie.
• After reading the book, have students work in pairs to complete a Venn diagram of the 2 characters (see Resources).
• Have students present their Venn diagrams.
• Encourage students to discuss their feelings and opinions about the 2 characters.
• Have students write a journal entry as either Charlie or Jack.

Extensions

• Divide students into groups and have them create role-plays of various scenarios that demonstrate a genuine apology.
Curriculum Expectations

Oral Language
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.

2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Health and Physical Education
Describe and respond appropriately to potentially violent situations relevant to themselves.

Purpose
• To give students an understanding of the legal consequences of violent behaviour, including woman abuse.

Suggested Activities

Background
The first shelter for abused women and children, Interval House in Toronto, opened in 1973. Since then, most communities and some reserves have established some form of safe housing. Services include advocacy, outreach, and legal and housing support. In 85% of domestic violence cases reported to police, the victims were female. About 34% of women escaping abusive situations were admitted with their children to a shelter. On average, in Canada, 75-100 women per year are killed by their partner.

• Invite a police officer (local education officer) to your class to talk about the consequences of violent actions and behaviour, including violence against women.
• Have the officer describe any times he or she has taken families to shelters.

Extensions
• In a journal, have the students write a response to the presentation, telling how they felt about it.
• Ask students to write a letter to the police officer, thanking him/her for visiting and describing what they learned.
• Collect toiletries to donate to the local shelter(s). Travel sized toiletries such as shampoos, conditioners, and body wash/soap (such as the ones found in hotels) are the best choices.
• In pairs, have students role play a conversation between a person in a shelter and their friend.
Curriculum Expectations

Oral Language
2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Written Language
1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.

Media
1.2 Interpret media texts, using overt and implied messages as evidence for their interpretations.

Health and Physical Education
Describe and respond appropriately to potentially violent situations relevant to themselves.

Purpose
• To raise students’ awareness of violence in current music lyrics across several genres.

Materials
• Recording sheet.
• Tracking chart.

Suggested Activities

Background
The best defence that young people have against violence in the media is a high level of critical awareness. As educators, we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive. A media-literate person is an active participant in the media experience.

• What is violence?
• Brainstorming activity:
  – Students will brainstorm ideas about violence.
  – Teacher will record answers under the following categories: physical, emotional, sexual.
  • Sexual violence at this grade level should include inappropriate touching, unwanted kissing, stalking, etc. Include sexually-based comments under emotional violence as well as sexual violence.

• Small group discussion:
  – List the songs/music you listen to at home.
  – Identify the ones you think have violent content and specify what kind (e.g., physical, emotional, sexual).

• Large group discussion:
  – Each group reports their findings.

Extensions
• Ask students to listen to a song at home, and fill in the tally chart.
• In a journal, have students write something that they learned about emotional or sexual violence related to the music they listen to.
• Ask students to write a non-violent original song, or to rewrite a song using non-violent lyrics.
# Violence in the Media – Tracking Sheet

## Violence in the Song

<table>
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<tr>
<th>Physical</th>
<th>Emotional</th>
<th>Sexual</th>
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Adapted from *Roots of Equality – Friends Making a Difference – Four Workshops for Grade 7 and 8 Girls*
Elementary Teachers’ Federation of Ontario, 2007
Curriculum Expectations

Oral and Visual Communication

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.

1.6 Extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.

Purpose

• To empower students to recognize and understand woman abuse.
• To enable students to support a friend who is exposed to woman abuse in the home.

Materials

• Video I wish the Hitting Would Stop. Order from redflaggreenflag.com. Preview the video and mark parts where teens disclose abuse.
• Or invite a shelter worker to do a presentation on woman abuse in the home.
• What are the Myths sheets.
• Overhead with definition of woman abuse.
• How to help a friend Exposed to Woman Abuse in the Home sheet.
• How to Help a Teen sheet (see Resources).

Suggested Activities

• Discuss as a group, the definition of woman abuse as displayed on the overhead.
• Have students complete the What are the Myths sheets.
• Discuss the correct responses to the sheet as a group.
• Show the selected parts of the video or have the shelter worker do a presentation.
• From the video or the presentation, highlight the following:
  – Some children try to ignore the fighting, hoping that it will go away, or pretend it doesn’t exist.
  – Children often believe that the fighting is their fault.
  – Some children may think that no one knows about the violence in their home.
  – Children living with woman abuse often don’t know what to do.
  – Remind children that there are lots of people they can go to for help: teachers, principals, counselors, nurses, doctors, police officers, and religious workers.
  – When there’s violence, someone may get hurt. Children can call 911 for emergency help.
  – If there is no emergency, children can call the Kids Help Phone line (1-800-668-6868) for support and advice.
  – Living with woman abuse can be confusing, difficult, hard, distracting, unpredictable, scary, loud, and noisy.
  – Children living with woman abuse may feel lonely and different; have difficulty with friendships; feel isolated and unable to bring friends home; feel the need to be secretive; feel dishonest when lying about injuries and bruises.
– Children who live with woman abuse may have difficulty paying attention in school, as they worry about problems at home.
– Remember to reinforce that if you live with woman abuse it is not your fault, it is not okay, and you are not alone. There is help.
– Remember to say, “If you know of somebody living in an abusive home, these are things you can do to help: don’t keep it a secret, find an adult that you trust to help, be a good listener and friend, don’t gossip about your friend’s situation.”

• Do a think-pair-share activity and develop a list of responses that would be good to use if a friend disclosed. Include:
  – It is not your fault.
  – I am here for you.
  – I am worried about you.

• Due to the gravity of the information presented, it is advisable to end the lesson on a positive note. Have students orally fill in the endings to:
  – I feel stronger when I...
  – As a group we can...

• Give each student a copy of the sheet How to Help a Friend Exposed to Abuse in the Home.

Extensions

• Have students check through the newspapers for articles about woman abuse and have a discussion circle.
• Research the Sisters in Spirit movement.
Woman Abuse

Woman abuse is any verbal threat or physical force used to create fear and control what a woman does.
WHAT ARE THE MYTHS? QUIZ

1. Women assault their partners as often as men do.  T  F

2. Men who assault their partners do it because they have been drinking.  T  F

3. When a woman is assaulted her children are not usually present.  T  F

4. Children who witness their mother’s assault often blame themselves.  T  F

5. Children who witness family violence often become violent when they are adults.  T  F

6. Men who assault women are mentally ill.  T  F

7. Women often cause the violence against them by their actions.  T  F

8. Assaults against women occur more often among certain groups of people, especially poor people.  T  F

9. It is easy to leave an abusive relationship.  T  F

10. Most sexual assaults are committed by strangers.  T  F

Source: Springtide Resources: ending violence against women.
www.springtideresources.org
WHAT ARE THE MYTHS? QUIZ ANSWER SHEET

1. False: Most assaults between partners involve men assaulting women (86% of one-time incidents, and 97% of chronic abuse (5 or more incidents)).

2. False: The need for power is the reason men abuse women. Alcohol is used as an excuse.

3. False: In Ontario about 180,000 children witness violence in their homes.

4. True: Children often believe they are to blame for the violence, and that they could stop the violence if they really tried. Children are NEVER to blame.

5. False: Children who have witnessed family violence can become abusers because violence has been modeled on a regular basis. Children are also very open to learning otherwise and realizing that acting violent is not the way to feel good about themselves. Counseling children helps them see that violence is not okay.

6. False: Violence against women is a crime, not a sickness. Some men abuse women as a means of controlling them. Psychologists have found that men who abuse women have psychological profiles similar to ordinary, non-violent men.

7. False: No behaviour justifies a violent response.

8. False: Violence against women occurs in families from every cultural, racial, and socio-economic background.

9. False: Women often stay in abusive relationships because they have no job, no place to go, no support from their family. They may believe that they are responsible for the abuse. They may have been threatened and so are afraid to leave.

10. False: Women are most likely to be assaulted by someone they know, not a stranger.
Deborah Ellis  
*Mud City*  
*Groundwood Books, 2003*  

**Synopsis**

Fourteen-year-old Shauzia clings to a dream. A magazine photo of a lavender field in France helps her cope with the chaos and confusion of daily life. She thought that the refugee camp would be a stepping-stone to a better place. Her journey becomes a struggle for survival, made bearable by the company of Jasper, her dog – her friend. She has not forgotten that Parvana has promised to meet her in Paris one day...

**Additional Resources**

Deborah Ellis  
*The Breadwinner*  
*Groundwood Books, 2000*  
ISBN 0-88899-416-8

Deborah Ellis  
*Parvana’s Journey*  
*Groundwood Books, 2002*  

Scott Cooper  
*Speak Up and Get Along!*  
*Free Spirit, 2005*  
ISBN 1-57542-182-8

info@canadianssupportafghanwomen.ca

www.redflaggreenflag.com

www.springtideresources.org

World Refugee Day

www.un.org/depts/dhl/refugee

Human Rights Watch

http://hrw.org
Curriculum Expectations

**Oral Communication**

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.

2.6 Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

**Reading**

1.1 Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts.

1.6 Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

**Writing**

2.2 Establish a distinctive voice in their writing appropriate to the subject and audience.

2.5 Identify their point of view and other possible points of view. Evaluate other points of view and find ways to acknowledge other points of view, if appropriate.

**Purpose**

- To raise awareness of self and the importance of friendship.
- To practice the art of communicating personal thoughts and feelings.

**Materials**

- *Mud City.*
- *Mud City Response Questions.*
- One *Reader’s Response Journal* per student. Since this is a personal journey – try to make this a very personal, special journal.
- *How to Help a Friend Exposed to Abuse in the Home* (see Resources).
- Chart paper and markers.

**Suggested Activities**

- Read the story.
- Hand out *Mud City Response Questions* and personal journals.
- Discuss responses to questions at the end of each chapter with a partner or as a group: think/pair/share.
- Record main themes/ideas on chart paper.
- Students record answers to questions in their *Reader’s Response Journal*. A ‘no name’ policy is in effect.
- Students use writing to explore their thoughts and feelings about themselves, their friends, and the importance of friendship.
- There are no right or wrong answers.
- Hand out *How to Help a Friend Exposed to Abuse in the Home* (see Resources).
- Discuss.

**Extensions**

- Ask students to create a ‘WANTED’ poster for a good friend. They can use Jasper as an example!
• Use the Locations T chart to compare and contrast the refugee camp in Pakistan (Ch 1) with the high pasture in Afghanistan (Ch 1) and the city of Peshawar (Ch 3).

• Use the Worlds T chart to compare the world of Tom, Barbara, and the boys (Ch 8 & 9) with that of Shauzia.

• Ask students to choose a main character from Mud City and write a descriptive paragraph about this person, collecting details as you read the story.

• On page 13, “A dozen grubby fists were thrust into Shauzia’s face. The thumbs were stuck out to represent the skinny part of the province of Badakhshan.” Ask students to locate this province on the map at the front of Mud City. Using a map of Ontario, locate another land formation that could be represented by the same thumb.

• Ask students to write a short story about spending a weekend in this location. Use the following questions to help with the details.
  – Where is it located?
  – Do you live near or far from this area?
  – How far?
  – When would you prefer to go there? Which season? Why?
  – How long would it take you to get there?
  – What means of transportation would you use? Explain why.
  – Where would you stay?
  – Why do people enjoy going there?
  – What activities are there to choose from?
  – Which would you choose? Why?
  – Who would you take with you? Why?
  – What would it cost to stay there for a weekend?
  – Add additional details of interest to you.
Mud City Response Questions

(Note page numbers in brackets.)

Chapter 1
1. (11) Shauzia asks for Jasper’s forgiveness for bringing him to this place. Describe a time when you hurt someone and asked for forgiveness.

2. (16) “Shauzia felt Jasper’s solid dog-body beside her and it gave her strength.” Describe a time when a friend was a source of strength for you.

3. (19) Mrs. Weera exclaims: “Why can’t you be more like your friend Parvana?” Have you ever been compared to someone in a negative way? How did/would that make you feel?

4. (19-21) In many ways, Shauzia has been more like an adult than a child. List some of these ways. Tell of ways in which you are becoming more like an adult than a child. What types of things do you do to demonstrate your growing responsibilities and your quest for eventual independence? Choose character traits from the following list and write a paragraph to describe yourself. Use complete sentences. □ caring □ committed □ dependable □ honest □ respectful □ responsible □ self-disciplined □ a team player □ trustworthy.

Chapter 2
1. (22) Give details of Shauzia’s private space. Describe your own. Do you find it important to have “…some place in the world that is…” yours?

2. (24) Shauzia is angry because she feels that Mrs. Weera “…thinks she can control me.” Describe a time when you have felt ‘controlled’ by someone else in your life. How did that make you feel?


Chapter 3
1. (30) How does Shauzia try to comfort her friend, Jasper? Have you ever comforted a friend? Why did your friend need comforting?

2. (33) Shauzia encourages Jasper by saying: “Don’t worry. You’ll get used to this.” Describe a time when you encouraged a friend who was unsure about something.

3. Shauzia uses a piece of twine as a leash, “Just until you’re not scared anymore.” Describe a time when you helped a friend who was frightened.

4. (36) The woman keeps her face covered so that no one can see her shame. Why does she feel ashamed? Have you ever felt like that?

5. (38) How is it that Shauzia misses Mrs. Weera’s snoring?! What is something you would miss if you moved away?
Chapter 4
1. Jasper protects Shauzia when some angry men tried to grab her. Who protects you? Have you ever protected someone else?

Chapter 5
1. (58-59) “My dog is a watch dog,” Shauzia said. Tell of a time on the schoolyard where you looked out for someone else or someone looked out for you.
2. (60-61) Zahir says: “You can come with us if you like.” Write about a time when you were alone and someone included you or about a time when you noticed that someone was alone and included them. How did you feel?
3. (61-62) Shauzia and Zahir have a fight. What were they fighting about? Tell of a time when you stood up for yourself. What was the problem? How did it get resolved?
4. (63) Shauzia roamed around Peshawar with the junk pickers, “like a pack of animals,” scaring people. Write about a time when you bullied someone or they bullied you. Describe your feelings at the time.
5. (65-67) Why do you think that Shauzia had a “wonderful time” shouting and throwing food at the kitchen workers? Describe a time when you or someone you know became a follower and joined in when others decided to do something wrong.

Chapter 6
1. (72-73) Zahir bullies a younger child and Shauzia does nothing to prevent it. Write about a time when you or someone you know was a bystander. What could you or they have done to help the person being bullied?
2. (77-79) A man gave Shauzia a hundred-roupee note but then accused her of stealing it from him when she refused to go with him. Tell of a time when an injustice happened to you or you saw an injustice happen to someone else.

