

Gender Studies, Grade 11

University/College Preparation

HSG3M

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

Prerequisite: None

A. RESEARCH AND INQUIRY SKILLS

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Exploring:** explore topics related to gender studies, and formulate questions to guide their research;
- A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

SPECIFIC EXPECTATIONS

A1. Exploring

Throughout this course, students will:

- A1.1** explore a variety of topics related to gender studies (*e.g., self-esteem in adolescent girls; experiences of male primary school teachers or female auto mechanics*) to identify topics for research and inquiry
- A1.2** identify key concepts (*e.g., through discussion, brainstorming, use of visual organizers*) related to their selected topics
- A1.3** formulate effective questions to guide their research and inquiry
Teacher prompt: “If you were studying the portrayals of girls and women in music videos, how might you select which videos to analyse? What behaviour or symbols might you examine in the videos? What other elements of the videos might provide evidence of how women are viewed?”

A2. Investigating

Throughout this course, students will:

- A2.1** create appropriate research plans to investigate their selected topics (*e.g., outline purpose and method; identify sources of information; develop research tools such as surveys, questionnaires, or interviews*), ensuring that their plans follow guidelines for ethical research

- A2.2** locate and select information relevant to their investigations from a variety of primary sources (*e.g., interviews; observations; surveys and questionnaires; original documents and media such as film, photographs, songs, advertisements*) and/or secondary sources (*e.g., critical analysis in journals; book reviews, magazine articles, textbooks*)

Teacher prompts: “What is the difference between a primary and a secondary source? How can you determine whether a source is primary or secondary?” “Why is it important to base your research on a variety of sources?”

- A2.3** based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

A3. Processing Information

Throughout this course, students will:

- A3.1** assess various aspects of information gathered from primary and secondary sources (*e.g., accuracy, relevance, reliability, inherent values and bias, voice*)

Teacher prompts: “What strategies can you use to determine the relevance of the information you have gathered?” “If two information sources contradict each other, how might you determine which is more reliable?” “What values are embedded in these sources? Whose voices are represented and whose are absent?” “Whose interests are advanced if you believe the main message of this source?”

A3.2 record and organize information and key ideas using a variety of formats (*e.g., notes, graphic organizers, summaries, audio/digital records*)

A3.3 analyse and interpret research information (*e.g., compare results of surveys and interviews; determine whether common themes arise in different sources*)

A3.4 demonstrate academic honesty by documenting the sources of all information generated through research

A3.5 synthesize findings and formulate conclusions (*e.g., weigh and connect information to determine the answer to their research question*)

A4. Communicating and Reflecting

Throughout this course, students will:

A4.1 use an appropriate format (*e.g., oral presentation, written research report, poster, multimedia presentation, web page*) to communicate the results of their research and inquiry effectively for a specific purpose and audience

A4.2 correctly use terms relating to sex and gender equity (*e.g., power relations, gender norms, intersectionality, gender representation, transgender, sexism*)

A4.3 clearly communicate the results of their inquiries (*e.g., write clearly, organize ideas logically, use language conventions properly*), and follow APA conventions for acknowledging sources (*e.g., generate a reference list in APA style, use in-text author-date citations*)

A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

Teacher prompts: “How might the methods you used have affected the results you obtained?”
“What steps might you take to enhance your research/inquiry skills?”

B. FOUNDATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. The Social Construction of Gender:** demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;
- B2. Power Relations, Sex, and Gender:** analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;
- B3. Representations of Gender:** analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

SPECIFIC EXPECTATIONS

B1. The Social Construction of Gender

By the end of this course, students will:

- B1.1** explain key terms and concepts relating to gender studies (*e.g., sex and gender, female, male, transsexual, intersex, gender performance, gender roles, gender norms, gender stereotypes, transgender, masculinity/masculinities, femininity/femininities, gender binary, intersectionality, hypermasculinity, emphasized femininity, sexism, patriarchy, matriarchy, patriarchy, gender hierarchy, sexual minorities, sexual orientation, homophobia, two-spirited, misogyny, misandry*)

Teacher prompts: “What is the difference between *sex* and *gender*?” “What is meant by the term *gender performance*?” “In what ways does some gender research challenge understandings of sex as a simple binary between male and female?” “What did Simone de Beauvoir mean when she wrote, ‘One is not born a woman, one becomes one’?”

