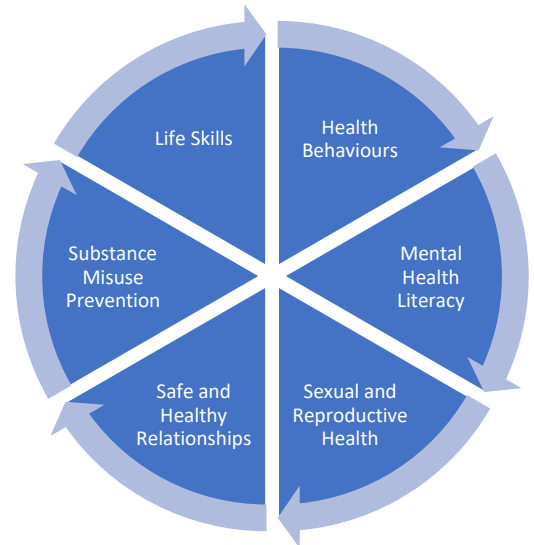


## Incorporating gender-based violence (GBV) and bystander intervention (BI) education within Health Education

Learning Related to GBV and BI is embedded across health education curriculum P-9. Concepts and topics have been embedded in ways that include foundational information that supports long term skill development, as well as more specific and developmentally appropriate information. The goal of this curriculum is to develop skills around emotional literacy, personal safety and injury prevention, healthy relationships, and healthy habits. There are many lessons and approaches that teachers use currently which align well with delivery of comprehensive health education. Much foundational is already being done which supports the growth and development of health literate youth across the province. In strengthening this curriculum with critical components of GBV and BI education we are able to support students with additional skills that will help to keep themselves and others safe and healthy.

Within this curriculum there are interconnected topics that span across six domains:

- Health Behaviours
- Mental Health Literacy
- Sexual and Reproductive Health
- Safe and Healthy Relationships
- Substance Misuse Prevention
- Life Skills



Foundational skills and information are used to support the expression of emotions, development and identification of healthy relationship, and understandings about human rights. Across the grades this information grows and builds as a protective factor for students, provides vocabulary that can be used in various situations and events, and establishes an understanding of the many ways that people live and can thrive in safe and healthy ways.

Specific skills and information are used to expand on foundational skills to provide direct instruction and application of topics that are developmentally appropriate for each grade level. This information is used to guide the development of skills to help students identify healthy vs unhealthy relationships, learn how to find and access reliable and accurate sexual and reproductive health information and support services, continue to foster the understanding of gender norms, stereotypes, and biases and how this contributes to gender-based violence, explore the topics of violence which includes sexual violence, commercial sexual exploitation of children and youth, technology-facilitated violence, and domestic violence and ways the rights of others are respected and protected. This also includes direct actions to take to notice, interpret, and respond to emergency or risk situations by identifying ways to intervene when harm is being done and engage help seeking strategies for themselves and/or others.

Both foundational skills and specific skills have aspects of GBV and BI embedded within. GBV topics are embedded using national benchmarks from the Sexual Information and Education Council of Canada's [Benchmarks for Comprehensive Sexual Health Education in Canada](#) and [Guidelines for Integrating Gender-Based Violence Prevention within School-Based Comprehensive Sexual Health Education](#). These include concepts involving: Healthy Relationships and Communication Skills, Disrupting Gender Roles, Norms, and Stereotypes, Consent and Boundaries, Digital Media Literacy, and Human Rights Education and Transformative Justice.

Bystander Intervention education can take many forms and be used across various settings and scenarios. To ensure students are exploring and developing key BI skills, the curriculum aims to have students notice, interpret, know how to act, take responsibility, and act in relation to outcomes, concepts, and topics in developmentally appropriate ways. This includes actions that can be taken by students such as calling or alerting emergency services, identifying and overcoming barriers to action, and knowing ways to help themselves or others seek support when needed from the many services that are available across Nova Scotia.

The Mass Casualty Commission's Recommendation C.17 calls for Province-wide implementation of curriculum addressing gender-based violence (GBV) and bystander intervention (BI). This will ensure that every student in grades primary to 12 will learn how to recognize, prevent, and respond to GBV and other harms.

## Healthy Living Grade 7

### Gender-based Violence and Bystander Intervention

Learning Related to GBV and BI is embedded across health education curriculum P-9. Concepts and topics have been embedded in ways that include foundational information that supports long term skill development, as well as specific, developmentally appropriate information. The goal of this curriculum is to develop skills around emotional literacy, personal safety and injury prevention, healthy relationships, and healthy habits.

Items specific to GBV and BI:

	What students are learning and doing	This information builds learning about:
Foundational skills and information	<ul style="list-style-type: none"> <li>Analyse ways in which peer, media, and social norms influence healthy decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Disrupting Gender Roles, Norms, and Stereotypes</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate interpersonal skills that enhance health</li> <li>Investigate healthy ways of coping with difficult emotions and challenging life circumstance</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Relationships and Communication Skills</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate healthy behaviours for using new technologies and media</li> </ul>	<ul style="list-style-type: none"> <li>Digital Media Literacy</li> </ul>
Specific skills and information	<ul style="list-style-type: none"> <li>Investigate help seeking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Relationships and Communication Skills</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate the importance of addressing challenges in relationships with family, friends, or peer</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Relationships and Communication Skills</li> <li>Bystander skills in knowing how to act in situations and events</li> </ul>
	<ul style="list-style-type: none"> <li>Analyse ways of recognizing healthy and unhealthy relationships</li> <li>Evaluate the impacts of unhealthy relationships on the dimensions of health</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Relationships and Communication Skills</li> <li>Consent and Boundaries</li> <li>Bystander skills in noticing and interpreting situations and events</li> </ul>
	<ul style="list-style-type: none"> <li>Formulate ways for engaging in safe relationships online and offline</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Relationships and Communication Skills</li> <li>Digital Media Literacy</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate the risks of commercial sexual exploitation among youth</li> </ul>	<ul style="list-style-type: none"> <li>Human Rights Education and Transformative Justice</li> </ul>

To support engagement with new content, teachers can access a variety of resources and supports identified on the [Gender-based violence collection Moodle](#), which provides training modules, and access to background knowledge and lessons that can be immediately used in the classroom.