Chapter 7
1. (80-83) Give some examples of Shauzia’s powerlessness. Tell of a time when you felt powerless and no matter what you did, you could not do or get what you wanted. How did you feel? What did you do?
2. In spite of being in a bad situation, Shauzia remains determined to get her money back. Give an example of your own determination.
3. (89) Indicating the head-banger, one of the boys teases Shauzia: “Soon you’ll be like him.” Write about a time when someone teased you. How did that make you feel?
4. (90) How does Shauzia find comfort to enable herself to fall asleep? Describe the importance of belonging and being included.
Chapter 8
1. (91-93) Shauzia is terrified that people will discover that she is a girl. She fears something called “gender-based violence.” This is violence involving men and women/boys and girls in which the female is usually the victim. This is a learned behavior that comes from unequal power relationships between males and females and from cultural and social attitudes towards men and women. Tell about an example of “gender-based violence” you have witnessed or heard about.


3. (101-103) Give an example of how spoiled the boys are. Do you think they appreciate their privilege and lifestyle? List some things that you appreciate about yours.

Chapter 9
1. (106) Shauzia hugs Barbara back. That requires trust. Describe someone that you trust. What makes them trustworthy?

2. (108-109) What is your opinion of Barbara and Tom’s parenting skills? Describe something you would do differently when/if you have your own children.

3. (110-112) Shauzia is disobedient and makes a big mistake. Write about a time when you or someone you know was disobedient. What were the consequences?

Chapter 10
1. (120) Jasper keeps Shauzia from destroying her picture of the lavender fields in France. Tell of a time when a friend helped to keep you from doing something you might regret.

2. (121-122) Shauzia is angry and frustrated and feels like fighting someone. Write about a time when either you or someone you know was really angry. How was it handled? What was done? What were the consequences?

3. (126-127) Shauzia and Farvana talk about going to the sea. Shauzia hurts Farvana’s feelings and says that sometimes it’s “…hard to know the right thing to do.” Tell of a time when you hurt someone’s feelings and when someone hurt yours. Describe a situation where you didn’t know the right thing to do. How did you decide what to do? Did someone help you with your decision? What were the consequences?

Chapter 11
1. (131-134) Describe how Shauzia uses teamwork to attempt to obtain flour.

2. Mrs. Weera demonstrates patience. Shauzia is, however, very impatient. What are the consequences of her impatience?

3. Write about a time when you felt impatient. How did you handle it? What were the consequences?
Chapter 12
1. (135-137) Shauzia was injured badly by the riot that ensued after she tried to obtain the flour. Mrs. Weera said: “And I know you’re sorry for causing so much trouble.” Tell of a time when you felt sorry for something that you had done. Did you try to make amends? What did you do and say?

Chapter 13
1. What are your thoughts about gossip? Why do people spread gossip?
2. (148) The frustration of the crowd escalates into a fight. Give details of a time when a small problem erupted into something big. How could that have been avoided?
3. How do the women work as a team to drive the intruders away? List some ways that you have worked with others to accomplish a goal.

Chapter 14
1. (152-153) Mrs. Weera is about to embark on a courageous journey. Describe a time when you acted courageously.
2. (154-155) Shauzia and Farzana have a discussion about Mrs. Weera and the Taliban. What do you know about the Taliban? Should Mrs. Weera be concerned about “gender-based violence?”
3. (157) Shauzia is concerned for Mrs. Weera’s safety, even though she is angry with her. Have you ever felt this way? Describe a time when, even though you were upset with someone, you still cared about them.
4. (158) Shauzia knew that Jasper wouldn’t mind that she was crying. Tell of a time when someone you were with didn’t mind that you were crying. What does that say about that person and your relationship with them?
5. The story has a surprising ending. It seems that Mrs. Weera understood more about Shauzia than Shauzia understood about herself. Mrs. Weera believed in Shauzia all along. Do you believe in yourself? Tell about someone who believes in you. How would you describe that person?
6. How would you describe yourself?
7. How would you describe a good friend?
<table>
<thead>
<tr>
<th>Shauzia’s World</th>
<th>The World of Tom, Barbara and the Boys (Chapter 9)</th>
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## Locations

<table>
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<tr>
<th>The Refugee Camp In Pakistan Chapter 1</th>
<th>The High Pasture In Afghanistan Chapter 1</th>
<th>The City of Peshawar Chapter 3</th>
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White Ribbon Campaign

White Ribbon Campaign in a Box
Promoting Healthy Equal Relationships, pp. 30-33
www.whiteribbon.com
1-800-328-2228

Synopsis
The White Ribbon Campaign in a Box has developed interactive exercises to facilitate and promote healthy and equal relationships among boys and girls. Educators can use these lessons to challenge stereotypical thinking that perpetuates inequalities within society.

Additional Resources
www.curriculum.org/womanabuse
Tools for Change Educator’s Kit
http://www.toolsforchange.ca
Curriculum Expectations

**Oral and Visual Communication**

2.4 Use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience.

**Health and Physical Education**

Analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance.

**Drama and Dance**

Write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone, and voice for the character portrayed.

Purpose

- To provide students with an understanding of how stereotypical thinking can impact behaviour.
- To provide students with strategies to confront and deal with stereotypes in an appropriate manner.

Materials

- Coloured cards.
- Markers.
- Placemats.
- Word cards.
- Chart paper.
- Bag.

Suggested Activities

**Tableaux**

- As a whole class, tell students that they are going to be doing a tableau of various scenarios based on words.
- Write the words exclusion, bullying, isolation, withdrawal, and intimidation on cards.
- Ask students to brainstorm the meaning of these words.
- Divide students into groups.
- Give each group a card with 1 of the words and have them use it to create a tableau.
- Tell students that the tableau should include: facial expression, sustained body language, different levels, and be held for 10 seconds.
- Once they have created their tableaux, the groups will present to the class.
- The other students will guess the meaning of each tableau as written on the card.
- The students should use evidence from the tableau to support their guesses.
- After all the tableaux have been presented, ask students what these words have in common.
- Tell students that all of these words are related to how people are treated in a negative way.
- Ask students why certain people are treated this way.
- Record students’ answers on chart paper.
- Ask students what kinds of beliefs support these behaviours.
- Write the word “status” on the board.
- Have students do a think-pair-share activity about what the word means.
• Come together as a whole class and discuss how a student’s level of status (high or low) in school affects the way they are treated.

**Place Mat Activity**
- Divide students into groups.
- Have placemats prepared with the paper divided into sections based on the number of students in each group.
- Have 4 different placemats, 1 each with low status female, high status female, low status male, and high status male written in the centre.
- Have students brainstorm the ways in which this person would be treated in school.
- Each group will sit at 1 placemat and then rotate to another until they have written on all 4 placemats.
- Post the placemats and as a whole class, discuss similarities and differences.
- Highlight behaviours and treatment that are influenced by stereotypical beliefs.

**Card Activity**
- Have cards of various colours cut up. There should be 1 card for each student.
- Explain the meaning of each colour: blue cards mean high status male, red cards mean high status female, orange cards mean low status male, and green cards mean low status female.
- Put the cards in a bag and have students choose a card without looking.
- Tell students they are to write a journal entry playing the role they picked out of the bag.
- Students will write how others would treat them and how they would respond.

• Have students with the same coloured cards come together in small groups and share their journal entries.
• Have each group present 2 important facts from their sharing session to the class.
• As a class, generate a list of appropriate ways in which students could confront negative treatment of themselves and others based on stereotypes.

**Extensions**
- Have students design a poster that promotes fair treatment and challenges stereotypes. Display these posters around the school.
- Have students write an article that confronts the perpetuation of stereotypes and publish it in the school newsletter.
- Write letters to challenge newspapers, magazines, and other types of media that perpetuate stereotypes.
Curriculum Expectations

Oral Communication
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.
2.2 Communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience.

Writing
1.4 Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data.

Health and Physical Education
Describe harassment and identify ways of dealing with it.

Choices into Action
Demonstrate social responsibility both at school and in the community.

Purpose
• To raise students’ awareness of community activities that address violence against women.
• To understand the issues surrounding violence against women and girls, including sexual and dating/relationship violence.

Suggested Activities

Background
September is recognized across Canada for Take Back the Night activities. These activities, including rallies, marches, dinners, coffee houses, and candlelight vigils, are designed to raise the awareness of safety issues for women and children and to protest the harassment, sexual abuse, and assaults experienced by many women and children in our society. In particular, Take Back the Night is about women reclaiming the right to be free of violence and to be able to walk without fear, particularly at night.

• Brainstorm examples of violence against women (small- or large-group activity).
  – Montreal Massacre.
  – Rape.
  – Cat-calls (name calling).
  – Stalking.
  – Harassment.
• Discuss the history of Take Back the Night.
  – Why do we have this event?
  – Who attends?
  – Who organizes it?
• Discuss: Why do we still need activities like this in our community?
  – Women can’t walk the street alone without fear of attack.
  – Women are objectified for what they wear.
  – Women around the world are being persecuted and subjected to violence, including murder, daily.

Extensions
• In a journal, have students write a response to one the following questions:
  – What did you learn about violence against women and girls?
In many communities, men are asked not to march with the women but to support the *Take Back the Night* marches in other ways, e.g., doing child care. Do you think this is fair?

Suggest that mothers and daughters join the local *Take Back the Night* march in or around your community. **Note that men may not be welcome, as the purpose is for women to feel free to walk at night without being accompanied by men. Please check with your local organizers for more information.**

Create banners for the local *Take Back the Night* march/rally.

Create chants/songs for a *Take Back the Night* march, e.g., Students unite, take back the night.

Have a *Take Back the Night* event at your school, e.g., coffee house to raise funds for your local shelter.
Curriculum Expectations

Oral Communication

1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.

2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Writing

1.4 Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data.

Media

Explain how various media texts address their intended purpose and audience.

1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

Purpose

• To raise students’ awareness of violent content in music videos.

Materials

• Variety of music videos.

Suggested Activities

Background

The best defence that young people have against violence in the media is a high level of critical awareness. As educators, we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive. A media-literate person is an active participant in the media experience.

• What is violence?

• Brainstorming activity:
  – Students will brainstorm ideas about violence.
  – Teacher will record answers under the following categories: physical, emotional, sexual, and other.
  - Teachers can use this opportunity to introduce students to the concepts of economic and spiritual violence as part of this unit so students get a wider view of violence.

  • Sexual violence at this grade level should include inappropriate touching, unwanted kissing, stalking, and dating violence. Include sexually based comments under emotional violence as well as sexual violence.

• Small group discussion:
  – List your favourite music videos.
  – Identify the ones you think have violent content and specify what kind (based on the discussion above).

• Large group discussion:
  – Groups will report their findings.
Extensions

- Ask students to watch a music video of their choice at home, identifying what parts of it are violent. Using the storyboard, ask them to develop a new non-violent video for this song.

- In a journal, have students respond to one or more of the following questions:
  - Do all violent music videos come from songs with violent lyrics?
  - Do music videos need to be violent to be popular?
  - Why do you think music video directors use violence in videos?
  - What age group do you think watches the most music videos? Do you think that this affects how much violence is in them?
Music Video Storyboard
Write a brief synopsis of your non-violent music video

Scene 1: ____________________________________________________________

Scene 2: ____________________________________________________________

Scene 3: ____________________________________________________________

Scene 4: ____________________________________________________________

Scene 5: ____________________________________________________________

Scene 6: ____________________________________________________________

Scene 7: ____________________________________________________________

Scene 8: ____________________________________________________________

Scene 9: ____________________________________________________________

Scene 10: ____________________________________________________________
Adeline Yen Mah
*Chinese Cinderella – The true story of an unwanted daughter*
Random House, 2001
ISBN 0-440-22865-4

**Synopsis**
A Chinese proverb says, “Falling leaves return to their roots.” In *Chinese Cinderella*, Adeline Yen Mah returns to her roots to tell the story of her painful childhood and her ultimate triumph and courage in the face of despair. Adeline’s affluent, powerful family considers her bad luck after her mother dies giving birth to her. Life does not get any easier when her father remarries. She and her siblings are subjected to the disdain of her stepmother, while her stepbrother and stepsister are spoiled. Although Adeline wins prizes at school, they are not enough to compensate for what she really yearns for – the love and understanding of her family.

**Additional Resources and Further Reading**
Patricia MacLachlan
*Journey*
Random House, 1993
ISBN 0440408091
Jacqueline Woodson
*Lena*
Laurel Leaf, 2000
ISBN 0-440-22669-4
Trudy Krisher
*Spite Fences*
Laurel Leaf, 1996
Lensey Namioka
*Ties That Bind, Ties That Break*
Laurel Leaf, 2000
Caroline B. Cooney
*What Child Is This?*
Laurel-Leaf Books, 1999
ISBN 0-440-22684-8
*Roots of Equality*
*Four Workshops for Grade 7 and 8 Girls*
Elementary Teachers’ Federation of Ontario, 2007
www.etfo.ca
FAMILY

GRADE 8

Curriculum Expectations

Oral Communication
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.
2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience.
2.6 Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

Reading
1.1 Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts.
1.6 Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them.

Writing
1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies and organizational patterns.
2.2 Establish a distinctive voice in their writing appropriate to the subject and audience.

2.5 Identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate.

Purpose
• To raise awareness of self and the importance of family and relationships.
• To practice the art of communicating one’s personal thoughts and feelings.

Materials
• Chinese Cinderella – The true story of an unwanted daughter.
• Chinese Cinderella Reader’s Response Questions.
• One Reader’s Response Journal per student. (Since this is a personal journey, try to make this a very personal, special journal).
• How to Help a Teen handout (see Resources).
• Chart paper and markers.

Suggested Activities
• Pre-reading: Divide the class into 4 groups. Assign 1 of the themes of the book to each group: Courage and Honour, Family and Relationships, Self-Esteem and Abandonment, and Loneliness. While reading, students will make jot notes in their journals to accompany their assigned theme.
• Read the story.
• Discuss responses to questions at the end of each chapter with a partner or as a group: think/pair/share.

• Record main themes/ideas on chart paper.

• Complete the Reader’s Response Journal with written responses to the questions. A ‘no name’ policy is in effect. (Wu-ming!) (54) “That way, nothing becomes No Name and nobody gets mad at anybody!”

• Students use their writing to explore their thoughts and feelings about themselves, their families, and the importance of relationships. There are no right or wrong answers.

• Hand out How to Help a Teen. Discuss.

Extensions

• Create a ‘WANTED’ poster for a caring, supportive family – mother, father, brother, sister, grandmother, grandfather, etc.

• Choose a main character from Chinese Cinderella. Write, memorize, and present a short scene based on source material drawn from the book. Base it on the theme assigned at the beginning of the unit.
Chinese Cinderella Response Questions

(Note page numbers in brackets.)

Chapter 1 – Top of the Class
1. (3) Describe how you would feel if your family said to you: “If you had not been born, Mama would still be alive. She died because of you.”

Chapter 2 – A Tianjin Family
1. (5) Adeline has a very close relationship with Aunt Baba. Describe a person to whom you feel close. What is special about them?

