English 12: African Heritage

Gender-Based Violence and Bystander Intervention
Teacher's Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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English 12: African Heritage: Gender-Based Violence and Bystander Intervention Teacher's Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

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Introduction and Purpose of the Guide

This guide supports the implementation of new English Language Arts outcomes in grades 10 to 12 that focus on gender-based violence (GBV), power, consent, intersectionality, and bystander intervention (BI) education. These outcomes are grounded in Recommendation C.17 of the Mass Casualty Commission, which calls for province-wide implementation of curriculum addressing gender-based violence and bystander intervention. Nova Scotia is responding to this recommendation by ensuring that all students from Primary to Grade 12 have opportunities to learn how to recognize, prevent, and respond to gender-based violence and related harms in developmentally appropriate ways.

In high school English Language Arts courses, this work takes the form of critical engagement with texts. Students examine how gender norms and power dynamics are constructed and reinforced through language and media. They explore how societal systems and cultural forces contribute to or challenge gender-based violence and reflect on bystander behaviour and social responsibility. Through literature, media, and class discussion, students develop critical literacy, empathy, and ethical reasoning.

Given the nature of this content, teachers should take care to get to know their students to establish trust in the classroom before beginning this work. Some students may have lived experience with trauma or violence, and engaging with this content may lead to strong emotional responses and the need for additional support. While teachers are not expected to be counsellors or trauma specialists, it is important that they be prepared to recognize when a student may need support and how to connect them with the appropriate school-based resources.

This guide includes practical tools for instruction, assessment, and differentiation, as well as important guidance on responding to disclosures. School-wide preparation and collaboration are essential; administrators, school counsellors, and student support teams should be informed when these outcomes are being taught so that wraparound supports are in place.

Resources listed in this guide are intended to support, not prescribe, teaching. Teachers are not required to use specific texts or learning experiences. Suggestions for teaching and learning are to help teachers implement this work in ways that are developmentally appropriate, trauma-informed, and aligned with curriculum outcomes.

Honouring African Nova Scotian Contexts in Gender-Based Violence and Bystander Intervention Education

English 12: African Heritage is designed to centre the voices, histories, and experiences of people of African descent in Nova Scotia. When teaching about gender-based violence (GBV) in this context, it is essential that educators understand the historical and systemic realities that shape how violence is experienced, reported, resisted, and portrayed in African Nova Scotian communities.

This is foundational. Without it, the risks of stereotyping, misrepresentation, or retraumatizing students increase, while opportunities for learning and empowerment are lost.

The following points are intended to inform teacher practice and help ground GBV education in the lived realities of African Nova Scotian learners:

- Historical Roots of Systemic Violence: The legacy of the transatlantic slave trade, enforced segregation, and systemic anti-Black racism continues to shape the lives of African Nova Scotians. These systems of oppression have produced lasting harm, including intergenerational trauma, structural inequality, and mistrust in institutions, which continue to affect how gender-based violence is experienced and addressed.

- Intersectional Harm: African Nova Scotian women and gender-diverse individuals often experience overlapping forms of discrimination related to race, gender, class, sexuality, and ability. These intersections increase both risk and invisibility when it comes to gender-based violence, and any efforts to prevent or respond to harm must be grounded in an understanding of these layered experiences.
- Mistrust of Institutions: Historical and ongoing inequities in systems such as policing, education, healthcare, and justice have contributed to mistrust within African Nova Scotian communities, which can affect how gender-based violence is experienced and responded to. It can limit reporting, discourage help-seeking, and influence how violence, is portrayed or interpreted, both in texts and in life.
- Resilience and Community Strength: African Nova Scotian communities have long histories of resistance, activism, and care. Kinship networks, churches, advocacy groups, and grassroots leaders provide models of community-based response that challenge dominant narratives of silence or victimhood.
- Teaching with Context and Care: Teachers must move beyond abstract discussions of "power" and "norms" to engage with how gendered and racialized power operate in specific ways. This includes inviting layered discussions and remaining attuned to who is centered, who is silenced, and who benefits from the telling of any story.
- Connecting to Community: Teachers are encouraged to explore partnerships with community organizations that work at the intersections of race, gender, and violence. These partnerships can help surface narratives, provide support for students, and model responsive, relational ways of doing this work.

Pedagogical Approach and Core Commitments

The outcomes related to gender-based violence in Grades 10-12 call for a thoughtful, intentional approach to teaching that centers around student well-being, inquiry, and critical thinking. These outcomes are not designed to ask students to share personal experiences or confront trauma, but to equip them with the skills to analyse, question, and reflect on how gender, power, violence, and silence are represented and reinforced in texts and society. This work draws on and reinforces critical literacy, ethical reasoning, and inclusive education.

Critical Literacy

Students are encouraged to read and view texts not only for content but for what is being said, who is saying it, whose voice is missing, and how those messages shape beliefs about gender, power, and harm. This approach supports students in becoming thoughtful and questioning readers, capable of analysing how texts reflect or challenge social norms.

In Practice
Students highlight how a text positions one character as having more control than another and explain how that shapes audience perception.

Culturally Responsive and Inclusive Teaching

A thoughtful approach to these outcomes includes an awareness of how identity, culture, and lived experience shape student perspectives. Students from historically marginalized communities, including Indigenous, African Nova Scotian, 2SLGBTQIA+, and newcomer students, may bring different perspectives and levels of comfort to this learning. It is important to encourage diverse voices while avoiding stereotyping. Teachers should challenge harmful narratives that certain groups "naturally" think or behave a certain way since this reinforces bias rather than inclusion. English 12: African Heritage teachers are encouraged to:

- Make space for diverse voices and ways of knowing
- Get to know the countries and cultures of their newcomer students
- Reflect on their own positionality
- Use texts that represent a range of identities and experiences by Black authors or creators

- Explore how anti-Black racism intersects with gender-based violence
- Engage with historical and contemporary examples of resistance, silence, and resilience within Black communities

In Practice
A teacher invites students to compare how social norms related to gender differ across communities.

Skill-Based, Not Experience-Based

While the topic of gender-based violence may seem heavy, the focus of these outcomes is not on the details of violence but on the skills students need to question, interpret, and analyse how violence is represented or resisted in text and media. These skills, such as identifying power dynamics, evaluating social norms, or questioning author intent, can be developed through thoughtful discussion and the analysis of texts and media.

In Practice
Students analyse a public service announcement for how it frames consent and bystander roles, without needing to discuss real-world incidents.

Responding to Student Needs

Engaging with these outcomes may surface strong emotional reactions, especially for students who have experienced or witnessed gender-based violence. While the focus of this work is on critical thinking, not personal disclosure, teachers must be prepared to support students in ways that focus on student well-being and are respectful and trauma-aware. See Appendix A for more information on facilitating discussions around gender-based violence.

This section offers practical guidance for creating supportive classroom conditions. Knowing when and how to respond to distress and working collaboratively with school-based supports ensures a trauma-informed approach that prioritizes student well-being while maintaining appropriate boundaries for teachers.

If schools plan to send communication to families or anticipate questions from the community, see Appendix B for suggested language and strategies.

Creating Trauma-Informed Classrooms

Teaching about gender-based violence requires care, flexibility, and attention to student well-being. While teachers are not expected to act as counsellors or trauma specialists, they play a vital role in creating emotionally safe and reflective learning environments. Trauma-informed practice supports all learners, not only those with experiences of harm.

This section provides guidance for establishing a classroom climate that prioritizes respect, agency, and connection, important conditions for meaningful engagement with complex topics.

Guiding Principles

Trauma-informed teaching is based on the belief that:

- All students deserve to feel safe, respected, and in control of their learning.
- Emotional well-being and academic growth are deeply connected.
- Reflection, curiosity, and compassion help create thoughtful and supportive learning spaces.

The focus of this approach is to help students think critically about how gender, power, and violence are represented in texts and media, not on disclosing personal experiences.

Building a Supportive Learning Environment

Creating the right classroom environment is foundational for teaching topics related to gender-based violence. This work depends on trust, consistency and flexibility, and it begins well before a text is read or discussion begins. A safe, reflective space allows students to engage with challenging material without feeling exposed or overwhelmed.

Before instruction begins:

- Co-create classroom norms with students. Include expectations like: "We focus on ideas, not individuals," "Assume good intentions, but also take responsibility for your impact," and "We listen with respect, even when we disagree."
- Delay complex content until you've established routines and relationships.
- Preview texts and give advance notice of content that explores difficult real-world issues, along with structured opportunities for students to engage differently if they feel impacted.
- Set up clear pathways to support (e.g., where students can go for help, how to take a quiet moment, what a check-in looks like).

During instruction:

- Foster emotional well-being by offering multiple ways to engage with learning (e.g., visual responses, journalling, small group work). Framing participation as flexible, rather than optional, helps students stay connected to the learning while supporting their individual needs. Acknowledge emotional responses as valid, while reinforcing expectations around thoughtful participation.
- Use clear, respectful framing language: "This topic may bring up strong feelings. You can reflect through writing, sketching, or take a moment if needed."

After instruction:

- Offer time for quiet reflection after engaging with emotionally complex texts or media. This allows students to process their thoughts and feelings in a low-pressure way. This can take the form of journalling, sketching, or responding to a single prompt. Building in this pause not only supports emotional regulation but reinforces that reflection is a part of the learning, not separate from it.