- B1.2** explain how gender norms are socially constructed and may be culturally specific (*e.g., the influence of one’s culture, ethnic group, or heritage, and of the media and popular culture; family expectations; peer pressure; religious expectations*), and describe possible tensions between an individual’s gender performance (*e.g., attitudes, behaviours, roles*) and societal norms

Teacher prompts: “How do individuals come to know the gender norms of their communities?” “In what ways do norms and expectations typically differ for boys and girls, and young men

and young women, regarding acceptable behaviour and expression of emotion? Regarding career choices? What factors influence the maintenance of or changes to such norms/expectations?” “Do you ever find yourself in conflict with the gender norms accepted in your family or community? If so, explain the circumstances and your response.” “How might an individual’s personal preferences and choices affect his or her self-presentation of gender?”

- B1.3** analyse ways in which gender intersects with other aspects of identity (*e.g., indigeneity, race, socio-economic status, sexual orientation, ability*) to create diverse gender role expectations and experiences

Teacher prompts: “What does Patricia Monture-Angus, a Mohawk woman, mean when she writes, ‘To artificially separate my gender from my race and culture forces me to deny the way I experience the world’?” “How might factors such as socio-economic status or (dis)ability influence a person’s experience of gender?” “Why might it make more sense to use the terms *masculinities* and *femininities* rather than *masculinity* and *femininity*?”

- B1.4** describe a range of gender roles in a variety of cultures and historical periods (*e.g., in Western and non-Western countries; within various religious traditions; in rural and urban environments; in First Nation, Métis, or Inuit cultures; in middle-class Canada after World*

War II), and explain how and why these roles have changed over time

Teacher prompts: “In what ways are gender roles today similar to and different from those in your parents’ or grandparents’ generation?” “In what ways are your gender expectations and roles and those of your peers similar to or different from those of adolescents in places such as rural Kenya or a large city in India? What might account for these similarities and differences?” “What is the meaning and significance of the term *two-spirited* among many First Nations?”

- B1.5** assess ways in which socially constructed gender roles and norms reflect the realities of women’s and men’s lived experiences locally and globally

Teacher prompts: “Why might some people choose to challenge gender roles while other people accept them?” “What types of factors are linked to diverse gender performances?” “In what ways can gender norms and expectations limit what is possible for men and women? What are some specific instances of women and men challenging gender expectations and norms over the past decade?” “How and why are women who do not want children judged differently than men who do not want children?”

B2. Power Relations, Sex, and Gender

By the end of this course, students will:

- B2.1** analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings (e.g., with reference to financial decision-making, domestic chores, child and senior care, teacher attention, leadership opportunities, assigned duties, access to community resources)

Teacher prompts: “Do male and female students have equal access to sports facilities and resources in your school and community? If not, what are the implications of this difference? What are its effects?” “What proportion of single-parent households are headed by women? What proportion of these households live below the poverty line?” “What does the fact that more than 500 Aboriginal women are missing in Canada reveal about the position of Aboriginal women within Canada and their position in relation to Canadian women as a whole?”

- B2.2** explain the differences as well as the links between individual and systemic forms of sexism and discrimination, and describe ways in which these forms manifest themselves

Teacher prompts: “What are some of the ways in which individuals might exhibit sexist behaviour at home, at school, or in their everyday life? How can these behaviours be avoided or discouraged? Who would you turn to if you experienced sexism?” “How are sexist jokes related to systemic forms of sexism?” “What do the terms *glass ceiling*, *pay equity*, and *employment equity* mean? When and why were these terms coined? To what extent and in what ways are they still relevant today?” “What is meant by the term *patriarchal dividend*? How is this term related to systemic sexism and discrimination?”

- B2.3** analyse ways in which sexism can manifest itself in contemporary Canadian society (e.g., in the family, sports and athletics, politics and government; through the climate at work or school; through jokes and language; in terms of employment opportunities or access to economic resources), and assess ways to address these manifestations of sexism

Teacher prompts: “Do you think Canada is a sexist society? Why or why not?” “How do the Indian Act and Bill C-31 discriminate against Aboriginal women?” “What forms does sexism take in schools? What steps do or should schools take to address sexism?”