Chapter 3 – Nai Nai’s Bound Feet
1. (7-8) In Nai Nai’s day, small feet were considered feminine and beautiful. Her feet were bound to keep them small so that a man would want to marry her. Every day in the media we are encouraged to buy things that will make us ‘beautiful’. List as many of these items as you can. What is really going on here?
2. Adeline is the youngest of 5 siblings, (not counting her younger half-brother and half-sister). They were mean to her. What position do you hold among your siblings? Have any of them ever been mean to you? Describe. How did it make you feel?

Chapter 4 – Life in Tianjin
1. (15) Why does Adeline try so hard to win the medal every week?
2. (16) How do you think Adeline felt when she realized that she was the only one unaccompanied by anyone from her family?
3. Who comes to special events at school with you? How do you feel when that happens?
4. (19) Aunt Baba reminds Adeline how lucky she is – she can run and jump and go to school every day. In what ways are you lucky?
5. (20) Adeline’s Grandma (Nai Nai) dies in this chapter. Have you experienced the death of someone close to you? What traditions were followed at their funeral? How were they remembered?

Chapter 5 – Arrival in Shanghai
1. Adeline’s family is suddenly moved to Shanghai. Think about the life she left behind in Tianjin and the new life about to begin. How do you think she felt?

Chapter 6 – First Day at School
1. Briefly describe Adeline’s first day of school – then describe your own. Did someone remember to take you there and come back to pick you up at the end of the day?
2. How would you feel if no one noticed that you didn’t arrive home?
Chapter 7 – Family Reunion
1. How does Niang exert her power in this chapter?
2. What do you think of Niang’s actions?
3. Why does no one do anything to stop her?
4. How does Adeline ‘cross the line’?
5. Who holds the power in your family?
6. Have you ever ‘crossed the line’? Why/why not?
7. What do you think would happen if you did?
8. (35) Note the foreshadowing in the last paragraph. Can you predict what will happen?

Chapter 8 – Tram Fare
1. (36-39) Adeline and her sister and brothers are having difficulty getting money for things like haircuts, clothing, and tram (bus) fare. How do you obtain money for things like this?
2. (39-41) Why is Adeline excluded from riding the tram?
3. Have you ever been excluded from doing something? What was the reasoning for it? How did it make you feel?

Chapter 9 – Chinese New Year
1. (42-44) Big Sister complains about: “...the blatant inequality between her children and us.” In what way were the children treated differently?
2. Does being treated differently always mean being treated unfairly?
3. (45) Big Sister said: “If we unite together and protest in one voice, they won’t ignore us.” (48-51) How does Niang solve the problem of the children’s protest?
4. (51) Adeline says: “Doing homework was the only way to cushion myself from the harrowing uncertainties all around.” Everyone experiences difficult moments in their life. What do you do to get you through the rough times?
5. (53) Adeline escaped “…the horrors of [her] daily life…” by writing. What are some things you do to relax?
6. (54) Adeline was “…desperate to keep up the pretense that [she] came from a normal, loving family.” How would you describe a “normal, loving family”?
7. Adeline did not share her secret with anyone and was dreadfully lonely. Do you have someone to talk to when you are feeling blue? What is special about that person? What makes them easy to talk to?
Chapter 10 – Shanghai School Days

1. (56-59) In one paragraph, describe the friendship that forms between Adeline and Wu Chun-mei. In another paragraph, describe one of your own friendships. What are the most important qualities of a good friend?

2. (61) Why did Adeline pretend that she had loving parents?

3. (62) How would you feel if your cook told you that: “We have specific instructions from your mother that chicken eggs are intended only for those on the first floor?” Why?

4. (67-68) How do Adeline’s brothers deflate her feelings about “How wonderful life is at this moment!”

5. (69) What saddened her the most?

6. Have you ever felt let down by someone you trusted? Describe your feelings. (Wu-ming!).

7. (68-71) Why do you think that Adeline could take the teasing and practical jokes from her friends but not from her brothers – especially from Third Brother?

Chapter 11 – PLT

1. Have you ever had a “…pet of [your] very own?” Adeline felt very protective of her pet. “It comforted [her] to know she was needed.” Tell about how you feel/felt about your pet. How do you think your pet feels/felt about you?

2. (76) What is it about the relationship between PLT and Adeline that made PLT stand faithfully by Adeline’s side?

3. (78-79) Aunt Baba encourages Adeline by saying: “You can be anything you set your mind to be…if you study hard, anything is possible!” Describe someone in your life who encourages you.

4. (81-84) Think about “…a small, yellow, defenseless creature beset with perils, surrounded by humans wanting to test their dog in a gamble with her life.” What feelings did you experience as you read about PLT’s death? How do you think Adeline must have felt?

Chapter 12 – Big Sister’s Wedding

1. Niang arranges a marriage between Big Sister, who is seventeen years old, to Samuel Sung, who is thirty-one years old. What are your thoughts on this?

2. (88) Describe the “…different treatment received by Father’s two sets of children from his two wives.” How would you feel if some of your siblings were treated better than you?

Chapter 13 – A Birthday Party

1. (97) Adeline “…longed to disclose to [her] friend all that was buried within.” Do you have a friend or a family member who will respectfully listen to your innermost thoughts and feelings? How would you describe this person?
2. (98) How would you feel if you were forbidden by your parents to visit any of your friends? What would you/could you do about it?

3. (99-104) Adeline disobeys her parents and attends Wu Chun-mei’s birthday party without permission. For a few hours she “had been a normal little girl attending a birthday party at her classmate’s house.” Do you think that this act of disobedience warranted her stepmother saying: “You don’t deserve to be housed and fed here,” her father whipping her, and her parents separating her from Aunt Baba?

4. What would your consequences be...
   a) if you attended a party at a friend’s house without permission?
   b) if you lied to your parents about where you got some money?

Chapter 14 – Class President

1. (105) Adeline searched “desperately for a plausible excuse” to explain why she didn’t go back to Wu Chun-mei’s birthday party. Why do you think she didn’t just tell the truth? Have you ever lied to someone? Why/why not? Explain.

2. (110) Adeline is very upset about betraying Aunt Baba. She is raising her voice and Yeh Yeh comes to her aid. He says to Aunt Baba: “Don’t ask too many questions. Don’t criticize her or tear her down.” Describe a time when someone stood up for you. How did that make you feel?

3. How would you feel if you had been elected class president?

4. How would your family feel if you had been elected class president?

5. (115-119) Adeline thinks: “At school I had been so careful to pretend I came from a loving family. Now they knew the pathetic truth!” Adeline has always feared this moment. Describe how her friends rose to this occasion.

6. Describe how your friends and family members have been a support to you.

7. Adeline’s father ordered her to unwrap her gifts, then to “throw the whole lot into the wastepaper basket.” Why do you think he is being so cruel?

8. Niang interrupts Adeline and screams at her, “Who do you think you are? A princess of some sort...?” Why do you think she is being so cruel?

9. (120) As Adeline “tackled [her] math and did [her] English translation, the loom of the next day’s departure seemed to lighten slightly.” What do you do to make yourself feel better when things aren’t going so well?

10. (121) What does Aunt Baba say to encourage Adeline in this dark moment?

Chapter 15 – Boarding School in Tianjin

1. (124-125) How did Adeline feel when she discovered that her father didn’t know her Chinese name or her birth date? How would you feel under the same circumstances?
2. (126-128) Father and Niang leave Adeline at the boarding school that she had attended in Kindergarten. She feels as if “they had tossed [her] aside like a piece of garbage.” What did her father do that was particularly cruel? How would you feel if this happened to you?

3. (128) In spite of her difficulties, Adeline is an optimist at heart. What does she say to demonstrate this optimism?

4. (128-129) Why does Mrs. Chen find it hard to believe that Adeline’s parents moved her from Shanghai to Tianjin?

5. (130) “Mother Marie mimicked” Adeline’s pronunciation, “...and everyone snickered.” Has anyone ever made fun of you? How did it make you feel? What did you do about it?

6. (131-134) By the middle of December, Adeline was the only student remaining at Saint Joseph’s. Why? Describe the atmosphere leading up to Christmas Day. Imagine yourself in Adeline’s place. How would you feel?

7. (134-135) How would you feel if your stepmother had “instructed the nuns to stop all [your] incoming and outgoing mail and forward it to her instead?”

8. (136-139) Niang’s older sister comes to rescue Adeline. Describe the pent-up feelings and the pain and anxiety that Adeline has been holding in. Have you, or someone you know, ever had something small trigger a big reaction in you – ‘the straw that broke the camel’s back?’ Write about this.

Chapter 16 – Hong Kong
1. (142) Aunt Reine insists that: “It’s share and share alike in our family. Nobody is going to be treated differently.” How does this compare to Adeline’s family? How does it compare to yours?

2. How does Victor treat his sister? How do your siblings treat each other?

3. (150-151) Adeline yells at Ye Ye. He wisely replies: “You forget that I know you only too well. Not only what you look like outside, but also how you are made inside.” Tell about someone in your life who knows you ‘inside and out.’

4. (154-156) Adeline is again treated like Cinderella. How does Victor soften the blow?

Chapter 17 – Boarding School in Hong Kong
1. (157) Adeline is not able to say good-bye to the Schillings. How do you think she must have felt? Has someone close to you ever left without you being able to say good-bye? How did you feel?

2. (158-159) Fourth Brother is mean to Ye Ye. Have you ever noticed someone being mean to someone else? How did it make you feel? What did you do?

3. “White people took precedence over the native population.” Write of a time when you experienced racism – either directed at yourself or at someone else.
Chapter 18 – Miserable Sunday
1. “Monica only shared her birthday with certain hand-picked friends.” Describe what you imagine these friends to be like. Have you ever been excluded? How did that make you feel?

2. Why is Monica resentful of Adeline?

3. Adeline describes the library as, “My haven. My sanctuary. The place where I belonged! My real world!” Write about your own favourite place – the place where you feel the most safe and secure.

4. One of the girls said: In spite of how she dresses, I think Adeline will be okay eventually. She has a sort of special spirit, and it’s a person’s inner core that counts…” Write about someone you know who has a ‘special spirit.’

5. Adeline wonders “...if other thirteen-year-olds have terrifying thoughts at night and difficulty sleeping. Were they sometimes besieged by anxiety and nameless monsters of the deep? If so – how did they deal with these paralyzing fears about their future? What was their escape route?” Imagine that Adeline is speaking to you. What would you say back to her?

Chapter 19 – End of Term
1. Adeline feels a special closeness to Rachel Yu and Mary Suen. These three girls have something in common. What is it? Tell about a friend with whom you share a special bond. What do you have in common? What makes them a good friend?

2. Even though they are close, there is something Adeline is unable to discuss with her friends. What is it? Think about something that you find difficult to talk about with your friends. Write about it, if you feel comfortable in doing so.

3. Adeline experiences another Cinderella moment. How would you feel if you were the only one left behind?

4. The girls made a solemn pact “that [they] will always be there for each other, wherever [they] may be.” Write about a time when you shared a promise with a friend. How did it make you feel?

Chapter 20 – Pneumonia
1. Adeline is brutally honest about her life. Why is she able to be so straightforward at this particular time?

2. What difference does Adeline describe based on gender?

3. What words does Ye Ye use to encourage Adeline at this dark moment?

4. How does Adeline try to make it up to Ye Ye?
Chapter 21 – Playwriting Competition

1. (183-185) Mother Louisa encourages Adeline by saying: “...you must believe that you can do anything you set your mind to.” Tell of a time when someone encouraged you to believe in yourself. What words did they use?

2. How did Adeline discover that her family had moved?

3. How would you feel if your family moved and didn’t tell you about it?

4. (186) Adeline is devastated by the death of her Grandfather, Ye Ye. Tell of a time when you were saddened by the death of a family member.

5. (187) How does Niang play the role of the wicked stepmother?

6. (188-189) Adeline’s friends see her differently than she sees herself. Describe this difference.

7. Adeline pleads with her father to send her to college: “I know I am only a girl and don’t deserve it, but...” Why is she so negative about being a girl?

8. How do you feel about girls attending college?

9. (190-192) For the very first time, Adeline “...had been summoned by Father to enter the Holy of Holies.” Here she discovers that she has won first prize in the international writing competition. Her father says: “Our sincere congratulations, ADELINE, for bringing honor to Hong Kong. We are proud of you.” What feelings did you experience when you heard him say this?

Chapter 22 – Letter from Aunt Baba

1. (194-195) What words of encouragement does Aunt Baba send in her letter to Adeline? What words of encouragement have been written or said to you? How do these words make you feel?

2. (195-197) Compare Ye Xian, Adeline, and Cinderella. What do they have in common?

3. In the end, “Through her own talent and efforts, Ye Xian had bought the shoes that led eventually to marriage with the warlord.” How does this compare to Adeline’s happy ending?

4. Why does Aunt Baba call Adeline her ‘Chinese Cinderella.’
Adapted from *Roots of Equality – Building Equal and Healthy Relationships – Four Workshops for Grade 7 and 8 Girls*
Elementary Teachers’ Federation of Ontario, 2007

**Additional Resources**
www.etfo.ca
www.springtideresources.org
www.redflaggreenflag.com
www.equalityrules.ca
Curriculum Expectations

Health and Physical Education – Personal Safety and Injury Prevention
Analyse situations that are potentially dangerous to personal safety.
Identify support services that assist victims of violence, and explain how to access them.

Oral Communication
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.
1.4 Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways.

Purpose
• To raise awareness of signs of abuse in relationships.
• To help students recognize equal and healthy relationships.
• To provide strategies to achieve them.

Materials
• Overheads of Power and Control Wheel, Equality Relationship Wheel (see Resources).
• Overhead of blank Equality Relationship Wheel.
• Overhead of Statistics.
• Enlarged blank wheel on bristol board, cut into 8 segments.
• Markers, tape, sticky dots.
• How to Help a Teen handout (see Resources).
• For Teens to Think About handout.
• “I AM ME – My Declaration of Self-Esteem” by Virginia Satir.

Suggested Activities

Introduction:
• Brainstorm with students what abuse in a relationship is, ensuring that all aspects of the following definition are covered.
  Abuse is any verbal or physical act using threat or physical force in order to induce fear and thereby control a person’s behaviour.
• Present and discuss the Statistics overhead.
• Present the overhead of the Power and Control Wheel.
• Discuss each piece of the wheel, having students offer examples.
• Ask the question: “How can we change this wheel to reflect the characteristics of a healthy and equal relationship?”
• Divide students into 8 groups, giving each group a segment of the blank bristol board Equality Relationship Wheel.
• Select a reporter and recorder for each group.
• Groups brainstorm and record ideas for a positive wheel. Regroup.
• Each group presents their segment and attaches it to the board/wall to create a complete wheel.
• Distribute 8 sticky dots to each student. Have the students place their dots on the most important idea in each section of the wheel.
• Using an overhead of the Equality Relationship Wheel, compare how closely their responses match. Particularly note those singled-out.