To co-create classroom norms, see Appendix E: Building a Classroom Agreement.

In Practice
A teacher introduces a media clip that deals with coercion by saying, "This is a serious topic that might bring up different feelings for different people. You'll have time to reflect quietly through writing or sketching after we watch."

Responding to Disclosures or Distress

Teachers should be prepared for moments when a student shares something concerning or shows signs of distress. This may arise during class discussions, written reflections, or personal conversations.

- Listen without judgement or probing. Stay calm, present, and supportive.
- Be honest and transparent with students by letting them know that, while their voice matters and will be treated with respect, you may need to involve someone who can help ensure their safety and support. You could say: "You're in control of what you share, and I'll be with you if we need to involve someone to support your safety."
- Ensure privacy. If a student wants to talk, avoid rushed conversations at the end of class. Instead, find a quiet, private space or time to check in meaningfully.
- Follow your school's reporting and referral protocol. Make sure you know who to contact (e.g., school counsellor, admin, school support staff) and how to document a concern appropriately. In Nova Scotia, all school staff have a legal duty to report any suspicion that a child or youth under 19 may be at risk of abuse or neglect. This applies even if the information was shared confidentially or indirectly. Reports must be made to Child Protection Services directly.

- Document factually and securely. Record what is said, when, and how you responded.
- Check in privately with the student if needed.

See Appendix D for more information on dealing with disclosures.

In Practice
After a student submits a journal entry that raises concerns, the teacher consults the school counsellor, documents the concern, and checks in with the student with care and discretion.

Whole-School Readiness

Because of the potential for disclosures or emotional responses, school staff should be aware of when these outcomes are being taught. Teachers are encouraged to:

- Notify school counsellors, administrators, and/or school support staff in advance of teaching emotionally complex issues
- Collaborate with administrators to ensure that students are aware of mental health supports
- Ensure that all staff, especially new or substitute teachers, know the basic steps for responding to a student in need at your school

This work is most effective when it is supported by a whole-school approach, where students know they are safe, supported, and not alone.

Teacher Self-Care and Boundaries

Teachers may have lived experience with trauma or feel uncertain about navigating these topics. You are not expected to carry the emotional weight of this work without support.

- Reflect on your readiness before beginning. Use the reflective tool in Appendix C.
- Recognize signs of secondary stress or emotional fatigue (like emotional numbness, intrusive thoughts, or overwhelming fatigue).
- Reach out for support: colleagues, school counsellors, department heads, regional consultants, or the NSTU.

Taking care of yourself is part of taking care of your students.

Approaches to Teaching and Learning

The gender-based violence outcomes can be addressed through multiple teaching approaches. Some teachers may choose to explore the outcomes as a stand-alone unit, while others may embed the learning throughout the semester across genres, themes, or media studies. Both approaches are valid and offer flexibility to meet the demands of different classrooms.

What matters most is that the work is developmentally appropriate, trauma-informed, and grounded in the literacy skills students are building, like analysing, questioning, inferring, and synthesizing.

Approaches to Teaching the Outcomes

The learning experiences can be structured in different ways:

- Unit Approach:
  Teachers may choose to dedicate a section of the course to exploring these outcomes thematically or through inquiry. This approach allows for concentrated time to build background knowledge, scaffold inquiry, and draw deeper connections across texts and contexts.

- Integrated Approach:
  Teachers may weave the outcomes into their existing curriculum by highlighting connections as they arise in texts or themes already in use. For example, while studying Their Eyes Were Watching God, teachers might introduce one or two outcome-aligned guiding questions for student reflection or discussion.
- Text/Media Cluster Approach
  Teachers can engage students in focused analysis using short, high impact texts, such as social media content, public service announcements, or short stories to explore specific aspects of the outcomes over a few class periods.

In Practice
A teacher uses two short nonfiction articles, one on bystander psychology, another on media depictions of masculinity, and follows with a class debate and reflective journaling task.

Text Use and Selection

To support the teaching and learning of these outcomes, a selection of recommended aligned texts has been distributed to schools. These texts can be used as anchor texts, book club choices, or short-form study pieces that support inquiry into how key concepts like power, gender, consent, and social norms are represented in text and media.

Teachers are also welcome to select other texts, provided they are developmentally appropriate, inclusive, bias-evaluated and aligned with the outcomes.

Text selection should consider:

- Representation:
  Who is speaking in the text? Whose stories are being centered, and whose are missing?
- Complexity and accessibility:
  Can students engage meaningfully with the content? Are there supports in place for students with diverse learning needs?
- Connection to outcomes:
  Does the text offer opportunities to analyse power, question norms, or explore bystander roles? within Black communities? Does it invite critical thinking, or exploit emotions?
- Content sensitivity:
  Teachers should create space for reflection and response that avoids requiring or promoting personal disclosure, focusing instead on text-based analysis and student interpretation.

Using texts effectively may include:

- Pairing a fictional excerpt with a media text to explore contrast or context
- Offering short, varied texts (poems, op-eds, PSAs) for a layered discussion
- Encouraging students to examine how gender, consent, or power is constructed through language, character, or media technique
- Considering media and news stories that highlight racialized responses to harm and institutional neglect.

In Practice
A teacher selects a poem from the provided set that explores gender roles, then asks students to compare it with a visual ad campaign to examine how messaging is shaped and reinforced across formats.

From Planning to Practice

Teachers have flexibility in how they integrate the GBV outcomes into their courses. The planning supports below are intended to help teachers map out inquiry, align with existing texts or themes, and ensure that scaffolding is developmentally responsive across grade levels.

Suggested Planning Questions

- What outcome(s) and literacy skills will this learning experience focus on?
- What texts or media best support that focus, and are they accessible?
- What guiding questions will help students analyse, reflect, and think critically?
- What scaffolds (e.g., vocabulary, background knowledge, modeling, discussion tools) will students need?
- How will students show their skills and understanding, and how will I support growth?
- How will I differentiate the learning experience to meet the needs of all students?
- Who else needs to be involved or informed (e.g., administrators, school counsellors, student support workers, YMCA school settlement/YREACH staff and other settlement supports)?

Planning Framework

Planning Element	Notes
Learning Focus	Which outcome(s) are being addressed? What is the conceptual focus (e.g., power, consent, bystander behaviour)? How does this connect to reading, writing, or critical thinking skills?
Text(s)	Which texts (literary, media, multimodal) will anchor the learning? Are they accessible, developmentally appropriate, and representative of diverse Black voices (e.g., women, members of 2SLGBTQ2IA+ communities, newcomers)?
Guiding Questions	What questions will drive inquiry, interpretation, and reflection? How will these questions support deeper thinking?
Instructional Strategies	What instructional methods will support students in thinking critically, engaging with texts, and expressing understanding, such as modeling, guided annotation, discussion protocols, visual mapping, or scaffolded writing? How will these strategies support diverse learners and build toward literacy outcomes?
Assessment Opportunities	How will students demonstrate their understanding of the outcomes? How will assessment methods remain text-based, inclusive, and developmentally appropriate across different readiness levels?
Support and Preparation	What support structures (e.g., student support workers, counsellors, YMCA school settlement/YREACH staff and other settlement supports, pacing adjustments) are needed to help students engage meaningfully with the learning?

Planning for Assessment

Assessment of the gender-based violence outcomes requires intentional, developmentally responsive planning. These outcomes ask students to engage with emotionally and intellectually complex topics, like gender roles, power dynamics, consent, bystander behaviour, and systemic violence, through a critical literacy lens. To support meaningful learning, teachers must consider students' cognitive, emotional, and social readiness when designing and assessing learning experiences.

The goal is not to assess each specific curriculum outcome in isolation, but to gather holistic evidence of student growth over time. Whether addressed through a stand-alone unit, inquiry, or an embedded approach, assessment should center student agency, promote critical thinking, and offer flexible ways for students to demonstrate their learning of the outcomes.

Planning Responsively Across Grades

A developmentally responsive approach ensures students encounter these outcomes in ways that reflect where they are intellectually, emotionally, and socially, and supports them in growing toward deeper analysis and critical engagement. It helps teachers select texts, frame questions, and structure assessments in ways that are accessible, supportive, and appropriately challenging.

Across the grades:

- English 10 students recognize how gender roles, stereotypes, and social norms shape relationships and influence decision-making.
- English 11 students expand their understanding through intersectional analysis and critical questioning of how overlapping identities affect experiences of violence and resistance.
- English 12 students evaluate systems, challenge cultural representations, and consider the responsibilities of authorship and content creation.

This progression means that assessment practices should also grow in complexity and depth, from identification and questioning, toward interpretation, evaluation, and synthesis.

A Balanced and Student-Responsive Assessment Model

Teachers are encouraged to use a triangulated approach to assess learning through:

- Conversations – class discussions, peer dialogue, and small-group conferences
- Observations – annotations in texts, ability to reference texts when speaking, contributions to discussions, and use of terms
- Products – analytical responses, portfolios, media critiques, creative work, and journals, etc.

A variety of assessment tools allows students to demonstrate their thinking in multiple ways while ensuring learning experiences remain text-based. It also allows teachers to monitor understanding, adjust their teaching, and provide timely, descriptive feedback.