- B2.4** explain variations in power relations between men and women within patriarchal and matriarchal societies (e.g., in matriarchal or matrilineal societies such as the Oneida, Cayuga, Mohawk, Seneca, Tuscarora, or Onondaga First Nations and the Mosuo and Naxi indigenous peoples of China), with reference to a variety of social roles and responsibilities (e.g., parental roles, decision making, economic responsibilities, leadership roles, training and educational options)

B3. Representations of Gender

By the end of this course, students will:

- B3.1** analyse representations of gender in media and popular culture (e.g., with reference to video games, toys, music and music videos, movies and television shows, advertisements, comics, blogs, online media)

Teacher prompts: “How does the marketing of children’s toys contribute to perpetuating traditional gender roles?” “Where in the media can you find positive images of women in positions of authority (e.g., judges, surgeons, news anchors) and positive images of nurturing males?” “How varied are the gender roles for lesbian, gay, bisexual, and transgender (LGBT) characters on television or in the movies?” “In what ways do media representations of male gender roles differ according to race, ethnicity, socio-economic status, or sexual orientation?”

“What range of gender roles in families is portrayed in children’s books?” “What does the representation of gender roles in the media suggest about the relative power of women and men?”

B3.2 analyse the impact on individuals (*e.g., with reference to their self-concept, aspirations, notions of appropriate behaviour, relationships, sense of belonging or alienation*) of stereotypical representations of gender in media and popular culture

Teacher prompts: “What effects can dolls and action figures have on girls’ and boys’ behaviour?” “Do you think gender representations in the media and popular culture reinforce ‘hypermasculinity’ and ‘hyperfemininity’? Give reasons for your answer.” “What effects do the images of men and women in comic books and graphic novels have on female readers? On male readers?”

B3.3 analyse images of female and male bodies and representations of beauty and fashion in media and popular culture, and describe their impact (*e.g., how images of underweight, digitally altered fashion models can contribute to unhealthy eating habits among girls and women; how images showing celebrities who have had a variety of cosmetic procedures can affect individuals’ self-image or the choices they make*)

Teacher prompts: “How diverse are images of women and men in the beauty and fashion industry with respect to race, ethnicity, or body shape?” “What are the common characteristics of images of models in fashion magazines? How are these characteristics achieved? What impact can these images have on readers, especially those who may perceive themselves as not ‘fitting the mould’?” “How can media images of unrealistic bodies lead to unhealthy behaviours in males and females?” “What types of fashions are evident in music videos? Do such styles affect the way you dress? Why or why not?” “Where in the media or popular culture can you find positive, healthy images of women and men?”

B3.4 describe how visual art works, literature, and film can raise awareness of gender equity and changing gender expectations in society (*e.g., art work by Judy Chicago, Guerrilla Girls, Joyce Wieland, Joanne Tod, Barbara Kruger, Cindy Sherman, Shelley Niro, Rebecca Belmore; literature by Caryl Churchill, Margaret Atwood, David Sedaris, Nawal El Saadawi, David Alexander Robertson, Madison Blackstone; films by Deepa Mehta, Stephen Daldry, Tracey Deer*)

C. GENDER ISSUES AND GENDER-RELATED POLICY IN CONTEXT

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Securing Rights and Social Supports:** demonstrate an understanding of concerns and objectives of women’s rights movements and men’s movements, and explain issues related to the rights of sexual minorities;
- C2. Local and Global Challenges:** analyse a range of social, political, economic, and environmental issues relating to gender in Canadian and global contexts;
- C3. Gender-Based Violence and Its Prevention:** demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies.

SPECIFIC EXPECTATIONS

C1. Securing Rights and Social Supports

By the end of this course, students will:

- C1.1** describe the relevant social context of and issues of concern to contemporary and historical women’s movements (*e.g., issues such as women’s suffrage, property ownership, birth control and reproductive rights, equal pay for equal work and equal pay for work of equal value, violence against women and children, education for girls and women in developing nations, the contribution of women’s unpaid domestic and volunteer work to the family and the economy, discrimination in development assistance*), and evaluate the achievements of these movements

Teacher prompts: “What were the reasons for establishing the Royal Commission on the Status of Women in Canada?” “How and why has feminism been critiqued for excluding issues of concern to women who were not white and/or privileged?” “What changes have resulted from the debates within the women’s movement relating to marginalization of women of colour, women with disabilities, and lesbians?” “What

specific issues confront, or have confronted, First Nation, Métis, and Inuit women?” “What issues do young feminists address today through groups such as the Miss G__ Project and RebELLEs?”