• Hand out and discuss How to Help a Teen.

• Hand out For Teens to Think About for personal information.

• Due to the gravity of the material, it is advised that students leave on a positive note. Read the poem “I AM ME.”

Extensions

• Invite a speaker from your local Women’s Shelter and Sexual Assault Centre to describe their services.

• Students write their own Declaration of Self-Esteem.
Abuse

Abuse is any verbal or physical act using threat or physical force in order to induce fear and thereby control a person’s behaviour.
Statistics

- 40% of teenage girls aged 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.

- 26% of girls in Grades 9 to 12 have been the victim of physical abuse, sexual abuse, or date rape.

- In one study, over 49% of female students in high school had been emotionally abused, 14.5% reported being physically forced into sex, and 9.1% had been physically assaulted.

Source: Springtide Resources.
www.springtideresources.ca
For Teens to Think About

You may be at risk of dating violence if your partner...

• is violent;
• has a history of fighting, losing his temper quickly, or brags about mistreating others;
• gets too serious about the relationship too fast;
• has a history of bad relationships and blames the other persons for all the problems, "Girls just don't understand me";
• believes that men should be in control and powerful, and that women should be passive and submissive; and
• is someone your family and friends warned you about, or told you they were worried for your safety with.

He's trying to control you and make you dependent on him if

• he's very jealous and does not want you to talk to other men, wants you to stop seeing your girlfriend, and has to know where you are and who you are with all the time;
• he tries to control your contact with your family;
• he puts down what you wear, do, and say;
• he tries to control you by being very bossy, giving orders, making all the decisions, and does not take your opinion seriously;
• he is scary, you worry about how he will react to things you say or do; and
• he abuses drugs or alcohol and pressures you to take them.

He's putting you down so you will lose self-esteem, confidence, and control if

• he tells people things you did or said that embarrass you and make you feel stupid;
• he says it's your fault when things go wrong for him;
• he calls you stupid, lazy, fat, ugly, or a "slut"; and
• he blames you when he mistreats you, says you provoked him, pressed his buttons, made him do it, led him on.

He's threatening you and in some cases using physical violence if

• he drives fast and likes to do dangerous things to scare you;
• he gets carried away when you are playing and hurts you, or holds you down to make you feel helpless or humiliated, and give in to him;
• he threatens you and/or uses or owns weapons;
• he threatens to hit you, hurt your friends, pets, or family if you do not do what he wants;
• he says he will leave you or kill himself if you do not obey him;
• he gets very angry about small, unimportant things;
• he will not tell you his feelings when you ask and then he blows up;
• he pressures you for sex, or is forceful or scary around sex;
• he thinks women or girls are sex objects;
• he attempts to manipulate or guilt trip you by saying "if you really loved me you would . . . "; and
• he hits you - he may be sorry afterward, but he hits you.

If you are an abused teen:
You are not alone and you are not to blame. You cannot control his violence. But you can make yourself safer by:
• calling the police if you have been assaulted;
• telling someone and keeping a record of all incidents of violence;
• talking to a trusted adult such as a parent, teacher, guidance counselor, or school psychologist, and/or calling a community agency for advice; and
• considering ending the relationship as soon as possible.

The violence may get worse.

If you are an abusive teen:
• recognize you have a problem and take responsibility for your behaviour;
• talk to a trusted adult such as a teacher, guidance counselor, or school psychologist, and/or call a community agency for advice;
• abuse is a crime - you could face fines or imprisonment if convicted;
• realize that nobody deserves to be abused;
• if you come from an abusive home, you may be re-enacting the abusive behaviour you experienced or witnessed; and
• you can get help to stop the violence and have healthy, caring relationships.

How teens can help prevent violence:
• become more aware of verbal and physical abuse in your own relationships;
• help students "break the silence";
• promote other ways to deal with anger and resolve conflict, for instance through talking through feelings and creative problem-solving; and
• beware of jokes, movies, television programs, advertising, and music videos that are demeaning to women and may promote violence against women.

Source: Springtide Resources.
www.springtideresources.ca
My Declaration of Self-Esteem
by Virginia Satir

I AM ME

In all the world, there is no one else exactly like me.
Everything that comes out of me is authentically me.
Because I alone chose it - I own everything about me.
My body, my feelings, my mouth, my voice, all my actions,
Whether they be to others or to myself - I own my fantasies,
My dreams, my hopes, my fears - I own all my triumphs and
Successes, all my failures and mistakes.
Because I own all of Me, I can become intimately acquainted with me - by so doing
I can love me and be friendly with me in all my parts - I know
There are aspects about myself that puzzle me, and other
Aspects that I do not know - but as long as I am
Friendly and loving to myself, I can courageously
And hopefully look for solutions to the puzzles
And for ways to find out more about me - However I
Look and sound, whatever I say and do, and whatever
I think and feel at a given moment in time is authenticly
Me - If later some parts of how I looked, sounded, thought
And felt turn out to be unfitting, I can discard that which is
Unfitting, keep the rest, and invent something new for that
Which I discarded - I can see, hear, feel, think, say, and do
I have the tools to survive, to be close to others, to be
Productive to make sense and order out of the world of
People and things outside of me - I own me, and
therefore I can engineer me - I am me and

I AM OKAY


James Howe
*The misfits*
Aladdin Paperbacks, 2003
ISBN 0-689-83956-1

Synopsis
Four students who do not fit in at their small-town middle school decide to create a third party for the student council elections to represent all students who have ever been called names. These 4 ‘misfits’ band together for survival, security, and to experience something they all yearn for – acceptance.

*The misfits* was the inspiration for annual *No-Name-Calling Week*, which takes place in many US middle schools during January. It is a week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying.

Additional Resources
James Howe
*Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen*
Simon & Schuster, 2003
ISBN 978-0689828638

James Howe
*Totally Joe*
Simon & Schuster, 2005
ISBN 978-0689839573

Visit shopETFO for resources and publications about equity and social justice issues at
www.etfo.ca
www.hrea.org
www.nonamecallingweek.org
The Canadian Charter of Rights and Freedoms
Curriculum Expectations

**Oral Communication**

1.1 Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks.

2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience.

2.6 Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.

**Reading**

1.1 Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts.

1.6 Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them.

**Writing**

1.1 Identify the topic, purpose, and audience for more complex writing forms.

2.2 Establish a distinctive voice in their writing appropriate to the subject and audience.

2.5 Identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate.

**Purpose**

- To raise awareness of human rights.
- To raise awareness of the harmful effects of name-calling and stereotyping.
- To provide alternatives.
- To practice the art of communicating one's personal thoughts and feelings.

**Materials**

- *The misfits*.
- *The misfits Reader's Response Questions*.
- One *Reader's Response Journal* per student. (Since this is a personal journey, try to make this a very personal, special journal).
- Chart paper and markers.
- Plain language version of the *Universal Declaration of Human Rights*.

**Suggested Activities**

**Introductory Activity**

- Distribute a copy of the Double-Entry Journal – Human Rights to each student.
- Students will complete the left-hand column based on their personal knowledge of human rights.
- Collect.

**Read the story**

- Hand out *The misfits Response Questions* and personal journals.
- Discuss responses to questions at the end of each chapter with a partner or as a group: think/pair/share.
• Record main themes/ideas on chart paper.
• Complete the Reader’s Response Journal with written responses to the questions. A ‘no name’ policy is in effect.
• Students are asked to keep a list in their journals of all the names that are called in The misfits.
• Students use their writing to explore their thoughts and feelings about themselves, their human rights, and the harmful effects of name-calling and stereotyping.

Distribute copies of the Universal Declaration of Human Rights – Plain Language Version
• Read and discuss as a whole class.
• Particularly note those human rights that would play the most important role in the life of a Grade 8 student.
• Hand back the copy of the Double-Entry Journal – Human Rights to each student.
• Students will complete the right-hand column based on their increased knowledge of human rights.
• Discuss.
• Collect.

Extensions
• Have a class Forum during the last period on Fridays. Discuss one of the following topics each day. Ask students to suggest their own. Create a list of ideas.
  – Liberty and Justice for All.
  – Popularity versus Principles.
  – Name-calling.
  – Stereotypes.
  – ‘Going Out.’
  – ‘Coming Out.’
• Divide students into groups of 4. Assign the following tasks:
  – Create and name your own political party.
  – Prepare a platform.
  – Decide who will be the President, Vice-President, Secretary, and Treasurer.
  – Create a symbol to represent your party.
  – Create a slogan to demonstrate what your party stands for.
  – Prepare a campaign speech (include information on the strengths of each member of your party).
  – Present.
• Refer back to pages 154-155 of The misfits. Each student will:
  – Write a letter to the Advice Column of your school newspaper.
  – Collect.
  – Redistribute/trade letters.
  – Provide/write the advice!
  – Return to owner.
  – Read aloud.
• Host your own No Name-Calling Day or Week. For help with this visit: www.nonamecallingweek.org
# Human Rights

In the left column, in point form, record what you know about human rights.

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<tr>
<th>Pre-task writing</th>
<th>Post-task writing</th>
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Universal Declaration of Human Rights

Plain Language Version

1. When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

2. Everyone can claim the following rights, despite:
   - a different sex;
   - a different skin colour;
   - speaking a different language;
   - thinking different things;
   - believing in another religion;
   - owning more or less;
   - being born in another social group; and/or
   - coming from another country.

   It also makes no difference whether the country you live in is independent or not.

3. You have the right to live, and to live in freedom and safety.

4. Nobody has the right to treat you as his/her slave and you should not make anyone your slave.

5. Nobody has the right to torture you.

6. You should be legally protected in the same way everywhere, and like everyone else.

7. The law is the same for everyone; it should be applied in the same way to all.

8. You should be able to ask for legal help when the rights your country grants you are not respected.

9. Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.

10. If you go on trial, this should be done in public. The people who try you should not let themselves be influenced by others.

11. You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

12. You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

13. You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

14. If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
15. You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.

16. As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from, nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.

17. You have the right to own things and nobody has the right to take these from you without a good reason.

18. You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.

19. You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also with people from any other country.

20. You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

21. You have the right to take part in your country’s political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

22. The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

23. You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

24. Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

25. You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby should get special help. All children have the same rights, whether or not the mother is married.

26. You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get along with others,
whatever their race, religion, or the country they come from. Your parents have the right to choose how and what you will be taught at school.

27. You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.

28. So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.

29. You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

30. In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp
The misfits Response Questions

(Note page numbers in brackets.)

Chapter 1
1. (1-2) In what way is Skeezi Tookis stereotyped?
2. (3) Why did Bobby's father advise him to "hide [his] light under a bushel?"
3. (9) Bobby says, "How come life has to be so complicated? Will it get any easier when I am an adult?" What do you think?
4. Describe Mr. Kellerman in one sentence.

Chapter 2
2. (12) In what way is Joe stereotyped?
3. (12) How about Bobby?
4. (13) Bobby wonders "if maybe everybody gets names hung on them for only a little part of who they are." What do you think?
5. Have you ever been called a name?
6. How did that make you feel?
7. What is self-esteem and why is it important?
8. (17-20) Why does Addie refuse to say the Pledge of Allegiance?
9. (19-21) In what way might DuShawn Carter be stereotyped?

Chapter 3
1. Write a paragraph about your thoughts on 'Liberty and Justice for All.'

Chapter 4
1. (34) How do you know that Joe's mother accepts the fact that he is gay?

Chapter 5
1. How would you describe Bobby's feelings for Pam?
2. (45) Why did Bobby not call Mr. Kellerman 'Killer Man' in front of Pam?
3. (46) What do you think Bobby means by: "...thinking of somebody as 100% human seriously gets in the way of hating them."
Chapter 6
1. (47) Why does Bobby refer to Addie as ‘Wendy?’
2. (51) In what way is Brittney stereotyped?
3. Addie asks: “If there’s a contest between somebody who’s really popular...and somebody who isn’t popular but stands for Truth and Freedom and Liberty for All, do you think the person who stands for Truth and Freedom and Liberty for All has a chance of winning?” What do you think?

Chapter 7
1. (57) “Addie feels that everyone should be entitled to everything.” Bobby sees people “being dealt a hand.” What are your thoughts on this? (Consider your knowledge about rights.)
2. What is the difference between name-calling and nicknames?

Chapter 8
1. (65) In what way is Kevin stereotyped?
2. (67) Why do DuShawn, Tonni, and Royal hang out together?
3. (69-75) Addie says: “Being a minority...you have certainly seen your share of injustice.” Tonni asks: “You think you can speak for black people, you think you know what it is to be black when what are you but a lily-white girl living your whole life in a lily-white town...?” These seem to be two opposing thoughts. Do you think that these differences can be resolved? How?

Chapter 9
1. (77) Why does Addie call Bobby a sexist pig?
2. (77-78) Bobby says that, “While Colin is one of the popular kids, he is different than most of them...He acts the same with everybody, so that you end up feeling like an actual person around him.” Describe someone you know who is like Colin.
3. (79) In what way can Kelsey Scoggins be stereotyped?

Chapter 10
1. (88) DuShawn says: “That is so gay (weird).” Addie replies: “Gay does not equal weird.” Record your thoughts on these statements.
2. (89) In what way does Heather O’Malley represent minorities?
3. Joe introduces the idea of visible and invisible members of minorities. What do you know about this?
4. (91) “Does being cool mean you get to go around calling other people names?”
Chapter 11
1. (97) Bobby says: “Only the past is predictable.” What do you think he means?

Chapter 12
1. (108) “Joe has cool parents.” Describe someone you know who has cool parents. What makes them ‘cool?’

2. “Joe says that it is impossible to hate them, at a time in your life when hating your parents starts feeling like a requirement.” What factors are involved in the changing relationships between children and parents as children approach adolescence?

3. (115-120) Skeezie, Bobby, and Joe have a conversation about Joe being gay. Have you ever had a conversation like this? Who did you talk to? What was said?

4. (121) Bobby says: “…there’s a lot more to all of us than the names we’re called or what we show on the outside.” Record your thoughts about this.

5. (121) Joe ‘comes out’ with his friends. Have you ever had this experience with one of your friends? Please write about this.

6. (124) “This business of really knowing people, deep down, including your own self, it is not something you can learn in school or from a book. It takes your whole being to do it – your eyes and your ears, your brain and your heart. Maybe your heart most of all.” Put yourself in Bobby’s shoes. What do you think he means by this?

Chapter 13
1. (130) The Freedom Party candidates discover that they will not be allowed to run in the election. Bobby says: “Wyman and Kiley have power and we don’t.” Addie replies: “Why do adults get to have all the power?” Record your thoughts about this apparent imbalance of power. Add a personal example if you know of one.

