

Remember

care

ACTION

women

We remember through action

A Professional Development
Steering Committee Project

ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION

We remember through Action

Intermediate and Senior Resource Guides

The *l'École Polytechnique* massacre December 6, 1989, in Montreal, is a milestone in Canadian history. This senseless act of gender-based violence awakened us to human rights violations against women in society and compelled us to action. Women in Canada, including Indigenous women, have the right to be free from violence.

OECTA seeks to enhance the status of women in society nationally and internationally. It is therefore imperative that this historic event not only be recognized and honoured but that resources are made available to members, so that they may provide a foundation for action and change through education. As teachers, self-reflection and critical awareness of increasingly diverse and numerous points of view in a changing world are a necessary aspect of transformation.

Education is key to addressing gender inequity and violence against women in our society. This commemorative guide provides ideas and links to classroom resources for teachers to facilitate problem solving and discussion in the classroom. These tools can help students think critically about gender and examine crucial issues, including the marginalization of women and gender-based violence.

Remembering the victims of the Montreal Massacre is a key part of this resource. The tragic loss of these young women motivates us to strive for fundamental societal and cultural change so that not only our Canadian daughters, but daughters everywhere can share in the promise of their futures.

Key Dates for Remembrance

November 25:	The International Day Against Violence Against Women
November 29:	International Women Human Rights Defender Day
December 1:	World AIDS Day
December 3:	International Day of Disabled Persons
December 6:	Anniversary of the Montreal Massacre and the National Day of Remembrance and Action on Violence Against Women
December 10:	International Human Rights Day

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PART 1

Intermediate Resource Guide

TOPICS IN THIS GUIDE:

Teen Dating and Sexual Harassment
Sheroes and Heroines
Gender Equality and Gender Equity
Resilience and Community Action Supporting Change
Domestic Violence and the Teen World
Stereotypes in Video Games and Media
Social Media, Vulnerability and Sexism
Graphic Violence and Harm
Gender Stereotyping and Body Image
Healing Together: Learning from Aboriginal Role Models
Pop Culture: from Beatlemania to Bieber Fever
The Girl Child – Education for All
Gender Sensitive Language
Power and Advantage – the Borderlands of Inclusivity

The sources and suggestions in this guide are grouped according to 14 topics. Teachers can identify materials of interest and adapt them to suit the needs of their classrooms. The resources highlight numerous issues that can be linked to grade expectations to help students make connections and develop a deeper understanding of the issues.

TOPICS AND RESOURCES

1. Teen Dating and Sexual Harassment

Educating our students about the nature and impact of sexual harassment is necessary for prevention and appropriate responses. This resource manual on school-based violence against girls and women challenges us to work toward a harassment-free school environment.

www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/harassprogs.htm

This site provides access to a wide range of resources from across Canada - including the Education is Prevention (from Salt Springs, B.C.) program, designed to impact school culture and impart skills and values to students to prevent violence against girls and women.

www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/youthdprogs.htm#prog3

WE REMEMBER:

Geneviève Bergeron, age 21

Geneviève was a second-year scholarship student in mechanical engineering. She played the clarinet and sang in a professional choir. In her spare time she played basketball and swam.

A gateway to information and links to research, planning assessment tools, and lesson plans provided through partnerships of various organizations, including the Canadian Association for School Health and the Canadian Counselling and Psychotherapy Association.
www.safehealthyschools.org/aboutus.htm

A Red Cross Canada site promoting healthy relationships for youth age 12 and older.
www.redcross.ca/article.asp?id=30619&tid=001

Dating abuse statistics from the Centres for Disease Control and Prevention.
www.cdc.gov/ViolencePrevention/pdf/DatingMatters_flyer-a.pdf

Songs and poems about dating violence for classroom discussion.
www.breakthecycle.org/blog/dating-violence-songs
www.breakthecycle.org/blog/poems-about-domestic-violence

Twisted Love Poem is a lesson plan exploring dating violence through poetry.
www.pbs.org/inthemix/educators/lessons/dateviol1

2. Sheroes and Heroines

Role models offer us direction, and peer role models that show a clearer path for our youth make a difference. One of these sheroes was Shannen Koostachin from Attawapiskat First Nation. This young activist spoke up for a “equitable education funding for First Nations children and youth.”

www.fncfcs.com/shannensdream

This National Library toolkit using primary sources provides information about journal writing in *Eleanora's Legacy: Focusing on a Girl's Diary* from the 19th Century.
www.collectionscanada.gc.ca/education/008-3140-e.html

This Famous 5 website provides curriculum plans, theatre script and edukits organized around the context, achievement and leadership of Emily Murphy, Nellie McClung, Henrietta Muir Edwards, Louise McKinney and Irene Parlby. www.abheritage.ca/famous5

Two booklets (*The Famous Five, Nation Builders* and *The Famous Five: A Pivotal Moment in Canadian Women's History*).
www.famous5.ca/resources.html

This site gives a historical overview of the ‘Persons Case’ (prior to 1929, women in Canada were not considered ‘persons’) and the transformational leadership of the *Famous 5*.
www.famous5.ca/w_personscase.html

WE REMEMBER:

Hélène Colgan, age 23

Helene was in her final year of mechanical engineering and planned to do her master's degree. She had three job offers and was leaning towards accepting one from a company near Toronto.