- C1.2** evaluate the objectives of various men’s movements (*e.g., men’s liberation movements; men’s health, pro-feminist, and anti-sexist movements*) in relation to gender equity and changing gender roles

Teacher prompts: “Can men be feminists?” “What role do you think men should have in the women’s movement? How can men be effective allies in the anti-sexist movement?” “What type of approach to gender relations is advocated by the National Organization for Men Against Sexism?”

- C1.3** describe issues associated with the recognition of the rights of sexual minorities (*e.g., same-sex marriage laws, adoption rights for same-sex families, rights of hijras in India*), and explain how they relate to gender issues

Teacher prompt: “What are some of the assumptions about appropriate gender roles that might affect people’s views on same-sex marriage or adoption rights for same-sex families?”

C2. Local and Global Challenges

By the end of this course, students will:

C2.1 analyse a range of social and political issues relating to gender equity in both Canadian and global contexts (e.g., issues related to employment, poverty, health care, sports, violence; the use of rape as a tool of war; infanticide and fetal sex selection; access to education and training; political representation)

Teacher prompts: “How has the preference for male children in some societies led to a skewing of sex ratios? What is the possible impact of such skewing for women and men in those societies?” “What is meant by the term the *feminization of poverty*? What are some factors that account for the disproportionate number of women who live in poverty?”

C2.2 describe the effects of globalization and international trade and economic policies on gender-related issues in both Canadian and global contexts (e.g., sex trafficking and tourism; mail-order brides; the proportion of women in sweatshops; the impact of changing economies on women’s and men’s social roles; the impact of Western advertising and consumerism on gender roles in newly industrializing countries; deindustrialization and the loss of traditionally male-dominated jobs in manufacturing; an increase in male employment in the service and retail sectors)

Teacher prompts: “What policies encourage nannies from developing countries to work in Canada? What are the effects of these policies on nannies and their families in their countries of origin?” “In what ways do international aid and banking programs discriminate against women?”

C2.3 analyse the relationship between gender and environmental issues in both Canadian and global contexts (e.g., with reference to the work of Wangari Maathai or Vandana Shiva; the relationship between chemical use and birth defects/infertility; the impact of desertification on arable land, family farms, and the roles of women and men; differences in the impact of climate change on men and women)

Teacher prompts: “What is meant by the term *ecofeminism*?” “Where would you find data to determine the relationship between the use of pesticides and fertility rates?” “What effects has oil sands development in Alberta had on women in the Lubicon First Nation?” “What evidence exists of the impact on boys and men of increased levels of estrogen in drinking water?”

C3. Gender-Based Violence and Its Prevention

By the end of this course, students will:

C3.1 analyse the impact of gender-based violence (e.g., bullying; harassment; child and spousal abuse; sexual assault, including date rape; gay bashing)

Teacher prompts: “What forms can gender-based violence take?” “What is the impact of emotional or psychological abuse, including bullying? How is it similar to or different from the impact of physical abuse?”

C3.2 analyse how the media and popular culture portray gender-based violence and aggression (e.g., in video games, popular music and music videos, television shows, sports), and assess the possible impact of these portrayals

Teacher prompts: “Who are the perpetrators of violence most commonly depicted in the movies and television shows you watch and the video games you play? Who are the victims? What, if any, patterns do you notice? What impact do you think these patterns may have?” “How do news reports represent female victims of violent crimes? How are these representations affected by factors such as the victim’s race, religion, or occupation (e.g., whether the victim is a sex trade worker)?” “Do you think playing violent video games desensitizes participants to violence and aggression in real life? Why or why not? Do you think that first-person shooter games have a greater impact on players than other video games? Why or why not?”

C3.3 explain how social institutions or systems (e.g., criminal justice, legal, social service, immigration, and international development systems) can perpetuate or decrease homophobic and gender-based violence and harassment in both Canadian and global contexts

Teacher prompts: “Why do critics argue that violence against women is significantly under-reported? Why might a woman be reluctant to report domestic abuse, sexual harassment, or sexual assault? What are her options if she reports abuse? How are these options affected by factors such as poverty?” “It is only in the past few decades that marital rape has been recognized as a crime in many countries. Why did it take so long for these laws to be implemented? Why do some countries still not recognize it as a crime?” “What is the ‘don’t ask, don’t tell’ policy in the U.S. military? What message does this policy send to potential new

recruits?” “Why are groups lobbying to have gay bashing declared a hate crime?” “What is meant by the term *honour killing*? What does this practice reveal about the status of women in cultures where it is accepted?”