Not all students will reach the same depth of understanding or develop the same skills at the same time. Teachers can adapt pacing, provide scaffolds (e.g., sentence starters, guiding questions, graphic organizers) and offer different opportunities to demonstrate their learning.

Success Criteria Across Grades 10-12

These sample criteria illustrate how understanding may deepen over time. Teachers may adapt or co-construct criteria with students as appropriate.

Focus Area	Grade 10	Grade 11	Grade 12
Gender Roles, Norms, and Stereotypes	I can identify how gender roles and stereotypes are shown in a text. I can describe how these norms affect characters.	I can analyse how gender roles and stereotypes influence power or relationships. I can explain how gender interacts with other identities (e.g., race, class) in a text.	I can critique how texts reinforce or resist gender expectations. I can evaluate how social or cultural norms are being challenged or upheld.
Power and Control	I can describe who holds power in a relationship or situation. I can identify how power shows up in dialogue, silence, or behaviour.	I can analyse how authors use language, structure, or perspective to show power. I can connect power dynamics in texts to real-world patterns.	I can evaluate how systems (e.g., patriarchy, racism) contribute to control or silence in texts. I can reflect on how cultural context affects how power is portrayed or understood.
Consent and Communication	I can question how consent is communicated or ignored in texts. I can identify when social norms affect decision-making or relationships.	I can evaluate how texts reflect or challenge assumptions about consent. I can analyse how gender roles or stereotypes influence understanding of consent.	I can evaluate how texts represent survivors and those who cause harm. I can analyse how those portrayals shape cultural attitudes about consent and harm.
Bystander Intervention	I can describe what influences someone to speak up or stay silent. I can explain how peer pressure or norms affect action.	I can evaluate what encourages or prevents intervention in a situation. I can reflect on how identity and context influence bystander choices.	I can analyse how bystander intervention is portrayed in complex or systemic contexts. I can evaluate a character's responsibility or impact in a situation involving harm.

Final Assessment: Scaffolded, Text-Based, and Reflective

Final assessment should allow students to demonstrate what they know and understand without requiring personal disclosure. Learning opportunities should be based on the texts they explore in class and offer students the opportunity to analyse, interpret, and synthesize ideas related to the gender-based violence outcomes.

Assessment across grades should reflect a clear developmental progression. In Grade 10, students are working to identify, describe, and begin to question how gender roles, power, consent, and bystander intervention are presented in texts. By Grade 12, students are expected to critique systemic factors, evaluate authorial choices, and reflect on the implications of representation. This progression should be mirrored in the design of the final assessment.

Assessments should remain rooted in close reading and evidence-based interpretation, while also allowing space for creativity, collaboration, and reflection. Teachers can scaffold summative experiences to build from smaller checkpoints, class discussions, and formative reflections, gradually supporting students toward deeper analysis and more complex demonstrations of understanding.

Supporting Planning Across the Grades

- To ensure the final assessment is purposeful, responsive, and aligned with trauma-informed practice, teachers are encouraged to:
- Anchor assessment in textual analysis, not the students' lived experience. Students should be interpreting how texts represent ideas rather than disclosing personal stories or reflections on trauma.
- Use familiar entry points like discussions of point of view or media analysis to frame inquiry in ways that are accessible and meaningful.
- Adjust scaffolding to reflect grade-level expectations and student readiness. Earlier grades may require more modeling, guided questions, or sentence frames; later grades may take on more independent inquiry and synthesis.
- Offer structured choice in how students demonstrate understanding, e.g., through writing, speaking, or multimodal expression.
- Build in time for reflection, using strategies like exit tickets or quiet journaling before and after group discussions. These support diverse processing styles and help surface deeper thinking.

Tools to Support Developmentally Responsive Assessment

- Anchor charts with outcome-aligned sentence frames (e.g., "This character reinforces gender roles because…") to scaffold writing and discussion.
- Learning logs or mind maps to track evolving understanding of important concepts such as power, identity, or resistance.
- Exit ticket prompts for regular reflection and formative feedback, like "Something this text made me question…" or "One idea that challenged my thinking was…."
- Rubrics and success criteria aligned to outcome themes and tailored to grade-level expectations. These can be co-constructed with students or provided as part of assignment scaffolding.
- Self-assessment tools such as visual scales, reflection frames, or checklists to help students track their growth and engage with the learning process intentionally.

Approaches to Supporting the Gender-Based Violence and Bystander Intervention Education Outcomes in English 12: African Heritage

The suggestions that follow are intended to support planning and implementation of the gender-based violence and bystander intervention education in English Communications 12/English Communications 12 O_2. They offer starting points for designing learning experiences and engaging students in critical inquiry about gender roles, power, consent, and bystander behaviour. These are not mandatory or exhaustive but are meant to help teachers plan in the context of their students and their learning needs.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.

Rationale

Learners explore the systemic roots and impacts of gender-based violence through critical engagement with a variety of fiction, non-fiction, and media texts. They examine how literature and media influence public perception of those affected by gender-based violence and how these portrayals intersect with broader social and institutional structures. Through analysis, learners develop an understanding of how cultural perspectives and dominant narratives shape the ways violence is understood, normalized, or challenged in society. This outcome allows learners to examine the responsibilities of authors and creators in representing complex and traumatic experiences, and to evaluate how these representations can reinforce harmful systems or disrupt them. Learners consider how systems, like the legal system, mainstream and social media organizations, education and healthcare, contribute to or challenge gender-based violence. They also assess the impact of bystander intervention in various contexts, recognizing how systemic barriers and social norms influence the ability to act. This outcome supports the development of ethical reasoning, critical literacy, and agency.

Specific Curriculum Outcomes

Students will:

- Analyse how texts influence perceptions of those impacted by gender-based violence.
- Reflect on the relationship between cultural perspectives on gender and systemic issues that contribute to gender-based violence.
- Analyse the responsibility of authors in their portrayal of gender-based violence.
- Evaluate the impact of bystander intervention in various contexts.

General Curriculum Outcome: Students will analyse issues related to gender-based violence through a variety of texts.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Define forms of gender-based violence, including physical, emotional, psychological, sexual, and technology-facilitated abuse.
- Identify key concepts such as consent, victim-blaming, intersectionality, systemic oppression, patriarchy, bystander effect, and power dynamics.
- Describe how societal norms, cultural values, and systemic issues influence perceptions of gender roles and responses to gender-based violence.
- Describe factors that impact bystander intervention, including fear of being ignored, dismissed, or retraumatized by the system, fear of retaliation, social pressure, authority dynamics, and normalization of harmful behavior.

Understanding

Interpret how authors use textual elements such as characterization, tone, point of view, imagery, and structure to influence perceptions of gender-based violence.

Evaluate how authors and creators reflect or challenge public attitudes toward survivors, those who cause harm, and bystanders through textual choices.

Examine the relationship between cultural perspectives, systemic oppression, and representations of gender and violence in texts.

Reflect on the complexities of power, silence, complicity, and resistance as they are portrayed in narratives addressing gender-based violence.

Skill: Analyse

- Break down how gender-based violence and issues of power and identity are explored across a variety of texts using narrative structure, point of view, and authorial intent.
- Examine how dialogue, silence, and characterization reveal broader power imbalances and societal norms around gender and violence.
- Deconstruct critical arguments presented in literary and media texts to assess how they represent, distort, or minimize experiences of gender-based violence.
- Identify and explain the ethical impact of storytelling choices and their implications for real-world understandings of gender-based violence and bystander intervention.
- Interpret techniques such as symbolism, tone, contrast, and framing to reveal how texts either challenge or reinforce harmful cultural norms and systemic injustices.

Scope and Sequence: Prior Learning Connections

English 11

GCO: Students will analyse issues related to gender-based violence through a variety of texts.

SCOs: Students will

- Investigate the relationship between intersectionality and gender.
- Question how societal norms contribute to the perpetuation or prevention of gender-based violence.
- Analyse the ways authors reflect or challenge real-world attitudes towards gender-based violence.
- Evaluate the factors that impact a bystander's opportunity to intervene.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.

Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Texts and their Influence	▪ Identifies and explains how specific textual elements (e.g., tone, characterization, narrative perspective) shape audience attitudes toward survivors, those who cause harm, or bystanders. ▪ Supports analysis with relevant textual evidence showing how the portrayal reinforces or challenges societal perceptions of gender-based violence.
Cultural Perspectives on Gender and Systemic Issues	▪ Explains how cultural norms and values influence societal attitudes toward gender roles and violence, using examples from texts or real-world sources. ▪ Analyse connections between systemic issues (such as patriarchy, racism, or colonialism) and individual experiences of gender-based violence as portrayed in texts.
The Responsibility of Authors	▪ Critiques how an author or creator's storytelling choices (e.g., whose voice is centered, how violence is framed) contribute to ethical or problematic representations of gender-based violence. ▪ Evaluates the potential impact of an author's portrayal on public understanding, empathy, or perpetuation of harmful stereotypes.
Impact of Bystander Intervention	▪ Assesses how different factors (e.g., systemic oppression, fear, authority, social norms) affect a bystander's decision to intervene, using examples from texts or real-world events. ▪ Evaluates how the portrayal of bystander actions or inactions in texts shapes readers' understanding of responsibility, courage, and systemic barriers.

