

## 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 ways to take care of ourselves, the skills and knowledge that keep relationships in our lives healthy, personal safety and injury prevention within a variety of contexts and understanding the role that good mental health serves in mitigating harms of addiction in various forms. There are many lessons and approaches that teachers use currently that align with delivery of comprehensive health education. Tremendous work is already being done which supports the growth and development of health literacy youth across the province. In strengthening this curriculum with critical components of GBV and BI education we provide 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 four modules of study:

- Understanding and Taking Care of Ourselves
- Healthy Relationships
- Personal Safety and Injury Prevention
- Mental Health and Addiction

Specific skills and information are used to expand on foundational skills to provide direct instruction and application of topics that are developmentally appropriate for this grade level. This information is used to provide skills that students use which includes ways to communicate needs, disagreement, and perspectives, counter harmful gender norms, stereotypes, and biases, and safe to respond to and interrupt gender-based violence. This includes direct bystander intervention skills in identifying emergency or risk situations, determining actions to take, and overcoming barriers to action.

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 9

### 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>Select language to use when expressing needs, disagreement, and perspectives within relationships</li> <li>Use assertiveness, negotiation, and refusal skills across various relational scenarios</li> <li>Analyse the impact of various conflict resolution strategies</li> <li>Reflect on the impacts of language used 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 ways for coping with feelings associated with life challenges</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Relationships and Communication Skills</li> </ul>
Specific skills and information	<ul style="list-style-type: none"> <li>Investigate the requirements for balanced power dynamics in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Relationships and Communication Skills</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate actions that promote gender equality</li> </ul>	<ul style="list-style-type: none"> <li>Human Rights Education and Transformative Justice</li> </ul>
	<ul style="list-style-type: none"> <li>Analyse the ways that societal conditions, norms, and behaviours can contribute to gender-based violence</li> <li>Identify the conditions that influence gender norms, practices, and behaviours</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 ways to counter behaviours that contribute to Gender-Based Violence</li> <li>Identify ways to support someone who experiences, witnesses, or hears about Gender-Based violence</li> <li>Identify strategies for getting help in abusive relationships</li> </ul>	<ul style="list-style-type: none"> <li>Bystander skills in noticing, interpreting, and knowing how to act in situations and events</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate ways to prevent, navigate, and respond to online victimization</li> </ul>	<ul style="list-style-type: none"> <li>Digital Media Literacy</li> </ul>
	<ul style="list-style-type: none"> <li>Identify ways for setting and respecting personal boundaries of self and others</li> </ul>	<ul style="list-style-type: none"> <li>Consent and Boundaries</li> </ul>
	<ul style="list-style-type: none"> <li>Identify emergency and risk scenarios</li> <li>Determine actions to take in a variety of emergency and risk scenarios</li> <li>Investigate ways to overcome barriers that may prevent people from intervening</li> </ul>	<ul style="list-style-type: none"> <li>Bystander skills in noticing, interpreting, and knowing how to act in situations and events</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.