- C3.4** demonstrate an understanding of a range of awareness and prevention strategies relating to forms of gender-based violence, including sexual assault and gender-based bullying and harassment (e.g., the *White Ribbon Campaign*; the *Sisters in Spirit* initiative of the *Native Women’s Association of Canada*; the *I Am a Kind Man* campaign; the *Take Back the Night* campaign; information on websites such as those of the *Ontario Women’s Directorate*, *Kids Help Phone*, the *Metropolitan Action Committee on Violence Against Women and Children* [METRAC], *sexual assault or rape crisis centres*)

Teacher prompts: “Which agencies in your community can provide you with information on strategies to prevent gender-based violence?” “What violence-prevention resources are available in your school? What are the most effective ways to talk to students about violence prevention?” “Why is it important to create prevention and awareness programs that focus on the perpetrators of gender-based violence as well as its victims or potential victims?” “What is the purpose of the *White Ribbon* and the *I Am a Kind Man* campaigns? Why have their organizers chosen to focus the campaigns on men? What are some of the prevention strategies they recommend?” “What are some ways in which women and men can work together to prevent gender-based violence?”

D. IMPLEMENTING CHANGE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Changes in the Workplace:** demonstrate an understanding of changes in occupations and the workplace with respect to gender issues, and of the reasons for continuing occupational segregation;
- D2. Agents of Change:** describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity;
- D3. Social Action and Personal Engagement:** design, implement, and evaluate an initiative to address an issue related to gender equity or gender-based violence awareness/prevention.

SPECIFIC EXPECTATIONS

D1. Changes in the Workplace

By the end of this course, students will:

D1.1 describe, with reference to both Canadian and global contexts, accomplishments of and barriers faced by women and men in areas in which females or males have been traditionally underrepresented (*e.g., politics, law, sports, arts and culture, science, health, education, economics, religion, the military, childcare and homemaking*)

D1.2 assess the extent of changes that have occurred in the world of work (*e.g., on-site day-care, changes in leadership styles, different ways of doing business, flexible work days, parental leaves*) as a result of women and men entering areas in which they have traditionally been underrepresented

Teacher prompt: “The areas of medicine and law have shifted from being overwhelmingly male-dominated to having a slight preponderance of women. To what extent have these fields changed as a result of this demographic shift? To what extent have they remained essentially the same, with workers having to adapt to fit existing work norms and expectations? Has this pattern been replicated in other areas of work?”

D1.3 assess the contribution of Canadian legislation as well as government and employment policies to gender equity in the workplace (*e.g., pay equity legislation, employment equity legislation, human rights codes, maternity and parental leave policies, equity and antidiscrimination policies*), and explain how these policies were achieved

Teacher prompts: “Why do Canadian women continue to earn less than men despite at least two decades of pay equity legislation? Why do women from some visible minorities, including Aboriginal women, earn even less than other women?” “What kinds of access or equity issues in the workplace might be of concern to transsexual individuals? How might legislation or policies address these concerns?” “What role has unionization played in improving wages and benefits for women?” “In what ways have women’s organizing and lobbying resulted in better working conditions and improved health and safety for women workers?” “What are some of the limitations of legislative and policy changes in achieving equity in the workplace?”

D1.4 explain individual and systemic factors that contribute to the ongoing occupational segregation of men and women in certain jobs or professions (*e.g., the construction industry, computer programming and engineering, nursing, elementary school teaching, politics*) and how this segregation might be reduced

Teacher prompts: “Why do you think so few women are employed in the construction industry or engineering?” “Why don’t more men work in nursing or in elementary school teaching?” “Would it be a good idea to have approximately equal numbers of men and women working in all jobs? Why or why not?”