Assessing the Outcome - Sample Suggestion:

Creating Awareness: Podcast

Overview for Teachers:

Students will create a short podcast episode in which they critically analyse a chosen text's portrayal of gender-based violence. Their analysis should explore how the narrative influences public perception, how it reflects or challenges real-world attitudes toward gender-based violence, and what ethical responsibilities authors have when representing such issues. Students will draw connections between the text and real-world examples to deepen their critique and demonstrate an understanding of the broader cultural and systemic context.

Format:

Students select a text that addresses gender-based violence. They record a short podcast episode where they:

- Analyse how the text influences audience perceptions of survivors, those who cause harm, or bystanders.
- Compare the text's portrayal to real-world cases or societal attitudes toward gender-based violence.
- Reflect on the ethical choices authors make when representing complex issues and discuss the potential real-world impact of those choices.

Students will also submit a brief podcast outline or script plan that highlights their main points and references examples from both the text and real-world contexts to support their analysis.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.			
Texts and their Influence	Cultural Perspectives on Gender and Systemic Issues	The Responsibility of Authors	Impact of Bystander Intervention

Specific Curriculum Outcome: Students will analyse how texts influence perceptions of those impacted by gender-based violence.

This is about:

Engaging critically with how texts, including literature, media, news, film, and visual culture shape public understanding of individuals and groups affected by gender-based violence. Students will analyse how authors and creators deliberately or unconsciously frame perceptions of survivors, those who cause harm, and bystanders through their storytelling choices, such as language, tone, characterization, and narrative structure.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content. Pre-teaching critical vocabulary involves identifying vocabulary vital to learning content and explicitly teaching this vocabulary increases all students, but particularly EAL students' access to academic content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:	
Gender-Based Violence	Characterization
Victim-blaming	Narrative Perspective
Perception	Framing
Empathy	Tone
Bias	Omission

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How texts are not neutral. They frame events and people in ways that guide audience to feel sympathy, blame, anger, or indifference. Narrative choices influence how readers view survivors, those who cause harm, and bystanders.
- How bias and stereotypes about gender, race, class, and power often reinforce harmful myths about survivors and those who cause harm or challenge them.
- The ways an author's tone, language choices, and framing shape emotional responses. Stories that describe violence with detached, romanticized, or minimizing language impact how seriously audiences take the issue.
- What a text leaves out, missing voices, erased perspectives, or minimized trauma, also shapes perception.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.

SCO: Students will analyse how texts influence perceptions of those impacted by gender-based violence.

Ongoing Assessment: What am I looking for?

Students can:

- Identify narrative and stylistic choices (e.g., tone, perspective, imagery, structure) that shape how readers perceive survivors, those who cause harm, or bystanders.
- Describe how language and framing create empathy, doubt, blame, or distance in the portrayal of those affected by gender-based violence.
- Explain how representation in the text reflects or challenges societal stereotypes and public attitudes toward gender-based violence.
- Recognize when key voices or perspectives are missing or marginalized in a text, and how that affects understanding of the issue.
- Support analysis with relevant, well-chosen textual evidence and demonstrate insight into how the text guides readers' responses.

Suggestions for Teaching and Learning

- Have students analyse how a text depicts those who experience gender-based violence. Are they shown as complex, empowered, silenced, or stereotyped? What attitudes might this portrayal reinforce in the audience?
- Scan media stories about gender-based violence. Examine whose voices are centered or marginalized. What does this suggest about whose experiences are considered legitimate or worth telling?
- Contrast how characters present their experience of gender-based violence publicly (in court, community, or family) versus privately (in inner monologue, diaries, etc.). How does this tension affect audience perception?
- Invite students to analyse how race and gender intersect in a character's perceived credibility. Are characters believed? Dismissed? How might this reflect real-world biases about people of African descent?
- Deconstruct stereotypes by identifying and analysing stereotypes (e.g. "angry Black woman," "hypermasculine Black man") that shape audience perception. How do these tropes influence how violence is interpreted or justified?
- Examine silence as a narrative strategy. Where are there silences in the text: moments where violence is implied but not described? How does this shape what readers do or don't understand about the survivor's experience?
- Critique the resolution of gender-based violence in a text. Examine whether the text offers justice, closure, or systemic change. How might the ending shape the audience's perception of what gender-based violence is and how it should be addressed?
- Pair a literary text with a nonfiction article or survivor testimony. How do different genres influence how audiences understand gender-based violence and those affected by it?
- Highlight texts that consciously push against harmful narratives (e.g., victim-blaming, slut-shaming, silence). How do they reframe perceptions of strength, survival, or community responsibility?
- Examine how schools, families, churches, or justice systems are portrayed in gender-based violence contexts. How do these settings influence whether survivors are seen with compassion or doubt?
- Trace language that codes judgement. Have students annotate for emotionally loaded or judgmental language (e.g., "she let it happen," "he lost control"). How do language choices shape perception?

- Explore intergenerational narratives. Analyse texts that depict generational responses to gender-based violence (e.g., elders, youth). How do cultural memory and historical trauma influence how different generations perceive violence?
- For EAL students, use short texts (e.g., excerpts, poems, PSAs, graphic stories) paired with visuals to explore how people affected by gender-based violence are represented. Provide a chart where students track: What the text shows, How the person is portrayed, How this might affect the audience's thinking. Give students sentence frames or sentence starters for writing and discussion like:
  - This text makes the audience see the survivor as….
  - The author creates sympathy by….
  - This scene could change someone's view of….

Suggestions for Ongoing Assessment: How can I gather evidence?

Perception Tracker

What it looks like:

Throughout a text, students document how their perceptions of characters shift and connect those shifts to narrative techniques and systemic influences. Students should use a chart to track their initial impressions, cite textual evidence, and note how systemic factors influence their understanding.

Systems Mapping

What it looks like:

Students visually map the systems, such as policing, education, media, healthcare, and community structures, that surround characters impacted by gender-based violence. By identifying which systems are present, absent, supportive, or harmful, students explore how these forces shape not only the characters' experiences but also the reader's perception of them.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.			
Texts and their Influence	Cultural Perspectives on Gender and Systemic Issues	The Responsibility of Authors	Impact of Bystander Intervention

Specific Curriculum Outcome: Students will reflect on the relationship between cultural perspectives on gender and systemic issues that contribute to gender-based violence.

This is about:

Examining how cultural beliefs, values, and traditions shape attitudes toward gender, and how those attitudes intersect with systems of power, like patriarchy, racism, colonialism, and capitalism to sustain or challenge gender-based violence. Using an intersectional lens, students will consider how identity factors like race, class, sexuality, and ability, influence people's experiences of gender norms and systemic harm. They will consider how gendered expectations about masculinity, femininity, identity, and gender roles are taught, reinforced, and institutionalized. They will reflect on how gendered cultural beliefs differ across time and context, and how these beliefs can either challenge or perpetuate inequality and harm.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content. Pre-teaching critical vocabulary involves identifying vocabulary vital to learning content and explicitly teaching this vocabulary increases all students, but particularly EAL students' access to academic content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:	
Cultural Norms Gender Roles Hegemonic Masculinity Toxic Masculinity Systemic Oppression Patriarchy	Intersectionality Misogyny Colonialism Normalization Socialization

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How cultural beliefs define gender roles, identities, and acceptable behaviour, often assigning value to men, women, and gender-diverse people. Gender norms are not fixed or natural; they are taught through families, communities, traditions, religion, language, media, and education.
- How cultural beliefs about what it means to be a "real man" or a "good woman" often reinforce power imbalances, silence survivors, and excuse aggression. Norms around honour, shame, obedience, or toughness can prevent people from reporting violence or seeking help and can normalize harmful behaviours.

- Systems reinforce cultural beliefs. Institutions like law, education, policing, and healthcare often reflect dominant cultural views and can perpetuate inequality when those views go unchallenged. Systemic issues (patriarchy, colonialism, racism) are embedded in policy and practice, and they shape how people are treated when violence occurs.
- Gender-based violence doesn't just happen in private; it is connected to how society values or devalues people based on identity.
- Cultural perspectives are not monolithic. Within every culture, there are differences in values, resistance movements, and change-makers challenging harmful norms.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.

SCO: Students will reflect on the relationship between cultural perspectives on gender and systemic issues that contribute to gender-based violence.

Ongoing Assessment: What am I looking for?

Students can:

- Identify cultural beliefs or norms in a text that influence gender roles, expectations, or attitudes toward violence.
- Describe how systemic issues (e.g., patriarchy, colonialism, racism) are portrayed or implied in texts and connect them to broader social patterns.
- Explain how cultural values around masculinity, femininity, or honour can contribute to the silence, denial, or normalization of gender-based violence.
- Reflect on how characters' or real people's experiences of violence are shaped by both identity and the cultural/systemic context they live in.
- Draw connections between what is represented in a text and how similar beliefs or systems operate in the real world today.