2. (135) What does Bobby mean when he says: “I am about to stop being a get-along guy and turn into someone who makes a difference.”

Chapter 14
1. (137) Bobby says: “…not every minority is visible...(it) isn’t only about the color of your skin or your religion. It’s about not fitting in, being on the outside.” List some invisible minorities.

2. List names (put-downs) that you have been called or you have heard someone else called.

Chapter 15
1. (148) What does Addie mean by ‘going out’?

2. (148-149) Why is this name-calling not hurtful?
Chapter 16
1. (153) Describe Joe’s conundrum.
2. (154) Skeezie says: “…she’s getting the wrong message.” What does he mean by this?
3. (158) Why does Skeezie apologize to Joe about “Fixing Addie up with Colin and all.”

Chapter 17
1. (162) What were your thoughts when Addie said “I’m actually going out with Colin Briggs!”
2. (166) What does Bobby mean when he says: “We are the No-Name Party!”
3. (167) Why does Addie tease Skeezie? Do you think this is a mean thing to do? Why or why not?
4. (168) What do you think comes to Bobby’s mind when he says that Mr. Kellerman’s mother died?

Chapter 18
1. (172) Bobby says that his Mom’s “…glass was always half full.” What does he mean by this?
2. (173) What do Bobby and Mr. Kellerman have in common?
3. (178) Bobby and his Dad have been talking about girls. What is it that Bobby really wanted to talk about?
4. (179) Bobby comes to a realization. What is it?

Chapter 19
1. (185) Why do you think Ms. Wyman listens to Bobby?
2. (189) Bobby says: “Thinking I am good at something makes me smile…” What makes you smile?
3. Why does Mr. Kiley decide to allow the No-Name Party to go ahead?

Chapter 20
1. (191) Record some ideas for a poster for the No-Name Party.
2. (193) Bobby decides “that after about the age of three, life is not simple.” What do you think?
3. (194) Why is Joe ‘miserable?’
4. (200) Why does Mr. Kellerman apologize for his behavior? Have you ever apologized for yours? Write about this.
5. (202) Have you ever ‘let it all hang out’ and told your story to another person? If so, how did it make you feel? If not, why not?

Chapter 21
1. (212) Answer Addie’s question about Colin, when she says: “Why isn’t it obvious to him?”
2. What makes it “hard to love somebody when they don’t love you back?”
3. (213) Have you ever loved someone so much that your “stomach hurts? Try to put that feeling into words.

4. (214) Pam’s memories of middle school are that “Everybody labeled everybody else. It was so easy to hate yourself.” What effect does feeling this way have on one’s self-esteem? What does Pam mean by ‘labeling?’

5. In your opinion does being ‘beautiful’ make people happy?

6. (216) Pam describes Joe’s support system. Describe your own. Who is ‘there for you?’

Chapter 22
1. Bobby finds his ‘voice’ and calls Kelsey. How do you feel after reading their conversation?

2. Have you ever had a ‘crush’ on someone? Write about it.

Chapter 23
1. (225) Bobby is worried that Roger will make fun of him. Have you ever experienced this? How did/would/does this make you feel?

2. (228) Have you ever felt like Skeezie who says: “Love is for the birds and I’m stayin’ single for the rest of my life.”

3. (229) How does The Gang of Five feel when Roger actually holds back and does not call Joe a name?

Chapter 24
1. (232) Mr. Kellerman wonders if he “might have been a braver person if [he] hadn’t been called a sissy so many times when [he] was young.” What do you think?

2. (235) Addie encourages Bobby to be the one to give the campaign speech. Tell about a time when someone believed in you and encouraged you to do something you were nervous about doing.

Chapter 25
1. (238) How does Bobby’s dad show support for him? Describe a time when someone supported you.

2. (245) What did you think when Ms. Wyman said to Addie: “We have our differences but I admire your spirit.”

Chapter 26
1. (249) How did you feel when you read the first line of Bobby’s campaign speech. What went through your mind?

2. (250) Bobby says that names “…do hurt. They hurt because we believe them. We think they are telling us something true about ourselves, something other people can see even if we can’t.” What are your thoughts on names, name-calling and put-downs?
3. What is your opinion of Bobby’s campaign speech?
4. What do you think will be the results of the election?

Chapter 27
1. (256) What has Bobby learned about himself?
2. (257) Can you predict where Joe is?

Chapter 28
1. (260-261) Even though the No-Name Party doesn’t win, good comes from the election. Describe 2 positive outcomes.
2. (265) Addie demonstrates acceptance and inclusion when she says to Joe: “Maybe we can double-date some time.” In what way is this statement true?
3. Describe Bobby’s happy ending.

Chapter 29
1. (268) Joe asks The Gang of Five: “Did you ever think we’d be sitting at a table with other people?” Standing up for your rights can have positive results. Describe a time when you stood up for yours.
2. The Gang of Five discuss the future. Have you thought about yours?

Chapter 30
1. Bobby predicts the future for the members of The Gang of Five. Make a prediction about what you will be doing 10 years from today. What events will have happened to shape that future?
CURRICULUM EXPECTATIONS

Oral Communication
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.
2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience.

Writing
1.4 Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data.

Health
Identify support services that assist victims of violence, and explain how to access them.

Choices into Action
Demonstrate social responsibility both at school and in the community.

Purpose
• To help students recognize that violence against women and children is still prevalent around the world.
• To raise students’ awareness that violence is a choice based on socially embedded views, and that they are able to be active participants in changing this behavior.

SUGGESTED ACTIVITIES

Background
Geneviève Bergeron 21,
Hélène Colgan 23,
Nathalie Croteau 23,
Barbara Daigneault 22,
Anne-Marie Edward 21,
Maud Haviernick 29,
Barbara Maria Klucznik 31,
Maryse Laganière 25,
Maryse Leclaire 23,
Anne-Marie Lemay 27,
Sonia Pelletier 23,
Michèle Richard 21,
Annie St-Arneault 23, and
Annie Turcotte 21.

On December 6, 1989, these 14 women were killed at the École Polytechnique in Montreal in what has become known as the Montreal Massacre. Their tragic deaths remind us of the frightening reality that dozens of women die violently every year in this country. This day has been declared a National Day of Remembrance and Action on Violence against Women. It is a day on which communities can consider concrete actions to eliminate all forms of violence against women and girls.

The murder of these women was not an isolated act. Along with violence against women in homes, workplaces, and the street, this tragedy is yet another manifestation of the devaluing and blaming of women which is embedded in our society and internalized in individuals.
Violence is a chosen response. Society must become more serious about ending violence against women and children. Our institutions must work and achieve equality including equal power between men and women.

- Brainstorm examples of violence against women around the world.
  - Divide students into small groups for brainstorming, then share ideas as a whole class.
    - Afghanistan (Taliban).
    - Montreal Massacre.
    - Amish School Massacre (Pennsylvania).
    - Female Circumcision.
    - Rape as a weapon of war (e.g., Congo).
    - Violence against women in the home.
- Discuss what is being done to change/regulate this behaviour around the world.
  - *Take Back the Night* activities.
  - Building schools in Afghanistan.
  - UNIFEM campaign: Say No to Violence Against Women (www.unifem.org).
- Discuss the Montreal Massacre as a Canadian example of violence against women.
  - What happened?
  - When did it happen?
  - Why did it happen?
  - What can we do?

**Extensions**

- In a journal, have students respond to the following question:
  - Why is it important for Canadians to be concerned about violence against women and children around the world?
- Have students make announcements about issues related to violence against women during morning exercises to make others aware of the National Day of Remembrance and Action on Violence against Women. On December 6th, conclude by having students read the names of the 14 young women who were murdered in Montreal in 1989.
- Have students write poems, articles, and stories to include in the school newsletter or local newspaper about violence against women in Canada and around the world.
- Have students create posters/banners to hang around the school about ending violence.
- Have students role play a situation where violence is ended against a woman or group of women.
- Sell the Red Rose buttons (from YMCA) to raise money for the local women’s shelter.
Curriculum Expectations

Oral Communication
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.
2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience.

Writing
1.4 Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data.

Media
1.1 Explain how a variety of media texts address their intended purpose and audience.
1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.
1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.

Purpose
• To raise students’ awareness of mass media’s use of violence in advertising of products.

Materials
• Wide variety of print, television, and Internet advertisements.

Suggested Activities

Background
The best defence that young people have against violence in the media is a high level of critical awareness. As educators, we need to empower our students and help them to develop the skills and knowledge needed to question, analyze, interpret, and evaluate the messages of the media. The intent of media literacy skills is not to spoil the entertainment value of media. On the contrary, a media-literate person can enjoy media more because the relationship is no longer passive. A media-literate person is an active participant in the media experience.

• What is violence?
• Brainstorming activity:
  – Students will brainstorm ideas about violence.
  – Teacher will record answers under the following categories: physical, emotional, sexual, and other.
  – Teachers can use this opportunity to introduce students to the concepts of economic and spiritual violence as part of this unit so students get a wider view of violence.
  – Sexual violence at this grade level should include inappropriate touching, unwanted kissing, stalking, and dating violence. Include sexually-based comments under emotional violence as well as under sexual violence.

• Small-group discussion:
  – List major advertising campaigns you know.
  – Identify the ones you think have violent content and specify what kind (based on the findings from the brainstorming activity).

• Large-group discussion
  – Each group reports their findings.
Extensions

• Ask students to find, at home or elsewhere, a print or television ad and identify how it uses violence. Ask students to create a new non-violent campaign for this same product.

• Ask students to watch/read a variety of ads at home. Using the attached worksheet, students determine what age group (children, teens, young adults, middle-aged+) the ads are targeted to and how much violence is involved.

• In a journal, have the students write a response to one or more of the following questions:
  – Do advertisers use more violence for certain age groups? Do advertisers use different types of violence for different age groups? Why might they do this?
  – Does violence sell? Why?
  – Do you think that non-violent ads could work as well as violent ones?
  – Does violence make ads more exciting?
  – How would advertising change if violence were banned?
# Violence in Advertising by Age

1. Identify the ad (what is the product being sold?)
2. Identify the target age group (to whom is the ad speaking?): adults; young adults; teenagers; children
3. Identify the violence that appears in the ad (remember that violence is not always physical).

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<th>Product</th>
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BULLYING
Sandy Ragona and Kerri Pentel
Eliminating Bullying in Grades PK - 3
YouthLight Inc., 2004
ISBN 1-889636-68-1

Synopsis
All children need to feel safe in order to grow into mature, confident adults, and to feel in control of their lives. Eliminating Bullying teaches these skills through story-telling and role-playing.

Additional Resources
Teresa Bateman
The Bully Blockers Club
Albert Whitman & Co, 2004

Peggy Moss
Say Something
Tilbury House, 2004
ISBN 0-88488-261-8
Curriculum Expectations

Language
1.6 Students will extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Health and Physical Education
Students will use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community.

Drama and Dance
Students will solve problems presented in different kinds of dramatic situations through role-playing and movement.

Purpose
• To differentiate among passive, aggressive, and assertive behaviours.
• To assist students in discovering ways they can handle, and help to eliminate, bullying.
• To examine the negative effects of bullying.

Materials
• Picture cards (Snail, Snake, Self).
• Animal story (Snail, Snake, or Best Self).
• Student activity sheet (A Self Quiz).
• Parent letter.

Suggested Activities

Pre-Reading Discussion and Activity
Discuss how the way children behave can affect how others see, or feel about them. Everyday, they have 3 choices: to be like a snail who hides in its shell, a snake who can be scary and nasty, or their best self who stands up for itself. Show the picture cards.

Explain that because we do not know if a snake is good (harmless) or bad (dangerous), we cannot trust it. Explain that because a snail is often inside its shell, we do not know what it is like; whether it is nice or not. Explain that you are your best self when you control your life, and no one controls you.

Have the students complete the Self Quiz.

Post-Reading Activity
Brainstorm and chart some of the behaviours that a student who is like a snake would have; like a snail would have; like the best self would have. Ask the students to think about times it would be very important to be like their best self.

Extensions
• Divide the class into 3 groups. In their journals, have one group write about a day in the life of a snake. Have the second group write about a day in the life of a snail, and the third about a day in the life of best self.
Esther Williams
*The Bully, The Bullied and Beyond*
YouthLight Inc., 2005
ISBN 1-889636-76-2

**Synopsis**
The book includes lesson plans for the children who are bullies, bullies’ victims, and bystanders.

**Additional Resources**
Sandy Ragona and Kerri Pentel
*Eliminating Bullying in Grades PK - 3*
YouthLight, 2004
ISBN 1-889636-68-1
Curriculum Expectations

Oral Communication

Grades 5, 6
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations including work in groups.

2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Grades 7, 8
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations including work in groups.

2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Purpose

- To give students an understanding of the correlation between bullying and control.

Materials

- Chart paper.

Suggested Activities

- Introduce the sentence *Bullying is about* *Power*. In groups of 2 do a think-pair-share activity deciding whether the students agree or disagree.

- As a group, come to the consensus that bullying is about power and bullies need that control in order to feel powerful.

- Put the following list on the board or overhead and develop with the class ways in which one could feel more powerful than others.
  - Physical.
  - Social.
  - Appearance.
  - Economics.
  - Academics.
  - Age.

- Discuss how each of these can be used to bully others.

Extensions

- In history, what examples of power and abuse of power are the students able to discover?

- Discuss the possibility of 2 persons of equal power being able to tease each other in a friendly manner. Also have students discuss the indicators of when teasing has gone too far. Have students use a cartoon format to tell a story as an example of friendly teasing.

- Discuss what makes the abuse of power wrong. Do students see abuses of power in the school yard? Have them discuss examples of this abuse.
Synopsis

Don’t Laugh at Me

The Teachers’ Guide, video and CD are available free of charge. Information on how to order is available at www.dontlaugh.org. There is also a picture book available.

The program is intended to provide activities that nurture the emotional, social, and ethical development of young people. The lesson presented is the introduction to the program.

Additional Resources

Steve Seskin
Don’t Laugh At Me
Tricycle, 2002
ISBN 1582460582

A. Beane
The Bully Free Classroom
Free Spirit Publishing, 1999
ISBN 1-57542-054-6
Don't Laugh At Me

Curriculum Expectations

Oral Communication

Grade 6
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.

2.2 Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.

Grade 7
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.

2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Grade 8
1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.

2.2 Demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and the audience.

Purpose
• To understand what put-downs are.

• To develop empathy.

• To introduce the program Don’t Laugh At Me.

• To create rules for group work.

Materials
• Chart paper and markers.

• Index cards.

• Don’t Laugh at Me CD.

Suggested Activities
• Discuss with the class that the focus of the project includes empathy, making others feel safe, and treating each other with respect.

• Play the CD, suggesting that students listen to the words to become aware of the feeling, thoughts, and mental images they have as they listen.

• Discuss as a class what their reactions are to the song.