D2. Agents of Change

By the end of this course, students will:

D2.1 describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations (e.g., *the Famous Five*, *Kay Macpherson*, *Ursula Franklin*, *Jeannette Corbiere Lavell*, *Judy Rebick*, *Sally Armstrong*, *Voice of Women*, *the Women’s Legal Education and Action Fund*, *the White Ribbon Campaign*, *the Native Women’s Association of Canada*, *the DisAbled Women’s Network*, *the Congress of Black Women*, *the National Action Committee on the Status of Women*, *the Black Daddies Club*, *organizations supporting female and male survivors of sexual assault*)

Teacher prompts: “What is the mission of the Native Women’s Association of Canada? How are Aboriginal women’s issues represented by other Aboriginal organizations?” “How have partnerships between organizations, such as that between the Black Daddies Club and the White Ribbon Campaign or between various groups in the Grandmothers to Grandmothers Campaign of the Stephen Lewis Foundation, contributed to the achievement of their goals?”

D2.2 describe a range of organizations outside Canada, including international organizations and initiatives (e.g., *the United Nations*, including *the UN Entity on Gender Equality and the Empowerment of Women*; *UNESCO*; *the Grameen Bank*; *the World Health Organization*; *the Revolutionary Association of the Women of Afghanistan*; *the International Indigenous Women’s Forum [FIMI]*; *the One Million Women campaign*; *the International Lesbian, Gay, Trans, and Intersex Association*; *the Transgender Law Center*), that contribute to gender equity

Teacher prompts: “Why do you think girls’ education is emerging as a top priority in international development? Which international groups support educational initiatives for girls in developing countries?” “What types of organizations offer microcredit to women in developing countries? Do you think this is a good approach to helping women and children around the world? Why or why not?”

D2.3 describe a variety of strategies used by individuals and organizations in support of gender equity (e.g., *Internet organizing*, *educational programs*, *public awareness campaigns*, *petitions*, *lobbying*, *public demonstrations*, *advocacy*)

D3. Social Action and Personal Engagement

By the end of this course, students will:

D3.1 identify a specific need related to a gender equity or gender-based violence awareness/prevention issue, and design an initiative to address this need (e.g., *an initiative such as developing a set of workshops on preventing gender-based violence to be presented to peers*; *designing an awareness campaign to combat sexism*; *creating a gender issues news magazine for the school*; *creating songs about changing gender roles to be performed at a local community centre*; *designing a comic book or biography about a positive role model or significant pioneer or agent of change to be shared at a local public school*; *creating and presenting/distributing videos, visual art works, dances, dramatizations, pamphlets, or podcasts to help prevent gender-based violence*; *organizing a petition or a letter-writing campaign to back a political candidate who supports gender equity*)

Teacher prompt: “What gender equity issue do you feel needs to be addressed in your school? Who could you consult to assess the impact of the issue in your school?”

D3.2 identify strategies and skills needed for gaining support for and handling potential resistance to their initiative (e.g., *strategies such as finding allies within their school/community*, *determining who has power and influence and working with those people/groups*; *skills related to advocacy, persuasion, diplomacy, active listening, understanding various perspectives, collaboration and consultation*)

Teacher prompts: “Which groups could you approach about your initiative? What types of resources might they be able to provide to support you plan? Are there other groups or institutions not normally associated with gender issues that might provide resources?” “Which groups might oppose your approach? What strategies might you use to avoid conflict with these groups?” “What concerns might arise when individuals work on behalf of groups whose identity is different from their own (e.g., when white women work on behalf of women of colour, when men work on behalf of women)?”

D3.3 demonstrate an understanding of how to effectively evaluate social action initiatives (e.g., *strategies for evaluating the clarity of the message and the appropriateness of the initiative for the target audience or group being served, for measuring results*)

Teacher prompts: “What are your short- and long-term goals? How will you determine whether you have achieved those goals?”
“What are some tools or approaches used to evaluate the success of social action initiatives? Would any of these be applicable to your initiative? Why or why not?”

D3.4 implement their initiative using appropriate planning, organizational, evaluation, and communication skills

D3.5 reflect on the skills and strategies they used before, during, and after designing and implementing their initiative; explain which ones they found most useful in achieving their objectives; and identify what they would do differently in the future to improve their work as committed, responsible activists

Teacher prompts: “Which aspects of the implementation of your initiative worked well? Which aspects were not as effective as they might have been?” “What skills would you want to further develop before implementing a new initiative? How might you acquire or hone those skills?”