Suggestions for Teaching and Learning

- Use character analysis to explore how gender roles are defined within a particular cultural setting in a text. Prompt students to reflect: Who enforces those roles? Who resists them?
- Unpack generational conversations about gender. Discuss how elders and youth in texts express different views on gender roles. What does this reveal about cultural change, pressure, or protection?
- Trace the legacy of colonial gender norms. Analyse how texts reflect the impact of colonization on gender roles in Black communities (e.g., erasure of matriarchal traditions, hypermasculinity as survival). What systems reinforce these roles today?
- Compare intra- and inter-community perspectives on gender. Have students compare how gender is constructed within Black communities in texts versus how it is viewed by outside institutions like schools or the media.
- Through close reading, have students identify and annotate how control over gender expression or bodies is normalized in family, religion, education, or law. How are these ideas passed down or challenged?
- Have students examine how safety, credibility, and justice is gendered in texts. Who is protected? Who is blamed? How are those patterns systematically reinforced?
- Highlight moments in texts where cultural identity, spirituality, or tradition are used to resist harmful gender norms or systems of violence. What alternative visions of gender or justice are offered?
- For EAL students, use visuals, short videos, or simple case studies to show how gender expectations vary across time and contexts (e.g., dress codes, roles in the home, who speaks in public). Use cause-effect charts that link a cultural belief to a systemic issue and then to its potential impact on gender-based violence. Provide students with sentence frames and sentence starters for writing and class discussion like:
  - In this text people expect men/women to….
  - This expectation leads to unfair treatment because….
  - A system that supports this is….

Suggestions for Ongoing Assessment: How can I gather evidence?

Cultural Expectations Double-Entry Journal

What it looks like:

- Students maintain a journal where they select passages that highlight cultural expectations around gender, then respond with reflections that connect those expectations to systemic patterns (e.g., silence, impunity, stigma). A prompt could be, "What does this passage suggest about how gender is understood in the character's community? What systems might reinforce or challenge that view?

"This Would Be Different If…"

What it looks like:

After reading points in texts, students respond to the prompt, "This would be different if…", by identifying how a cultural belief or system influences what happened and imagining how the situation would shift if that influence changed. For example: "This would be different if survivors weren't blamed for their past behavior," or "if power wasn't tied to gender in this community."

GCO: Students will analyse issues related to gender-based violence through a variety of texts.			
Texts and their Influence	Cultural Perspectives on Gender and Systemic Issues	The Responsibility of Authors	Impact of Bystander Intervention

Specific Curriculum Outcome: Students will analyse the responsibility of authors in their portrayal of gender-based violence.

This is about:

Examining how authors, filmmaker, journalists, content creators, and other storytellers bear responsibility for how gender-based violence is represented in texts. Students will analyse the intentional choices creators make, such as who is given a voice, how violence is framed or described, and whether narratives reinforce harmful stereotypes or encourage deeper empathy and understanding.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content. Pre-teaching critical vocabulary involves identifying vocabulary vital to learning content and explicitly teaching this vocabulary increases all students, but particularly EAL students' access to academic content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:	
Authorial Intent	Narrative Framing
Representation	Voice
Ethical Responsibility	Agency
Sensationalism	Tone
Glorification	Perspective
Romanticization	Silencing

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Literature, media, and storytelling help shape how audiences understand gender-based violence, including who is seen as credible, sympathetic, or responsible. How individuals and communities are represented, or excluded altogether, can influence public empathy, judgment, and policy responses. These portrayals can have real-world consequences, whether they reinforce harmful norms or help challenge them.
- Every text is constructed through deliberate choices: who narrates, what is emphasized or omitted, and how much detail is given all shape meaning. Sometimes, texts portray gender-based violence in ways that excuse those who cause harm, silence survivors, or romanticize harm, intentionally or not.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.

SCO: Students will analyse the responsibility of authors in their portrayal of gender-based violence.

Ongoing Assessment: What am I looking for?

Students can:

- Identify how gender-based violence is represented in a text, including who is centered, silenced, or affected.
- Analyse the choices authors make in portraying victims, those who cause harm, and bystanders, including characterization, language, tone, and narrative structure and how these shape audience understanding of violence.
- Explore multiple perspectives on whether and how authors may bear responsibility for the messages or impacts of their work.
- Examine how a text interacts with cultural beliefs or systemic issues (e.g., patriarchy, racism, colonialism) related to gender-based violence.
- Compare portrayals across texts or media to assess how different approaches influence interpretation, empathy, or awareness.

Suggestions for Teaching and Learning

- Examine whether an author acknowledges systems or individualizes harm. Have students examine how much the author connects gender-based violence to systemic forces (e.g., anti-Black racism, poverty, patriarchy, intergenerational trauma). Does the author portray violence as personal "drama," or as rooted in history, policy, and structure? Discuss what responsibility authors have to point out inequities in systems that set the stage for gender-based violence. Is art for art's sake, or should it have a role in creating societal change?
- Analyse which media stories get told and which stay silent. Examine which forms of gender-based violence are centered, and which are excluded (e.g., sexual violence against Black men or Black trans folks). Discuss what is the result of the kinds of stories that are told or not.
- Critique how authors frame community complicity without reinforcing harmful tropes. When authors portray intra-community harm (e.g., abuse, silence, shame), students can evaluate whether the representation is nuanced or feeds anti-Black stereotypes. How can authors show harm withing communities without letting systems off the hook? What is their ethical role?
- Unpack how authors depict the credibility and justice denied to Black survivors. Analyse whether or how texts challenge the societal tendency to disbelieve or blame Black survivors, especially women, girls, trans, and gender-diverse people.
- Examine how authors/creators position readers: as witnesses, allies, or voyeurs. Guide students to consider how narrative perspective shapes the audience's role. Is the author/creator inviting the audience to understand systems and resist them or simply consume the trauma of others? What responsibility comes with representing violence to an audience? What responsibility do audiences have?
- Have students act as ethical editors. Provide passages from different texts and ask students to identify where the author's choices may cause harm or misrepresentation: If you were the editor, what would you ask the author to revise? What would a more responsible portrayal include or change? Have students make potential revisions.
- Use author's notes, interviews, or essays as paratext. Have students research authors' reflections on why and how they chose to depict violence. Does the author show awareness of a social responsibility? Do their stated intentions align with what they created?
- For EAL students, use accessible excerpts, short stories, or film scenes where authors portray violence, then guide students to ask, is this helping or harming how we understand the issue? Give students author

scenarios and have them place them on a spectrum from "very responsible" to "irresponsible," then explain their reasoning with support. Use a chart to track intent and impact with columns for what the author shows, how it's shown, how the audience might react, and is this responsible? Provide students with sentence frame or sentence starters for writing and discussion like:

- The author show gender-based violence as_____, which might affect readers by….
- I think the author is responsible for_____ because….
- This portrayal could help/hurt because….

Suggestions for Ongoing Assessment: How can I gather evidence?

Author's Choices, Reader's Impact

What it looks like:

Students annotate a short excerpt that portrays gender-based violence, highlighting authorial choices like tone, perspective, or language. They write or record a brief reflection explaining how these choices might shape the reader's response, whether by reinforcing, challenging, or complicating cultural beliefs.

Whose Responsibility? Panel Response

What it looks like:

Students respond to the prompt, To what extent is the author responsible (if at all) for how gender-based violence is portrayed or interpreted? After preparing a short response, they participate in a small-group panel discussion or Socratic circle to explore different points of view.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.			
Texts and their Influence	Cultural Perspectives on Gender and Systemic Issues	The Responsibility of Authors	Impact of Bystander Intervention

Specific Curriculum Outcome: Students will evaluate the impact of bystander intervention in various contexts.

This is about:

Analysing how bystander intervention, or the absence of it, is portrayed in texts and what impact it has on characters, events and audience understanding. Students will evaluate how authors, filmmakers, journalists and other creators depict the role of bystander, considering who chooses to act, who stays silent, and why. They will examine how these portrayals reflect or challenge social norms, power dynamics, and social responsibility, and consider how such representation can influence readers' understanding of intervention, complicity, and change.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content. Pre-teaching critical vocabulary involves identifying vocabulary vital to learning content and explicitly teaching this vocabulary increases all students, but particularly EAL students' access to academic content.

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:	
Bystander Upstander Passive Bystander Complicity Silence	Agency Narrative Framing Systemic Violence Empathy

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- What it means to be a bystander. Students may assume a bystander is simply someone who "does nothing," but the role is more complex. Bystanders can act, stay silent, support harm, or help stop it. Their choices are shaped by fear, confusion, group pressure, and social position.
- Why people don't intervene. Students should understand the "bystander effect" and the barriers to intervention, like fear of retaliation, not knowing what to do, or assuming someone else will step in. In literature and life, silence doesn't always mean apathy; it can signal powerlessness or self-protection.
- How power and identity shape intervention. A person's race, gender, class, age, or social status can affect whether they can or feel safe to intervene. Some people risk more when speaking up, while others are protected by privilege. Authors and creators often show this through character motivation or social dynamics in the text.
- How bystander intervention is portrayed in texts. Authors and creators make choices about how bystanders are framed, as passive witness, courageous challenger, or silent accomplice. These portrayals reflect cultural beliefs and can influence how readers think about responsibility, accountability, and action.
- That intervention is sometimes cultural. Some cultures may emphasize loyalty, obedience, or "minding your own business," while others promote collective responsibility. Students should understand that beliefs about intervention aren't universal and that texts may challenge or reinforce those norms.

GCO: Students will analyse issues related to gender-based violence through a variety of texts.