• Give each student an index card and have them write down a put-down at the top of the card. At the bottom, write the emotion that someone would feel if the put-down was directed at them.

• Gather all the cards when completed and redistribute them randomly to the class.

• Have students share both the put-downs and the emotions from the cards. Record the emotions on the board. If an emotion is stated more than once, add check marks to show the number of times a specific emotion comes up. Do not write down the put-downs.

• As a group, comment on the list.
• Group students into groups of 4. Within the groups, have the students brainstorm a list of guidelines to be followed when working together on the project. Include strategies that will help the groups to work together productively, communicate in a positive manner, and treat each other with respect. Write the suggestions on chart paper. Reinforce that all ideas are accepted and no positive or negative comments about any suggestions are to be made.

• List should include some of the following ideas:
  – Talk one at a time.
  – Everyone gets a chance to speak.
  – Be open and honest.
  – Students can pass if they want.
  – Don’t make fun of anyone’s suggestions.
  – Keep what is discussed in the classroom confidential.

• As a class group, talk about the suggestions. Decide, using consensus, what should be on the list. When everything is agreed upon, post the list for further use in all small- and large-group situations.

Extensions

• Students can write an anonymous letter to someone they have witnessed using put-downs on the playground and explain why their words are hurtful.

• Use the following anonymously-written poem to discuss the risks mentioned in the poem. Discuss when it is healthy to take a risk and when it might not be healthy.

To laugh is to risk appearing a fool.
To weep is to risk appearing sentimental.
To reach out to one another is to risk involvement.
To expose our feelings is to risk exposing our true self.
To place your ideas and dreams before a crowd is to risk loss.
To love is to risk not being loved in return.
To live is to risk dying.
To hope is to risk despair.
To try is to risk failure.
But risk we must, because the greatest hazard in life is to risk nothing.
The man, the woman who risks nothing, does nothing, has nothing.
Is nothing.
WORKING WITH STUDENTS EXPOSED TO WOMAN ABUSE
Impacts on Children and Adolescents

Watching, hearing, or learning later of a mother being abused by her partner threatens young people’s sense of stability and security.

- Children and adolescents may experience increased emotional and behavioural difficulties.
- Some young people display traumatic stress reactions (e.g., flashbacks, nightmares, intensified startle reactions, constant worry about possible danger).
- Children and adolescents living with domestic violence are at increased risk of experiencing physical injury or childhood abuse (e.g., physical, emotional).
- The abuser may use children and adolescents as a control tactic against adult victims. Examples include:
  - claiming the children’s bad behaviour is the reason for the assaults on their mother
  - threatening violence against children and their pets in front of the victim
  - holding the children hostage or abducting them in an effort to punish their mother or to gain compliance
  - withholding children’s health cards or other essential documents (e.g., birth certificate, passport)
  - talking disrespectfully about their mother to the children
- Children and adolescents may experience strong mixed feelings toward their violent parent; affection exists along with feelings of resentment and disappointment.
- Young people may imitate and learn the attitudes and behaviours modelled when woman abuse occurs in the home. They may:
  - use violence and threats to get what they want;
  - learn that people do not get in trouble when they hurt others;
  - believe men are in charge and get to control women’s lives;
  - and believe that women don’t have the right to be treated with respect.
- Exposure to violence may desensitize children and adolescents to aggressive behaviour. When desensitization occurs, aggression becomes part of the “norm” and is less likely to signal concern to young people.
Impacts on Children and Adolescents (continued)

Whatever a young person’s cultural background, she or he is likely to experience similar feelings about living with woman abuse. However, some students may face additional barriers to seeking assistance because of differences from the dominant culture, such as:

- cultural and linguistic barriers
- the visibility of their mother’s situation within their community
- distrust of adults in positions of authority (e.g., police)
- increased concerns about confidentiality
- increased isolation
- limited resources and supports
- racism
- discrimination
- lack of immigration status

Children and mothers living in rural or remote areas may experience additional challenges, such as:

- increased isolation and lack of social support networks
- difficulty accessing services due to lack of public transportation and long distances to travel
- the visibility of their situation within their community
- increased concerns about confidentiality

Barriers resulting from cultural differences may be compounded when students live in rural or remote areas.
Signs a Student is Having Difficulties

Students may display difficulties when they are living in abusive homes. These problems can occur for other reasons as well (e.g., death of a parent, homelessness, being bullied, traumatic events experienced by a refugee or immigrant, parental alcoholism). You may want to consult with other educators, the guidance counsellor, and/or administrative or support personnel to discuss your concerns.

Difficulties often include:

• physical complaints (headaches, stomachaches)
• tiredness
• constant worry about possible danger and/or safety of family members (e.g., going to check on sisters or brothers, phoning home)
• sadness and/or withdrawal from others and activities
• low self-esteem and lack of confidence, especially for trying new things (including academic tasks)
• difficulty paying attention in class, concentrating on work, and learning new information
• outbursts of anger directed toward educators, peers, or self
• bullying and/or aggression directed toward peers in and/or out of the classroom
• stereotyped beliefs about males as aggressors and females as victims

In addition to the behaviours listed above, older students may display:

• inflicted self-injury or mutilation
• suicidal thoughts and actions
• high risk behaviour (including criminal activities and alcohol and substance abuse)
• school truancy or leaving home
• dating violence
## Potential Impacts at Different Ages

<table>
<thead>
<tr>
<th>Key Aspects of Development</th>
<th>Potential Impact of Woman Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preschoolers</strong></td>
<td></td>
</tr>
<tr>
<td>Learn how to express aggression and anger, as well as other emotions, in appropriate ways.</td>
<td>Learn unhealthy ways of expressing anger and aggression; possibly confused by conflicting messages (e.g., what I see vs what I’m told).</td>
</tr>
<tr>
<td>Think in egocentric ways.</td>
<td>May attribute violence to something they have done.</td>
</tr>
<tr>
<td>Form ideas about gender roles based on social messages.</td>
<td>Learn gender roles associated with violence, victimization, and patriarchal ideology.</td>
</tr>
<tr>
<td>Increased physical independence (dressing self, etc.).</td>
<td>Instability may inhibit independence; may see regressive behaviours.</td>
</tr>
<tr>
<td><strong>School-Aged Children (6 to 11 Years)</strong></td>
<td></td>
</tr>
<tr>
<td>Increased emotional awareness of self and others.</td>
<td>More awareness of own reactions to violence at home and of impact on others (e.g., concerns about mother’s safety, father being charged).</td>
</tr>
<tr>
<td>Increased complexity in thinking about right and wrong; emphasis on fairness and intent.</td>
<td>Possibly more susceptible to adopting rationalizations heard to justify violence (e.g., alcohol causes violence; victim deserved abuse).</td>
</tr>
<tr>
<td>Academic and social success at school has primary impact on self-concept.</td>
<td>Ability to learn may be decreased due to impact of violence (e.g., distracted); may not notice or may disregard positive statements or selectively attend to negatives or evoke negative feedback.</td>
</tr>
<tr>
<td>Increased same sex identification.</td>
<td>May learn gender roles associated with intimate partner abuse (e.g., males as abusers, females as victims).</td>
</tr>
<tr>
<td><strong>Adolescents</strong></td>
<td></td>
</tr>
<tr>
<td>Increased sense of self and autonomy from family.</td>
<td>Family skills for respectful communication and negotiation may be poorly developed; transition to adolescence may be more difficult for youth and family.</td>
</tr>
<tr>
<td>Physical changes brought on by puberty.</td>
<td>May try to physically stop violence; may use increased size to impose will with physical intimidation or aggression.</td>
</tr>
<tr>
<td>Increased peer group influence and desire for acceptance.</td>
<td>Possibly more embarrassed by violence at home; may try to escape violence by increasing time away from home; may use maladaptive coping to avoid violence (e.g., drugs).</td>
</tr>
<tr>
<td>Dating raises issues of sexuality, intimacy, relationship skills.</td>
<td>May have difficulty establishing healthy relationships; possibly at greater risk to becoming involved in dating violence (e.g., may see boys as abusers, gender role stereotypes).</td>
</tr>
<tr>
<td>Increased influence by media.</td>
<td>Possibly more influenced by negative media messages about violent behaviour, gender role stereotypes.</td>
</tr>
</tbody>
</table>

*Woman Abuse Affects Our Children: An Educator’s Guide*
Ways to Support a Student Who Makes a Disclosure

Educators may receive disclosures about violence in the home from students, but may feel they don’t have the skills and comfort level needed to support these young people. The following guidelines are offered to enhance your ability to respond in ways that help students when disclosures occur.

I. **Make sure you know and understand the limits of legislation and your own school board policies.**

II. **Allow the student to tell her/his story.**
   - It usually helps young people to talk with a trusted adult about the violence or troubling events in their lives.

III. **Do not pressure the student to talk.**
    - It is important to remember that your role is not to gather evidence or to investigate the situation. Your role is to listen and acknowledge the feelings the student is sharing.

IV. **Reassure the student.**
    - If students disclose a troubling incident or pattern at home directly to you, reassure them by validating their feelings (e.g., "Sounds like that was scary for you. Are you okay?"). Depending on the situation, it may also be helpful to let them know that you are glad they told you, that the violence is not their fault, and that no one should be hurt.

V. **Let the student know the limits of confidentiality.**
    - Inform students when you cannot keep information confidential (e.g., if a child is being abused; if someone plans to harm self or others). What you say will be influenced by the legislation in your jurisdiction and school policies.
VI. Inform the student of what you are going to do.
   • Students are likely to feel relieved but vulnerable following a disclosure. The situation they are dealing with may also leave them feeling powerless. Letting students know what steps you are taking and when you will talk to them again can decrease their anxiety.
   • Students may ask you not to say anything to anyone about what they have told you. It is important for you to explain your legal responsibilities and how you will carry them out. Let them know why, what, and when you need to tell an authority (e.g., CAS worker if a child under age 16 appears to be being abused; police officer if a child reports Dad bought a gun and is threatening to kill Mom when she comes home from work), as well as how that authority figure may respond (e.g., come to the school to interview the student).
   • Educators are accessible, respected, and trusted adults. Students may be more comfortable and likely to talk with educators when concerns arise. Teachers can offer to be available if the students want to chat. Educators can play a role in helping students explore their options.

VII. Support the student in making choices whenever possible.
   • Students do not have control over the troubling situation. You can increase their sense of control by offering them choices. For example, some students may want time away from the class immediately after making a disclosure (e.g., may prefer to sit in the library while waiting for CAS worker to arrive). Others may wish to re-join their class. Whenever possible, support the students’ sense of what they need at this time, while preventing the development of self-defeating patterns (e.g., ongoing excused absences that impede academic achievement). Inform and consult with other educators, the guidance counsellor, and/or administrative support personnel.

VIII. Do not criticize or speak negatively about the abusive parent.
   • Young people often have confused or mixed feelings about the abusive parent. They may hate the abuse but like the “fun” times they also share with the abusive parent. Children and adolescents can feel very angry at and loyal to a parent at the same time. If you judge or criticize the offending parent, feelings of loyalty and protectiveness toward the parent may cause the youth to feel that she/he cannot talk about the abuse.

*Woman Abuse Affects Our Children: An Educator’s Guide*
Ways to Support a Student Who Makes a Disclosure (continued)

IX. Do not make commitments to the student that you cannot honour.

- Sometimes educators are so moved by a student’s situation and want so much to protect and reassure the youth, they make statements that they cannot follow through on. Examples include comments such as: “I will keep you safe;” “I won’t let him hurt your mother anymore;” “I won’t tell anyone what you told me.” While clearly well-intended, such commitments can diminish a student’s trust in others when she/he discovers the statements are untrue. This may cause a young person to believe that no one can help and it is not worth telling anyone about the upsetting things happening at home.

- Listen to students; validate their feelings (e.g., “Sounds upsetting. Are you okay?”), reassure, let them know you are glad they told you, and let them know what you are going to do (e.g., explain how you will carry out your legal responsibilities, describe school supports).

The student may choose this time to disclose because changes in circumstances have tipped the balance so that the youth’s typical coping strategies are strained. Respond supportively:

- listen
- validate feelings
- reassure
- inform

This may increase a student’s sense of security and her/his willingness to share concerns or seek help in the future.
Guidelines for When a Parent is a Victim of Woman Abuse

You may be planning to talk to a mother about your concerns about her child’s education and adjustment at school. During the parent-educator meeting, the mother may disclose situations at home where she or the children are being abused. If this occurs:

I. Share your concerns about the student.
   - Talk to her about your concerns with respect to her child’s education and adjustment at school.

II. Be supportive and provide information about community resources.
   - The parent may feel overwhelmed and be worried about difficult situations that may result from a disclosure, including increased safety concerns (e.g., escalation of abusive behaviour if her disclosure is discovered by her partner; apprehension about Children’s Aid Society involvement).

III. Encourage the mother to contact the local woman abuse program for support and help with planning for her safety.
   - Provide the mother with contact phone numbers or information on additional safety measures (e.g., Assaulted Women’s Helpline). Offer her the opportunity to call and provide a phone and privacy. If possible, follow up to see if she has made the connection.

IV. Reassure her that you will not speak with the alleged abuser about your concerns.
   - Talking to the alleged abuser about your concerns may endanger the youth or the victimized parent. Your reassurance that you will not discuss issues related to violence with the abusive partner may relieve some of the concern the parent may be experiencing as a result of the disclosure.

V. Report to the Children’s Aid Society (CAS).
   - If the adult victim is suspected of maltreating the child (e.g., physical abuse), contact the CAS without discussing your duty to report with the mother. Otherwise, share your obligation by law to report.
   - Review the school board’s protocol around reporting abuse.

Woman Abuse Affects Our Children: An Educator’s Guide
Reporting to the Children’s Aid Society

Children’s Aid Societies are mandated to protect children at risk of harm.

I. We all have a legal obligation to report promptly to a Children’s Aid Society (CAS) if we suspect a child under age 16 is or may be in need of protection from abuse or neglect.
   • The Child & Family Services Act (CFSA) defines the term “child in need of protection;” it includes physical, sexual, and emotional abuse, neglect, and risk of harm.
   • According to the CFSA, a child is in need of protection if they are suffering emotional harm (i.e., unaddressed and serious levels of anxiety, depression, withdrawal, self-destructive, aggressive behaviour, or delayed development).

II. Who makes the referral?
   • The person who has the reasonable grounds to suspect that a child is or may be in need of protection must make the report directly.
   • Do not delegate this responsibility. Also, review and follow the protocol in your school board, including requirements to inform others such as the principal, superintendent, or director.

III. What if I am not sure?
   • Your duty is to report any situation involving a child under 16 years where you have “reasonable grounds” to suspect physical and/or sexual and/or emotional abuse, and/or neglect, and/or risk of harm.
   • “Reasonable grounds” are what an average person, given his or her training, background, and experience, exercising normal and honest judgment, would suspect.
   • It is up to the skilled social workers at the CAS to evaluate each situation individually to determine if a child is in need of protection, and if so, how to best protect the child.