SCO: Students will evaluate the impact of bystander intervention in various contexts.

Ongoing Assessment: What am I looking for?

Students can:

- Identify moments of bystander action or inaction in a text and describe what happened as a result.
- Explain the factors (e.g., fear, power, loyalty, or cultural norms) that influence a character's or person's decision to intervene or remain silent.
- Analyse how the portrayal of bystander choices shapes the reader's understanding of harm, complicity, or courage.
- Evaluate whether a bystander's intervention had a positive, negative, or mixed impact on individuals, relationships, or systems.
- Compare how different texts or media represent bystander roles and discuss what messages are being conveyed about responsibility or change.

Suggestions for Teaching and Learning

- Analyse whether bystander action is even possible within the system described. Have students examine the social, political, and economic conditions in the text. What risks or limits do characters face when considering intervention? What does the author show about who can safely step in, and who can't?
- Students research a real, Black-led movement (e.g., #SayHerName, #NotOneMore, Black Women's Blueprint) and analyse how community members acted as bystanders—whether silent, hesitant, or mobilized—in response to gender-based violence. Students present how these bystanders responded to fear, risk, and systemic barriers, and compare this with characters in a text. Encourage critical connections between real-world activism and fictional portrayals of complicity, courage, and resistance.
- Students create a "Bystander Spectrum" to chart characters' responses to gender-based violence, ranging from silence and complicity to acts of intervention or resistance. For each character, students analyse the factors shaping their response—such as fear, social pressure, power dynamics, and personal beliefs—with a particular emphasis on how institutional and systemic forces (e.g., racism, economic precarity, policing, community surveillance, gender norms) may limit or complicate their ability to act.
- Trace how systems punish or protect bystanders differently. Students can examine how gender, class, or race shapes the outcome of intervention in a text. Does the bystander face consequences? Are those consequences shaped by systemic forces like racism or sexism? How does the author frame this?
- Compare characters who intervene with those who remain silent. Have students chart the motivations, identities, and outcomes for each. Who gets to be a "hero"? Who is blamed for not helping? What structural forces shape their choices? Does the author acknowledge this complexity or oversimplify?
- Evaluate author responsibility: Are bystanders framed as individuals or products of systemic silence? Students critique whether the author holds systems accountable for inaction. Does the author suggest that silence is a personal flaw, or do they show how communities are conditioned to not speak up?
- Examine bystander roles across different institutions. Have students track intervention (or lack thereof) in schools, churches, workplaces, families, or police forces in texts. Which systems encourage silence or punishment? Which support speaking out? How does the author critique or uphold these systems?
- Unpack when silence is framed as safety, complicity, or survival. Have students explore how silence is portrayed in texts: strategic, fearful, or indifferent? Does the author respect the reasons for silence, especially in oppressive contexts or judge them? What ethical stance is implied?
-

- For EAL students, provide images or short clips of bystander situations in school, public, or online settings. Ask students, what happened? Who acted? What changed because of it? Use graphic organizers like cause-effect charts or "ripple maps" to show how one action can influence others over time or across a group. Use sentence frames or sentence starters for writing or discussion like:
  - The bystander's actions led to _____, which helped/hurt the situation.
  - If no one acted, the outcome might have been….
  - This type of response works well in_____ but might not in _____ because….

Suggestions for Ongoing Assessment: How can I gather evidence?

Bystander Tracker

What it looks like:

Students track examples of bystander interventions across texts using a chart that captures what happened, why it mattered, and how the author portrayed it. Periodically they select one example to analyse more deeply, creating a short written, visual, or digital response that critiques the bystander's actions and the author's responsibility in representing them.

Bystander Reflection Response

What it looks like:

After reading or viewing a key scene, students respond to a reflective prompt like: "What might have happened if someone had spoken up or stepped in?" or "What risks did the bystander face, and how do we interpret their silence?"

Tying it all Together:

Throughout their work on this outcome, students have investigated how gender-based violence is portrayed in texts and how those portrayals shape audience perceptions. They've considered how cultural beliefs and systemic conditions influence both the experiences of characters and the choices authors make. By analyzing bystander roles and reflecting on ethical responsibility in storytelling, students have developed a deeper understanding of how literature can reinforce or challenge real-world norms. This foundation prepares them to create a podcast that critically explores a text's representation of gender-based violence and connects it to broader social conversations.

Assessing the Outcome - Sample Suggestion:

Creating Awareness: Podcast

Students create a short podcast episode in which they critically analyse how a selected text portrays gender-based violence. Their analysis will explore how the narrative shapes public perception, how it reflects or challenges societal attitudes, and what ethical responsibilities authors hold when representing sensitive issues. Students will draw connections between the text and real-world examples to demonstrate their understanding of the broader cultural and systemic context surrounding gender-based violence.

To support the development of their podcast, students can:

- Select a relevant text: Choose a literary, media, or nonfiction text that portrays gender-based violence through plot, character, tone, or narrative perspective.
- Analyse Audience Impact: Explore how the portrayal of survivors, those who cause harm, or bystanders influences reader or viewer perception, and evaluate whether the text challenges or reinforces harmful norms or stereotypes.
- Connect to Real-World Contexts: Compare the representation in the text to real-world cases, media coverage, or societal attitudes toward gender-based violence. Consider how cultural, systemic, or institutional factors shape both fictional and real portrayals.
- Reflect on Authorial Responsibility: Discuss the ethical decisions authors or creators make when representing violence, including choices about voice, silence, framing, and point of view. Consider the potential consequences of these choices on public understanding.
- Communicate through Podcasting: Synthesize their analysis into a recorded podcast episode. Students should also submit a short script or outline that highlights key insights, textual evidence, and real-world connections used to support their argument.

Assessment should be based on students' ability to analyse how gender-based violence is portrayed in the selected text, including how that portrayal shapes audience perception. Responses should demonstrate thoughtful reflection on the author's choices—such as voice, framing, or silence—and consider the ethical implications of those choices. Students should also make relevant, well-supported connections to real-world attitudes, media messages, or systemic issues. The podcast should show critical thinking, clarity of communication, and an ability to engage with complex ideas, even if the format is informal.

Appendix A: Facilitating Conversations About Gender-Based Violence

Conversations about gender-based violence require careful planning and facilitation. These outcomes ask students to think critically about complex and emotionally charged topics, like power, identity, voice, and silence. As with any literary-based inquiry, students should be challenged to engage deeply with texts and ideas. But teachers must also ensure that the learning environment is supportive, developmentally appropriate, and never asks students to disclose personal experiences.

The guidance below offers strategies for leading thoughtful, inclusive conversations across English 10–12.

Before Conversations

1. Prepare the groundwork:
   - Co-create discussion agreements with students.
   - Be explicit about what is not up for debate (e.g., the reality of violence, the dignity of identities).
   - Use the language of settled questions (i.e. facts, rights, or lived realities are not up for debate. For instance, people have the right to bodily autonomy) and open questions (i.e. interpretive, analytical, or ethical questions that invite thoughtful discussion. For instance, what motivates the bystander to say silent in this passage?).

2. Consider readiness:
   - Is the group ready?
   - Have I modeled thoughtful questioning?
   - What supports will help quiet or hesitant students participate?

3. Signal support:
   - Let students know you expect complexity.
   - Reassure them personal disclosure is not expected.
   - Communicate to support staff that this topic is being addressed.

During Conversations

1. Create space, not pressure:
   - Invite participation but don't require it.
   - Use low-stakes sentence starters or sentence frames to prompt entry.

2. Focus on the text, not the personal:
   - Ground discussions in texts, not lived experiences.
   - Gently redirect if discussion becomes too personal.

3. Monitor tone and impact
   - Pause and redirect if harm occurs.
   - Use respectful redirection strategies.

4. Stay in the role of teacher, not counselor
   - Show care without acting as a mental health professional.
   - Refer disclosures or distress to appropriate support staff, unless required by Duty to Disclose.

Tools and Strategies

- Discussion Agreements: Co-construct norms that promote curiosity and respect. See Appendix E.
- Guiding Questions: Use clear, outcome-aligned questions. See GBV At-A-Glance document.
- Protocols: Use silent conversation, paired talks, journalling before discussion.
- Settled vs. Open Questions: Focus inquiry on analysis - don't debate human dignity.

If a Problem Arises

- Respond, don't react: Pause the conversation. Redirect without shaming.
- Focus on learning: Name harm as a growth opportunity.
- Know your limits: Refer out when needed.

Phrases and Prompts for Classroom Use

Sentence Starters for Students

- "One thing I noticed in the text is…."
- "This line made me think about…."
- "A question I have after reading is…."
- "This reminds me of something we read before…."

Teacher Redirection Prompts

- "Let's slow down and think about how that might land with someone."
- "I hear you working through something. How might we phrase that differently?"
- "Let's stay anchored in the text and explore ideas together."

Appendix B: Communicating with Families and Communities

Because these outcomes address topics related to gender, power, and harm, transparent communication with families and communities is important. Clear, proactive messaging can build trust and help prevent misunderstanding.

Purpose of Communication

- To reassure caregivers that content is literacy-based, age-appropriate, and trauma-informed
- To invite understanding of how students will explore social norms, power, and representation in text
- To clarify that learning will focus on analysis, not personal experience

Suggested Language for School or Teacher Use

Below is an example of a possible communication that could be shared with parents/caregivers:

As part of the English Language Arts curriculum, students are exploring how texts represent gender roles, power, identity, and social norms. This work supports the development of critical literacy skills and is aligned with provincial curriculum outcomes related to gender-based violence and bystander intervention education.

Students will not be asked to share personal experiences. All learning is based on the analysis of texts, including fiction, nonfiction, media, and visual texts, guided by their teacher. The learning is age-appropriate and focused on developing students' ability to question, interpret, and reflect on how messages are communicated through language and story.

This is not a health unit. Instead, students are encouraged to think critically about representation, voice, and the ways texts shape our understanding of the world. By building students' ability to recognize harmful norms, analyse power, and reflect on ethical decision-making, these outcomes contribute to healthier relationships and more respectful communities, now and into the future.

If you have questions about the curriculum or how this learning will be supported in class, we welcome the conversation.

Teachers may wish to coordinate with administrators or student support staff when sending communication home.

Appendix C: Reflective Practice for Teachers

Engaging students in learning related to gender-based violence requires professional reflection. Teachers bring their own identities, experiences, and comfort levels to this work, and each of these factors can influence how classroom conversations unfold. Reflection is a valuable tool to support thoughtful facilitation, responsiveness, and care.

Reflective Questions for Teachers

Use individually, with colleagues, or during professional learning sessions.

Personal Lens

- What are my own beliefs and assumptions about gender, power, consent, and bystander intervention?
- How do my identities shape how I understand and navigate these topics?

Classroom Readiness

- What supports (e.g., classroom agreements, discussion protocols) do I already have in place?
- Where might I need to adjust my approach or scaffold learning?
- What kinds of questions or resistance might I anticipate, and how will I respond?

Support Structures

- Who can I turn to if a conversation becomes difficult?
- What will I do if a student becomes distressed or discloses something concerning?

Ongoing Growth

- What do I need to learn more about?
- What feedback or reflection will help me improve my work next time?

Creating space for honest reflection supports not just individual readiness, but also the long-term sustainability of this work within schools.

Appendix D: What to do if a Student Discloses or Shows Distress

Remember: It can be unsettling when a student discloses personal information about harm they have experienced or are experiencing, but teachers don't need to have all the answers. Their role is to respond with care, clarity, and compassion, and to connect the student to support. Students need trust, privacy and a sense of control.

1. Create a Safe, Private Space to Talk

If a student seems like they want to talk, find a quiet, private place. Avoid crowded settings like hallways or the end of class. Leave the door slightly ajar.

You can say:

- "I'm happy to talk. Would here work, or would somewhere quieter be better?"
- "If you want to talk, I can make time now or a bit later – whatever works for you."
- "We can find a quiet space – whatever feels more comfortable for you."

2. Be Honest About Your Responsibility Early

Before the student shares too much, let them know you may need to talk to someone who can help. Let them know that if they tell you or you suspect they are being harmed, then you have a legal responsibility to notify Child Protection Services.

You can say:

- "I want you to feel safe sharing this. If you share something that makes me worry about harm or someone being hurt, I'll need to connect with someone who can help you get support."
- "You're in control of what you choose to share. I just want you to know if you do share something that sounds like someone is at risk, I'll need to bring in someone who can help keep them safe."

3. Listen without Judgement

Let them talk at their own pace. Avoid interrupting, reacting with alarm, or asking too many questions.

You can say:

- "You can share as much or as little as you'd like."
- "I'm here to listen, and I believe you."

4. Avoid Probing or Investigating

Don't ask for timelines, names, or proof; just enough information to recognize a concern.

You can say:

- "What you've shared is enough to know that support might be helpful."

5. Give Limited but Meaningful Choice

Explain next steps and offer the student options whenever possible.

You can say:

- "I need to connect with [counsellor/admin], but we can go together if you want."
- "Would you prefer to be there when I speak to them, or would you rather I talk to them and keep you updated?"
- "You're not in trouble, and we'll go at a pace that feels okay for you."

6. Follow the Reporting Process

Inform school support staff (e.g., school counsellor, student services, admin) or Child Protection Services, if applicable. Document the concern factually and privately.

You can say:

- "I'm going to talk to [name]. They'll be able to support you in a way I can't."
- "We'll make sure this is handled respectfully."

7. Follow Up (If Appropriate)

Check in with the student later, casually and without pressure.

You can say:

- "Just checking in – how are things going today?"
- "I'm here if you need anything."

Take Care of Yourself Too

- These conversations can stay with you. If you're feeling unsettled or overwhelmed, you deserve support too.
- Debrief with a colleague, school counselling staff, or school leader
- Step away briefly if needed – take a walk or get fresh air
- Speak with your admin if this is a part of a pattern affecting your well-being
- Remind yourself: You acted with care and integrity – that matters.

What Not to Do

- Don't promise full confidentiality
- Don't ask for details or proof
- Don't ignore or minimize the concern
- Don't try to solve the problem alone

Appendix E: How to Create Classroom Agreements

Creating classroom agreements with students is a foundational step in preparing to engage with emotionally complex content. Agreements foster a shared sense of well-being, respect, and accountability, and are most effective when they are built collaboratively.

Purpose of Classroom Agreements

- Establish shared expectations for respectful dialogue and participation
- Create a learning space where students feel seen, heard, and safe
- Set boundaries for how students and teachers will engage with challenging topics
- Reinforce values like empathy, curiosity, and critical thinking

Step-by-Step Guide to Co-Creating Agreements

1. Introduce the Purpose

- Begin by explaining why classroom agreements matter, especially for discussions that involve identity, injustice, or personal reflection

> *You might say:*
> "We'll be exploring real-world issues that can feel personal or emotional. Our goal is to make this a space where people feel safe to think deeply and honestly. Let's work together to decide what we need from each other to make that happen."

2. Brainstorm Together

Invite students to reflect individually or in groups on questions like:

- Think about a class you had where you felt safe to express yourself and respected. How was the class set up to allow that to happen?
- What makes a class feel uncomfortable or unsafe?
- What do you need to do to speak up or step back when things get hard?

Record suggestions on the board or in a shared document. Encourage language that's inclusive, specific, and doable.

3. Offer examples for Inspiration

If students need a starting point, share examples of norms such as:

- We challenge ideas, not people.
- We assume good intent and take responsibility for impact.
- Everyone gets a turn – no one dominates.

Let students revise or expand on these to fit your classroom community.

4. Narrow it Down Together

Work with the class to narrow the list to 5-7 key agreements. Aim for statements that are:

- Clear and student-owned
- Focused on action or mindset
- Realistic to uphold consistently

Have students vote, group similar ideas, or create categories (e.g., listening, speaking)

5. Post and Revisit

Once finalized:

- Have all students sign the agreement
- Display it visibly in the classroom
- Refer back to it before engaging with complex topics
- Invite students to revisit and revise as needed

Remind students that this is a living agreement, not a one-time set of rules.

Tips for Implementation

- Model agreement-following in your own behaviour
- Gently redirect when norms are not upheld ("Let's come back to our agreement about listening with respect")
- Use the agreement as a touchstone for classroom repair when needed

What If the Agreement is Broken?

When a student doesn't follow a classroom agreement, it's an opportunity for restoration, reflection, and learning, not shame. Instead of thinking in terms of discipline, consider what will help repair trust, and recommitment to the learning community.

Restorative Approaches

- Redirect respectfully. ("That comment doesn't align with the agreement we made about avoiding personal assumptions. Let's try that again another way.")
- Check in privately. (I noticed [the behaviour]. Can we talk about how that affected the group and how we can move forward?")
- Revisit the agreement as a class. Sometimes the moment is teachable for everyone. Pause to reconnect with the agreement. ("Let's take a moment to look at the norms we created. Which one might help us reset right now?")

Focus on Learning, Not Guilt

If a student causes harm, guide them to reflect:

- What impact does this have?
- How can I make it right?
- How can I rejoin the group in a respectful way?

Encourage consequences that reinforce the learning, such as:

- Listening to perspectives they may not have considered
- Writing a reflection
- Recommitting to the class norms aloud or in writing

When to Involve Others

If a behaviour is repeated, causes harm, or threatens emotional safety, loop in your school's administration, student support team, and/or the student's parent/caregiver. Document incidents and follow your school's process but do so with a restorative mindset whenever possible.

Appendix F: Definitions of Key Terms

The following definitions are created using student-friendly language for use in the classroom.