For more information, see How and When to Report Abuse or Neglect from the Ontario Association of Children’s Aid Societies. 
(www.oacas.org)

Woman Abuse Affects Our Children: An Educator’s Guide
Reporting Guidelines

When making a report to the CAS, consider the following:

I. Before making the report:
   - Let the youth or disclosing parent know of your reporting requirement, provide support, and address any concerns, especially those related to safety (e.g., “I know someone who can help you and your Mom. I’ll tell her.”).
   - Inform the designated agency authority (usually an educator).
   - Ensure you have up-to-date information about the student that the CAS worker will require (e.g., name, date of birth, address, parents’ names).

II. Making the report:
   - Report disclosure information and any relevant background information (e.g., previous concerns by the school).
   - Ask and record what the CAS will do and when.
   - Record the date, time, and name of the CAS worker who received the report.
   - Report the information in a way that encourages the CAS to consider abuse against the mother and encourage the safety of the mother in its investigation and report.

III. After making the report:
   - Reassure the student and let her/him know what to expect (e.g., “Mary Green is going to come to visit you after lunch. She helps kids and their parents stay safe.”). Let the student know who will be present.
   - Inform others according to school policy requirements (e.g., school staff involved with the child, the parent).
   - Document the disclosure and your response according to school policy.
   - If appropriate and in collaboration with the CAS, make a referral to the social service worker/guidance counsellor associated with your school for ongoing support/follow-up (may not be an available resource for many schools).

There may be situations in which you feel that your school policies and procedures could lead to increased risk for the child, the adult victim, you, or others. If this occurs, advise your principal immediately and seek consultation and direction from woman abuse agencies and the CAS in your area.

*Woman Abuse Affects Our Children: An Educator’s Guide*
SAFETY PLANNING AND SKILLS
Safety Planning and Skills

Children need a personal safety plan to use if they are ever abused in any way. They need to be reminded that no one has the right to hurt them physically, sexually, and/or emotionally.

Suggested Activities

• Review a series of situations in which students would need help. With older students, have them create their own list.

Examples:

– A stranger follows them.
– Mom is assaulted by her partner.
– Someone is being sexually abused.
– A friend is being abused at home.
– A stranger is asking uncomfortable questions in a chat room.
– A stranger you have been chatting with on the Internet wants to set up a meeting with you.
– You are alone and someone comes to your door and tries to enter your home.
– A bully has been bothering you at school and you don’t feel safe.
– A bully is insisting you give him/her money or he/she will keep on bothering you.
– Classmates are harassing you.

• Have students brainstorm safe solutions, including:
  – Yell “No!” and scream if someone tries to grab you.
  – Phone the police.
  – Phone the Kids Help Line 1-800-668-6868.

• This is an excellent vehicle for role-play. Working in groups with assigned scenarios, students could put together a short skit to show a safe method of dealing with the situation.

• In discussion of this activity, ensure that the students hear these answers to the question: “Who can I go to when I need help?”
  – Someone you trust. If one person is not able to help you or doesn’t believe you, don’t give up. Keep trying to find someone you trust such as a teacher, friend, neighbor, relative, counselor, nurse, or doctor.

• Have students fill out their own personal safety plan on the following sheet.
MY PERSONAL SAFETY PLAN

Stay out of the way if the fighting is near you.
Ask an adult you trust to help you.
Find someone who is willing to listen and believe you.
Everyone will know that it is not your fault.

People I can trust:
1. 
2. 
3. 
4. 
5. 
6. 

Where can I go to get help?
1. 
2. 
3. 
4. 
5. 
6. 

Phone numbers I can use to get help:
1. 
2. 
3. 
4. 
5. 
6. 

Remember: no one has the right to hurt you with fists, words, or actions. It is not your fault you are being hurt. Don't keep violence a secret.
Jean E. Pendziwol, Martine Gourbault
Once Upon a Dragon
Kids Can Press, 2006
ISBN # 1-5337-969-1

Synopsis
A young boy and his mother are in the park and they meet a friendly dragon. The young boy and dragon are drawn into dragon’s storybook. Dragon and the boy go through a series of fairytales where dragon meets several villains. The young boy keeps dragon from making the same mistakes the original fairy tale characters made. The main theme in the story is be safe and don’t talk to suspicious strangers.

Additional Resources
Stay Alert...Stay Safe
http://www.sass.ca/booklet/contents.html
Curriculum Expectations

Use the ministry document for specific grade expectations in language and health.

Purpose

• To develop understanding of the qualities of a good friend.
• To develop awareness of the need for safety planning and the skills to plan effectively.

Materials

• Strips of paper.
• Glyphs for the dragon and the boy.
• Stranger Alert (www.sass.ca/booklet/Pg_5.html).
• Chart paper and markers.
• Blank paper.

Suggested Activities

• In a class discussion, talk to students about safety rules.
• Students can brainstorm their ideas about safety precautions that should be taken when talking to or dealing with a stranger.
• Review the stranger alert rules from Stay Alert…Stay Safe (www.sass.ca/booklet/Pg_5.html):
  – say no if someone you don’t know asks you to go anywhere with them, no matter what they say;
  – step well back if a stranger stops to ask for directions. Make sure you’re at least a grown-up’s arm’s length away from the person in the car, so you can get away if you need to; and
  – always remember, no stranger has the right to make you do anything, and no one has the right to hurt you with fists, words, or actions.
• Tell students that as the story is read, they should take a look at whether or not the characters are following the stranger alert rules.
• Read the story.
• Students can draw an outline for the dragon and one for the boy.
• Students can write words that they believe describe the actions of the boy and the dragon, with reasons why they believe these words describe these characters.
• Students can use these outlines to write in role as the boy or the dragon.
• They can read their roles out loud.

Extensions

• Ask students some reading response questions:
  – Why would the boy be worried about the dragon?
  – What would you do if you were the boy?
## Learning Skills – General Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation with others</td>
<td>Rarely listens to, acknowledges, and considers differing opinions.</td>
<td>Sometimes listens to, acknowledges, and considers differing opinions.</td>
<td>Usually listens to, acknowledges, and considers differing opinions.</td>
<td>Always listens to, acknowledges, and considers differing opinions.</td>
</tr>
<tr>
<td>Respect for Others</td>
<td>Shows limited respect for class/group members.</td>
<td>Sometimes shows respect for all members of the class/group.</td>
<td>Usually shows respect for all class/group members.</td>
<td>Consistently demonstrates respect for all class/group members.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>With a partner or in a group, has difficulty demonstrating respect, cooperation, and participation.</td>
<td>With a partner or in a group demonstrates some respect, cooperation, and participation.</td>
<td>With a partner or in a group demonstrates respect, cooperation, some leadership, and participation.</td>
<td>With a partner or in a group, demonstrates respect, cooperation, leadership, and frequent participation.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Rarely contributes information and ideas to the class/group.</td>
<td>Sometimes contributes information and ideas to the class/group.</td>
<td>Usually contributes information and ideas to the class/group.</td>
<td>Consistently contributes information and ideas to the class/group.</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Uses a very limited variety of strategies to resolve conflicts often ineffectively.</td>
<td>Uses limited variety of strategies to resolve conflicts appropriately.</td>
<td>Uses a variety of strategies to resolve conflicts appropriately.</td>
<td>Uses a wide variety of strategies to resolve conflicts appropriately.</td>
</tr>
</tbody>
</table>
# Rubric for a Novel Study

Name: ___________________  Date: ________  Grade: ____________

Evaluated by:  Teacher ________  Peer: ________  Self: ________

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of main idea.</td>
<td>Limited understanding of the main idea.</td>
<td>Some understanding of the main idea.</td>
<td>Good understanding of the main idea.</td>
<td>Excellent understanding of the main idea.</td>
</tr>
<tr>
<td>Identifying main characters and their roles.</td>
<td>Few of the characters are identified; limited understanding of the role of the characters.</td>
<td>Some of the characters are identified; understanding of the role of the characters.</td>
<td>Most of the characters are identified; good understanding of the role of the characters.</td>
<td>All of the characters are identified; excellent understanding of the role of the characters.</td>
</tr>
<tr>
<td>Main events</td>
<td>Few of the main events of the novel are presented.</td>
<td>Some of the main events of the novel are presented.</td>
<td>Most of the main events of the novel are presented.</td>
<td>All of the main events of the novel are presented.</td>
</tr>
<tr>
<td>Setting</td>
<td>Setting is described with little detail.</td>
<td>Setting is described with some detail.</td>
<td>Setting is described with sufficient detail.</td>
<td>Setting is described with a high degree of effectiveness.</td>
</tr>
<tr>
<td>Conflict</td>
<td>Few conflicts are identified.</td>
<td>Some of the conflicts are identified.</td>
<td>Most of the conflicts are identified.</td>
<td>All of the conflicts are identified.</td>
</tr>
<tr>
<td>Resolution</td>
<td>Few of the resolutions to the conflicts are identified.</td>
<td>Some of the resolutions to the conflicts are identified.</td>
<td>Most the resolutions to the conflicts are identified.</td>
<td>All the resolutions to the conflicts are identified.</td>
</tr>
</tbody>
</table>

Comments and Suggestions
# Rubric for Reading

**Name:** ______________________  **Date:** ________  **Grade:** ____________  
**Evaluated by:** Teacher ________  **Peer:** ________  **Self:** ____________

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reasoning:</strong></td>
<td>Very limited understanding by using a few ideas.</td>
<td>Some understanding by using some of the important ideas.</td>
<td>Good understanding by using most of the important ideas.</td>
<td>Excellent understanding by using all of the important ideas.</td>
</tr>
<tr>
<td></td>
<td>Very simple information with very little or no relation to the text.</td>
<td>Responds with some simple information with some relation to the text.</td>
<td>Responds with complex information with connection to the text.</td>
<td>Responds with very complex information that is consistently related to the text.</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>Limited ability to support their interpretation of text using personal experience and knowledge.</td>
<td>Some ability to support their interpretation text using personal experience and knowledge.</td>
<td>Able to clearly support most of their interpretations of text using personal experience and knowledge.</td>
<td>Able to clearly and precisely support all of their interpretations of text using personal experience and knowledge.</td>
</tr>
<tr>
<td><strong>Organization of Ideas:</strong></td>
<td>Limited knowledge of some simple forms of texts.</td>
<td>Some knowledge of simple forms of text.</td>
<td>General knowledge of different text forms.</td>
<td>Thorough knowledge of a variety of different forms of text.</td>
</tr>
<tr>
<td></td>
<td>Some use of the characteristics and organizational elements.</td>
<td>Some use of the characteristics and organizational elements.</td>
<td>Makes good use of the characteristics and organizational elements.</td>
<td>Makes excellent use of complex characteristics and organizational elements.</td>
</tr>
<tr>
<td><strong>Application of language conventions:</strong></td>
<td>Identifies a few of the required conventions and provides a limited explanation for their use.</td>
<td>Identifies some of the required conventions and provides some explanation for their use.</td>
<td>Identifies most of the required conventions and provides a good explanation for their use.</td>
<td>Identifies all of the required conventions and provides a thorough explanation for their use.</td>
</tr>
</tbody>
</table>

**Comments and Suggestions for Improvement:**
<table>
<thead>
<tr>
<th>Text</th>
<th>Immediate Reaction</th>
<th>Reaction after Reflection</th>
</tr>
</thead>
</table>

NAME

Student Work Sheet
My Opinion Counts

Record in a journal entry your thoughts on a specific topic. Draw pictures of your ideas.

Topic: __________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

My thoughts on the topic: _________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Why do I think this way? _________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

REPRODUCIBLE
My Feelings about a Particular Story

Record how you felt about a particular story. Beside each reason, draw a picture of your face representing how you felt about it.

Story _________________________________

Beginning of the story: I felt _________________________________
_______________________________
_______________________________
_______________________________
because _________________________________
_______________________________
_______________________________

Middle of the story: I felt _________________________________
_______________________________
_______________________________
_______________________________
because _________________________________
_______________________________
_______________________________

End of the story: I felt _________________________________
_______________________________
_______________________________
_______________________________
because _________________________________
_______________________________
_______________________________
Checklist for Group Work

Names: ____________________________________________
                                                __________________________
                                                __________________________
                                                __________________________
                                                __________________________
                                                __________________________

We listened to each person’s ideas.                      YES   NO
We helped group members who were having difficulty.     YES   NO
We shared resources (books, materials, ideas, etc.).    YES   NO
We compromised (things didn’t have to go one person’s way). YES   NO

Comments: _________________________________________
                                                       __________________________
                                                       __________________________
                                                       __________________________
                                                       __________________________
                                                       __________________________
                                                       __________________________
                                                       __________________________
                                                       __________________________

# Question Creation Chart (Q-chart)

<table>
<thead>
<tr>
<th>Is</th>
<th>Did</th>
<th>Can</th>
<th>Would</th>
<th>Will</th>
<th>Might</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
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<tr>
<td>When</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>How</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Why</td>
<td></td>
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</tr>
</tbody>
</table>

**NAME**

**Student Work Sheet**
Placemat
Venn Diagram

Similarities
Good Friend Web
# Making Connections

<table>
<thead>
<tr>
<th>Connections to Self</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Text</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to World</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Double Entry Journal

<table>
<thead>
<tr>
<th>Event from the Story</th>
<th>Your Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Teen Power & Control Wheel

[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]
Teen Relationship Equality Wheel

- **Equity**
  - Talking and acting in ways that help others feel safe to express themselves. Not using tricks or threats to get others to change their minds or do things they don’t want to do.
  - Finding solutions to problems or arguments that suit everyone. Accepting change. Being willing to compromise.

- **Respect**
  - Accepting and valuing another’s independence. Overcoming dependency needs. Accepting another’s separateness. Encouraging individual identity.
  - Communicating openly and truthfully. Being honest about feelings and values, to oneself and others. Really listening.
  - Making decisions together.

- **Trust & Support**
  - Speaking truthfully. Supporting and encouraging each other. Respecting another’s rights to have individual feelings, friends, activities and opinions. Overcoming jealousy, envy, resentment.
  - Listening without judging. Understanding and accepting another’s emotions. Valuing another’s opinions even if they’re different. Being willing to learn about other people’s realities. Valuing diversity in all areas: gender, race, culture, language, sexual orientation, ability, class...

- **Independence & Autonomy**
  - Accepting responsibility for oneself. Acknowledging responsibility for past actions, including past violence or abuse.
  - Accepting and valuing another’s independence. Overcoming dependency needs. Accepting another’s separateness. Encouraging individual identity.
  - Accepting responsibility for past actions, including past violence or abuse.