Active Bystander	A bystander who takes steps to help or stop a harmful situation.
Active Upstander	Someone who confidently takes action to support others and challenges wrongdoing.
Agency	The ability for people to make their own choices and take action without being forced or controlled by others.
Allyship	Actively supporting and standing up for people who face discrimination or unfair treatment.
Attitudes	A person's feelings or thoughts about others, situations, or ideas that influence how they behave.
Authorial Intent	The purpose or message an author aims to convey through their work. Understanding authorial intent can provide insight into the themes and perspectives presented in a text.
Bias	A preference or dislike for someone or something, that can often be based on stereotypes.
Boundaries	Limits people set for themselves to feel safe and comfortable.
Bystander	Someone who sees something wrong happening and can get involved or take action.
Bystander Effect	The phenomenon where people are less likely to help when others are around, thinking someone else will step in.
Characterization	The method by which an author develops characters, revealing their personalities, motivations, and complexities through actions, dialogue, and descriptions.
Coercion	The persuasion of an unwilling person to do something by use of force or threats.
Colonialism	When settler governments take over Indigenous lands and try to control them by forcing their own laws, systems, and culture onto the people who live there. This includes setting up rules and institutions that support the ongoing occupation of the land and the control of Indigenous Nations. Colonialism also shapes how people think, both within and outside those communities, in ways that continue to support this control.
Complicity	Being involved in or supporting wrongdoing, including by staying silent or not taking action.
Conformity	Changing a person's behavior or beliefs to match those of a group, often to fit in or be accepted.
Consent	Permission for something to happen, or agreement to do something; to give permission for something to happen.
Cultural Norms	Shared beliefs or behaviours that are considered typical or acceptable in a particular group or society.
Culture	The shared beliefs, values, customs, and behaviours of a group or society, which influence and are reflected in texts.

Diffusion of Responsibility	When individuals in a group feel less responsible to act because they believe someone else will.
Discrimination	Discrimination is the exclusion or unfair treatment of a person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), race, or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people.
Dominant Voice	The perspectives or opinions that are most heard or valued in a society, often overshadowing others.
Double Standards	When different rules or expectations are applied unfairly to different people or groups.
Empathy	The ability to imagine what someone else might be thinking or feeling.
Ethical Responsibility	The obligation of creators and audiences to consider the moral implications of narratives, including the impact of representation and the messages conveyed.
Femininity	Qualities or behaviours traditionally associated with being female, like gentleness or nurturing.
Framing	The way a story or argument is presented, which influences interpretation and understanding. It can set the context or perspective from which the narrative is told.
Gender	Refers to the roles, behaviours, expressions, and identities that society have associated with girls, women, boys, men, and gender-diverse people.
Gender-Based Violence	Any form of violence, discrimination, or harassment inflicted on a person because of their gender, gender expression, gender identity, or perceived gender.
Gender Expectations	Beliefs about how people should behave based on their gender.
Gender-Diverse	People whose gender identity or expression doesn't fit traditional categories of male or female.
Glorification	Praising or making something seem better or more important than it really is.
Healthy Masculinity	Expressing male identity in positive ways, like showing emotions and respecting others.
Hegemonic Masculinity	A cultural ideal of manhood that promotes dominance over others and discourages traits seen as "weak."
Honour	A sense of pride or respect, often tied to cultural or family expectations.
Identity	Who a person is, including the parts of themselves that shape how they see the world and how others see them. This can include things like their culture, race, gender, beliefs, language, family, and experiences.
Intersectionality	The idea that each person has many parts to their identity – like race, gender, class, or ability – and these parts combine to shape how they are treated in society. Some people may face unfair treatment or have more privilege depending on how these parts of their identity are viewed by others or by systems like schools, laws, or workplaces.
Intervene	To step in and take action to stop or change a situation.

Marginalization	When individuals or groups are pushed to the edge of society and denied full participation or rights.
Masculinity	Qualities or behaviours traditionally associated with being male, like strength or assertiveness.
Misogyny	Negative attitudes towards women, girls, and the feminine, like hatred, disrespect, or unfair treatment, just because they are female or express femininity. This can include things like discrimination, violence, or treating women like objects. Misogyny can come from men, but sometimes women can also show these beliefs toward other women or themselves.
Missing and Murdered Indigenous Women, Girls, and Two-Spirited People (MMIWG2S)	A community-based, grassroots movement to raise awareness and create social change in response to the epidemic of Missing and Murdered Women, Girls and 2-Spirit People in Canada. MMIW2S is related to historical and ongoing colonization of Indigenous peoples.
Narrative Framing	A literary technique where a main narrative sets the stage for one or more embedded stories, providing context and influencing interpretation.
Narrative Perspective	How the narrator sees and understands what is happening. It's shaped by their personality, background, beliefs, and feelings.
Normalization	Making something seem normal or acceptable, even if it's harmful.
Obedience	Following rules or instructions from someone in authority.
Omission	The deliberate exclusion of information, representation, or details in a narrative which can focus attention or influence interpretation.
Oppression	Unfair treatment or control over a group of people, limiting their rights and freedoms.
Passive Bystander	A bystander who chooses not to act, even when they know something is wrong.
Patriarchy	A social system in which men/masculinity are considered/viewed as primary authority figures, central to organization, and where men/masculine people hold authority over women/femme people, children, and property.
Peer Pressure	A feeling that one must do the same things as other people of one's age and social group to be liked or respected by them.
Perception	The way characters or audiences interpret events, actions, or other characters within a narrative, often influenced by personal experiences and biases.
Perpetuation	Continuing or maintaining something, often a harmful practice or belief.
Point of View	Who is telling the story (first-person, second-person, third-person limited, third-person omniscient).
Portrayal	The depiction or representation of characters, settings, or events, shaping audiences' understanding and emotional responses.
Power	The ability to influence or control others.
Power Dynamics	The ways power is shared or contested between individuals or groups.
Power Imbalance	When one person or group has more power or influence than another.

Prevention	Steps taken to stop something harmful from happening.
Privilege	Unfair advantages some people have just because of certain traits – like their race, gender, or background – that are valued more by society. These advantages give them more access to power, opportunities, or safety, often without even realizing it, while others may face more barriers.
Real-World Impact	The influence texts can have on society, including shaping public opinion, inspiring social change, or reflecting cultural values.
Reinforce	To strengthen or support existing ideas, beliefs, or behaviours through repeated or emphatic presentation in a narrative.
Reluctant Upstander	Someone who wants to help but feels unsure or afraid to take action.
Representation	The ways texts depict people, culture, ideas, and experiences, which can affirm or challenge societal norms and stereotypes.
Resistance	Actions taken to oppose or challenge injustice or oppression.
Romanticization	Making something harmful – like abuse or control – seem exciting, loving, or heroic. In texts, this can happen when unhealthy behaviour is shown as a sign of true love, which can confuse people about what's okay in a relationship and make abuse seem normal or even desirable.
Sensationalism	The use of exaggerated or shocking elements in texts to provoke strong emotional reactions, sometimes at the expense of accuracy or depth.
Sex	The biological traits – like body parts, hormones, and chromosomes – that people are born with.
Sexism	Prejudice or discrimination based on sex or gender, particularly against women and girls.
Shame	A painful feeling of humiliation or distress caused by awareness of wrong or foolish behaviour.
Silencing	The act of excluding or supressing certain voices, perspectives, or narratives within texts, often reflecting broader societal power dynamics.
Social Commentary	The use of text to critique or reflect upon societal issues, norms, and injustices, encouraging readers to consider and question the status quo.
Social Conditioning	The process by which people learn behaviours and beliefs from their culture, family, and society.
Social Norms	Shared expectations or informal rules among a set of people (a reference group) as to how people should behave.
Social Pressure	The influence people feel from society as a whole, including media, culture, school, family, and community, about how we should act, dress or think.
Socialization	The way people learn what's expected of them in society – like how to act, speak, or dress – based on messages we get from family, school, media, and culture. This includes ideas about gender, like who's expected to do chores or work certain jobs. These expectations can lead to unfair treatment or inequality between groups.

Societal Norms	The rules or expectations that most people in a society follow, even if they're not written down. These norms tell people what is seen as "normal" or acceptable, like how to behave in public, what roles people should play, or how they should look. Not following these rules can sometimes lead to judgement or exclusion.
Stereotype	An oversimplified and often untrue idea about a group of people, based on things like race, gender, or age. Stereotypes assume everyone in that group is the same and can lead to unfair treatment or discrimination.
Subtext	The underlying or implicit meaning in a text, not directly stated but inferred through context, dialogue, and symbolism.
Survivor	Describes someone who has experienced interpersonal violence. This term can be preferred to "victim" as it reflects the reality that many individuals who experience abuse cope and move on with personal strength and resourcefulness.
Symbolism	The use of symbols – objects, characters, or events – to represent larger ideas or concepts, adding deeper meaning to the narrative.
Systemic Oppression	When unfair treatment is built into laws, policies, and practices of a society.
Systemic Violence	Harm caused by societal systems that disadvantage certain groups, even without physical force.
Tone	The author or creator's attitude toward the subject matter or audience, conveyed through word choice, style, and perspective.
Toxic Femininity	When harmful or limiting ideas about how girls or women should behave are seen as "normal" or expected. This can include always putting others first, staying quiet to avoid conflict, or acting helpless to gain approval. These messages can make it harder for people to express themselves freely or stand up for their needs.
Toxic Masculinity	Harmful behaviours and attitudes associated with traditional male roles, like suppressing emotions or using aggression.
Upstander	A person who stands up for others by speaking out or taking action against harm or injustice.
Victim-blaming	When someone says or suggests that a person who was hurt or harmed is partly or fully to blame for what happened to them. This often happens in cases of violence and can make people feel ashamed or afraid to speak up. Victim-blaming helps keep unfair systems – like sexism or other kinds of discrimination – in place by shifting attention away from the person who caused the harm.
Voice	The distinct style or personality expressed in a text, encompassing the author's or narrator's unique use of language and perspective.
Witness	In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

Appendix G: Resources

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