- **Honesty & Accountability**
  - Talking and acting in ways that help others feel safe to express themselves. Not using tricks or threats to get others to change their minds or do things they don’t want to do.
  - Finding solutions to problems or arguments that suit everyone. Accepting change. Being willing to compromise.

[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]
Teen Relationship Equality Wheel

[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]
How To Help A Friend Exposed to Abuse In The Home

1. If you know of somebody living in an abusive home these are things you can do to help:
   - Be a good listener and friend.
   - Help your friend understand that he/she is not to blame for the violence.
   - Let them know that no one has the right to abuse another person.
   - Tell them they are not alone (this happens to other people).
   - Don’t keep it a secret.
   - Find an adult that you trust to help.
   - Don’t gossip about your friend’s situation.

2. There are safe places to go for help, such as women’s shelters.
   Our local shelter number is ___________________________.
   The Assaulted Women’s Help Line is 1-866-863-0511.

3. Children can call 911 for help. They can also call the Kids Help Phone line: 1-800-668-6868.

4. If you have a friend living in an abusive home, don’t try to get involved yourself.
   You don’t want to endanger your safety. Get help.

5. There are lots of people you can go to for help: teachers, principals, counselors, nurses, doctors, police officers, neighbours, friends, relatives, other family members, religious workers.
How To Help A Teen

How to help a friend who is being abused:

I went to this party one night and everyone was having a great time. After awhile my girlfriend and her steady started arguing. He was drinking a lot and so was she. Anyhow, they started to yell at each other and then he began hitting her. I screamed at him to stop and Cindy started freaking out. Finally, a couple of guys made him stop. Cindy ended up with a black eye and a swollen lip. When we left the party they were acting like nothing happened. It was weird.

- Physical safety is the first priority. Hitting and beating usually get worse as time goes by. Ignoring a beating is dangerous. Explain this to your friend.

- Listen calmly and take the concern seriously.

- Reduce her vulnerability. Plan for her not to be alone with him.

- Tell her she's not alone in her situation. Abuse happens to many young women, in all social classes, in all religious, racial, and cultural groups.

- Reassure your friend that nobody deserves to be abused.

- Explain to her that abuse in relationships is not a sickness, it is a crime.

- Suggest talking to a trusted adult such as a teacher, guidance counselor, or a school psychologist, and/or call a community agency for advice.

- Explore legal options or a school's ability to control the abuser's behaviour.

- Get her involved with friends and activities.

- If she is not ready at this point to make major changes in her life, do not take away your friendship. Your support and advice may be what will make it possible for her to act at a later date.

- Respect her right to privacy by letting her be in control of who she wants to tell. You should not repeat her story unless she specifically asks you to repeat it.

- Put aside your feelings and deal with them elsewhere. It is very difficult to listen to the hurt, anger, and pain someone close to you is having without you feeling that way, too. It is important that you talk about these feelings with someone else, as she will have enough difficulty healing from her own trauma without trying to empathize and help you as well.
How To Help A Teen

**How to help a friend who is abusive:**

- Support them for recognizing their problem.
- Suggest talking to a trusted adult such as a teacher, guidance counselor, or school psychologist, and/or call a community agency for advice.
- If you witness a friend acting in an abusive manner, tell your friend that nobody deserves to be abused.
- Help your friend in looking at the risks of more abuse.

**How teens can help prevent violence:**

- Become more aware of verbal and physical abuse in your own relationships.
- Help students "break the silence".
- Promote other ways to deal with anger and resolve conflict, for instance through talking through feelings and creative problem-solving.
- Beware of jokes, movies, television programs, advertising, and rock videos that are demeaning to women and may promote violence against women.

Resources:

- London Family Court Clinic. *ASAP: A School-Based Anti-Violence Program.* (London, ON: London Family Court Clinic, 1995)
- Mississauga Hospital Sexual Assault Team. *Lindsay’s Story: Education for Date Rape Prevention.* (Mississauga, ON: The Mississauga Hospital, 1994)

source:
Springtide Resources
Sample letter to parents: Introducing the lessons.

Dear Parents,

We are pleased to announce that we will begin a new curriculum-based unit that has been developed by the Elementary Teachers’ Federation of Ontario and Springtide Resources, with support from the Ontario Women’s Directorate. The lessons are designed to increase your child’s awareness of family dynamics, issues of violence and abuse, and personal safety planning. The information will be taught through a variety of activities: stories, art, writing, drama, and media.

The unit stresses the development of positive feelings about themselves and others. The children are taught skills to help them establish healthy, co-operative relationships both now and in the future. If you have any questions, please feel free to call me.

Sincerely,

Sample letter to parents: Request to watch a movie with their child.

Dear Parents,

As part of our unit on violence awareness and healthy relationships, we are investigating violence in the media. I have asked your child to watch an age appropriate movie with you at home, if possible. Please fill out the accompanying T-chart with your child.

Sincerely,

Sample letter to parents: Request to play a video game with their child.

Dear Parents,

As a part of our unit on violence awareness and healthy relationships, we are investigating violence in the media. I have asked your child to play a favourite video game with you at home, if possible. Please fill out the accompanying T-chart with your child.

Sincerely,

Sample letter to parents: Request to listen to a song with their child.

Dear Parents,

As part of our unit on violence awareness and healthy relationships, we are investigating violence in the media. I have asked your child to listen to a favourite song with you, if possible. Please fill out the accompanying T-chart with your child.

Sincerely,
**Websites**

**For Children**

The bully: a discussion and activity story on bullying  
www.thebullybook.com  
Discussion and activity story on bullying.

Equality Rules  
www.equalityrules.ca  
Website dealing with respect and equality between boys and girls.

KidsHealth  
www.kidshealth.org  
Issues dealing with physical and emotional health of children and teens.

Kids Help Phone Line  
http://www.kidshelpphone.ca/  
Materials, events, and information about the Kids Help Line.

**For Educators**

Curriculum Services Canada  
www.curriculum.org  
Information on learning products and programs in Canada.

Cyberbullying: an emerging threat to the “always on” generation.  
www.cyberbullying.ca  
Activities and information dealing with cyber bullying.

Endschoolviolence.com  
www.endschoolviolence.com  
Resources and information on help for troubled teens and school violence.

**Violence Against Women**

Community Legal Education Ontario (CLEO)  
www.cleonet.ca  
Legal issues.

Media Awareness Network  
www.media-awareness.ca  
Information about the negative effects of media.

Metropolitan Action Committee on Violence Against Women and Children (METRAC)  
www.metrac.org  
Education on the root causes of violence against women in Toronto.

National Clearinghouse on Family Violence  
www.hc-sc.gc.ca/hppb/familyviolence/index.html  
A national resource centre for information about violence within the family and new resources to address it.

Ontario Women’s Directorate (OWD)  
www.ontariowomensdirectorate.gov.on.ca  
Information on the focus for the Ontario government on issues concerning women.

Red Flag Green Flag Resources  
www.redflaggreenflag.com  
Resources on woman abuse and the effects on children who witness the abuse.

Shelternet  
www.Shelternet.ca  
Information about shelters and their services across Canada.

Springtide Resources  
www.springtideresources.org  
Informs and educates the community about the issues of woman abuse.

White Ribbon Campaign  
www.whiteribbon.ca  
Men working to end men’s violence against women.
Glossary

**Abuse.** Any verbal or physical act using threat or physical force in order to induce fear and thereby control a person’s behaviour. Underlying all abuse is a power imbalance between the victim and the offender.

**Abuser.** A person who engages in abusive/violent behaviour. An abuser can be either male or female.

**Ads/Advertisement.** Public announcements using a variety of media to promote a product, service, event, or idea.

**Aggression.** Behaviour or actions that are hostile or destructive.

**Assault.** See Violence.

**Attitudes.** The mind-sets, opinions, or thoughts that one holds about a particular subject.

**Belief.** A feeling or opinion or a judgment about something you think is true.

**Bias.** An opinion, preference, or inclination formed without any reasonable justification. Bias is reflected in people’s attitudes (towards people of a different race, class, gender, cultural background, etc.) and makes it difficult for a person or group to evaluate particular situations and thus to take action objectively or accurately.

**Bullying.** Any repeated words or actions that hurt others or make them uncomfortable. Bullying behaviour is often characterized by an imbalance of power between the bully and the bullied.

**Gender-based violence.** Gender-based violence is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm (including intimidation, suffering, coercion, and/or deprivation of liberty within the family, or within the general community). It includes that violence which is perpetrated or condoned by the state.” (United Nations Population Fund Gender Theme Group, 1998) Gender-based violence is caused by power and control, cultural and social attitudes about men and women, and learned behaviour.

**Harassment.** Communication (in any form) of negative attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. Forms of harassment include: name calling, jokes or slurs, graffiti, insults, threats, discourteous treatment, and written or physical abuse. A single act can constitute harassment, as well as persistent, on-going behaviour.

**Media.** Media are communication tools that allow us to share ideas, thoughts, and information. These include letters, e-mail, cards, etc. Mass media are tools that communicate to large groups of people at the same time. Some examples are internet, television, radio, videos, video games, songs, billboards, logos, advertisements, magazines, etc.

**Music Video.** A song, usually contemporary, that is accompanied by pictures of the performer and, usually, other shots that help enhance the entertainment value of the production.

**Relationship.** An intimate association with another person (e.g. spouse, girlfriend, boyfriend, partner).

**Safety Plan.** A personal plan that students can create to help them know who they can trust and where they can seek assistance in case of emergency.
Sexism. The cultural, institutional, and individual set of beliefs and practices that view women as inferior and denigrate values and practices associated with women.

Sexual Assault. The legal term used in Canada to refer to any form of sexual contact without the voluntary consent of both parties. Kissing, fondling, and sexual intercourse can all be sexual assault if both parties have not consented to participate in the activity.

Shelter. A temporary, safe place to stay for people or animals. Some shelters are for women and children leaving abusive or violent relationships.

Stereotype. A false generalized conception of a group of people which results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may relate to race or age; ethnic, linguistic, religious, geographical, or national groups; social, marital, or family status; physical, developmental, or mental attributes; and/or gender.

Take Back the Night. A night usually observed every September in Canada. Women’s groups around the country hold marches, rallies, coffee shops, and other activities to help end violence against women.

Teasing. Any words or actions that make others feel uncomfortable.

Threat. Any actions and/or words toward another person that indicate intent to inflict pain, injury, or punishment.

Violence. “The intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment*, or deprivation.” From WHO Violence (June 07, 2006), www.who.int/violence_injury_prevention/violence/en/.

Violence can involve hurtful actions and words in many forms:
- Physical: e.g., hitting, kicking.
- Emotional/verbal: e.g., coercion, threats, put-downs, name-calling.
- Spiritual: e.g., preventing one from practicing one’s beliefs.
- Economic: e.g., withdrawal of money, control, poverty.
- Sexual: e.g., rape, unwanted touching/kissing, stalking.

White Ribbon Campaign. Campaign started by Canadian men to end gender-based violence. The campaign was started after the Montreal Massacre on December 6, 1989, when a man entered the Ecole Polytechnique in Montreal and murdered 14 female students because they were women.

*maldevelopment: delays or anomalies in what is considered average in physical, psychological, emotional, and/or social functioning.
BOOK LIST


**BOOK LIST**


BOOK LIST


# BOOK LIST


Ragona, Sandy & Pentel, Kerri. *Eliminating Bullying in Grades PK-3*. Chapin, SC: YouthLight, Inc., 2004. 1-889636-68-1. [gr. 3, School; Bullying]


BOOK LIST


Eliminating violence against women has always been one strong focus of the advocacy work undertaken by the Elementary Teachers’ Federation of Ontario (ETFO), the union representing more than 70,000 public elementary school teachers and education workers across Ontario.

Working in partnership with Springtide Resources, ETFO has engaged its women members in workshops on violence against women (Breaking the Silence) since 1999. In 2004, in recognition that men need to be actively involved in this struggle, the program was expanded to include a workshop for men and women: Breaking the Silence: Men and Women Working Together to End Violence Against Women.

ETFO is proud to introduce Roots of Equality. This project was developed in response to requests from ETFO members engaged in anti-violence work. These members identified the need for materials for use in the classroom with elementary students, and for more resources and opportunities to raise educators’ awareness of the prevalence of violence against women and its effects on children exposed. Working in partnership with Springtide Resources and with financial support from the Ontario Women’s Directorate, a group of ETFO members wrote curriculum materials for elementary classrooms, developed tip sheets for educators and parents, and designed workshops for grade 7 & 8 girls’ conferences.

Springtide Resources has developed a comprehensive Facilitators’ Resource Manual for the Breaking the Silence program, enabling ETFO members to more effectively educate each other about violence against women.

ETFO honours the work of Springtide Resources and of the many underfunded community agencies, shelters and second-stage housing providers supporting women and children whose lives are affected by violence.

ETFO recognizes the positive contribution of the Ontario Women’s Directorate towards preventing violence against women by supporting efforts to help elementary school children learn to recognize and value healthy, equal relationships.
Springtide Resources is a registered, non-profit charity dedicated to raising awareness of violence against women for more than 29 years. Springtide Resources provides training and resources to decrease the incidence of physical, psychological, emotional and sexual violence against women and the effect that woman abuse has on children.

Springtide Resources is a dynamic organization working to change the social conditions that subject women to abuse and violence at the hands of intimate partners, families and caregivers. Their work is preventative in nature, protecting women and high-risk children from physical and emotional abuse by building a community’s ability to respond proactively to violence and woman abuse.

Springtide Resources’ long-term goals are to:

- Build the capacity of communities and individuals to educate, prevent and respond to intimate violence;
- Empower communities to take systemic and personal action on intimate violence;
- Make programs and services that address intimate violence accessible to diverse communities and vulnerable populations; and
- Promote healthy, equitable intimate relationships.

**Ontario**

The Ontario Women’s Directorate (OWD) provides focus for government action on issues of concern to women, in particular, social, economic and justice-related issues. A division of the Ministry of Citizenship and Immigration, the OWD has two key areas of activity: preventing violence against women and promoting women’s economic independence.

The government works towards achieving its goals of safety and economic well-being for women, in part, by fostering partnerships with and among different sectors of society.
<table>
<thead>
<tr>
<th>AGENCY</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Shelter</td>
<td></td>
</tr>
<tr>
<td>Sexual Assault Centre</td>
<td></td>
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<tr>
<td>Children’s Aid Society</td>
<td></td>
</tr>
<tr>
<td>Springtide Resources</td>
<td>1-416-968-3422</td>
</tr>
<tr>
<td>Emergency Services</td>
<td></td>
</tr>
<tr>
<td>Aboriginal Children’s Services</td>
<td></td>
</tr>
<tr>
<td>Kids’ Help Line</td>
<td>1-800-668-6868</td>
</tr>
<tr>
<td>Local Police Services</td>
<td></td>
</tr>
<tr>
<td>Crimestoppers</td>
<td>1-800-222-8477</td>
</tr>
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