Great Canadian women crossword from library and Archives of Canada gets down and across from Anne Murray to Alanis Morissette .

www.collectionscanada.gc.ca/women/030001-3400-e.html

Women in sports site for teachers.

www.discoveryeducation.com/teachers/free-lesson-plans/women-and-sports.cfm

<http://school.discoveryeducation.com/schooladventures/womenofthecentury/phenomenalwomen/sports.html>

Women in sports are featured in these biographies.

www.caaws.ca/girlsatplay/heroes/index.htm

Women in world history and cross-curricular lesson plans are available here. Samples include Assessing Women's Past through art activities and Weavers tell their Stories – Maya Women of Guatemala.

www.womeninworldhistory.com

Lesson plan from Media Smarts introduces students to some of the myth-building techniques of television, by comparing real world heroes with TV world heroes and by looking at stereotypes in the world of TV heroes.

<http://mediasmarts.ca/lessonplan/sheroes-and-heroes-lesson>

WE REMEMBER:

Barbara Daigneault, age 22

Barbara was expecting to graduate at the end of the year. She was a teaching assistant for her father Pierre Daigneault, a mechanical engineering professor with the city's other French-language engineering school at the Université du Québec à Montréal.

3. Gender Equality and Gender Equity

This toolkit provides access to publications that infuse gender equity into the classroom with lesson plans in the visual arts, drama and music.

www.scotland.gov.uk/Publications/2007/08/30161011/12

Lesson plan entitled Emotions and Gender Equity encourages students to formulate strategies to overcome gender bias and evaluate the role socialization plays on 'acceptable' emotional display.

www.ricw.ri.gov/publications/GEH/lessons/302.htm

Students examine gender issues in math problems and the extension activity gives suggestions for writing word problems that are neutral to gender bias and stereotyping.

www.ricw.ri.gov/publications/GEH/lessons/159.htm

4. Resilience and Community Action Supporting Change

It Starts With You. It Stays With Him. The website title says it all. These tips for educators encourage all of us to reach out to boys and young men as positive role models.

www.itstartswithyou.ca/index.cfm?pagepath=EDUCATORS/Tips&id=33799

Sponsored by the Family Violence Prevention Fund, this online self-education resource challenges personal change through successive readings and reflections around the topic of working with men and boys. A sample of key questions includes:

What are masculinities?

What are some of the socialization processes for shaping boys into men that may encourage men to use violence or sanction the use of violence?

What are some of the costs to men by conforming to dominant masculine roles?

<http://toolkit.endabuse.org/Home.html>

The Child Welfare Information Gateway provides research, information and statistics related to domestic violence.

www.childwelfare.gov/pubs/factsheets/domesticviolence.cfm

City of New York, Department of Social Services lesson plans on teen relationship abuse.

www.vawnet.org/Assoc_Files_VAWnet/RAPPLessonPlans.PDF

Supporting Boys' Resilience: A Dialogue with Researchers, Practitioners and the Media by Allyson Pimentel

<http://ms.foundation.org/resources/publications/supporting-boys-resilience-a-dialogue-with-researchers-practitioners-and-the-media-->

Statistical information compiled from surveys concerning boys and sex.

www.associatedcontent.com/article/2736917/boys_and_sexand_sexand_sex.html?cat=41

Lessons learned during the attempt to establish a comprehensive system based violence prevention programs' by the Thames Valley School District are described in this case study authored by Peter Jaffe through the Family Violence Prevention Fund.

<http://toolkit.endabuse.org/Resources/Thames.html>

10 things men can do to prevent domestic and sexual violence.

www.acalltomen.com/page.php?id=51

Save the Children created a step-by-step guide to engage boys and men to stop the violence against boys and girls, women and other men.

www.xyonline.net/sites/default/files/Save%20the%20Children,%20Engaging%20Boys%20to%20Stop%20Violence%202010.pdf

The White Ribbon Campaign works to end violence against women. It has created the Education and Action Kit and Campaign in a Box, which include activities that align with the Ontario curriculum for students in Grades 5–8.

www.whiteribbon.ca/educational_materials

WE REMEMBER:

Anne-Marie Edward, age 21

Anne-Marie, a chemical engineering student, loved outdoor sports like skiing and diving and was always surrounded by friends.

The Walk A Mile in Her Shoes campaign is a walk to end violence against women and children presented by the White Ribbon campaign. Getting pumped takes on a whole new meaning.
www.walkamiletoronto.org

5. Domestic Violence and the Teen World

Safe at School is a website produced by the Ontario Teachers' Federation (OTF). It contains resources and activities for educators on a range of topics, including sexism and violence against girls.

www.safeatschool.ca/?q=en/home

The Centre for Children and Families in the Justice System provides a number of resources about the impact of domestic violence on youth.

www.lfcc.on.ca/educators_guide_woman_abuse_and_children.html

www.lfcc.on.ca/children_exposed_to_domestic_violence.html

ReachOut.com provides information concerning the key signs of an abusive relationship and how to move out of the cycle of violence.

<http://au.reachout.com/find/articles/an-abusive-relationship>

6. Stereotypes in Video Games and Media

Critical Media Literacy Resource (CD), developed with the assistance of the Ontario Literacy and Numeracy Secretariat, provides sample lesson plans for Grades K-12 that are integrated with the Ontario curriculum.

www.crvawc.ca/CritMedLitCD/index.html

Grade 7-8 students are expected to analyze and evaluate the influence of media critically (Media Literacy strand). Online magazines, video games, websites and blogs are texts that are to be incorporated in the classroom learning. Examining stereotypes in the media is crucial. Media Smarts provides excellent lesson plans.

<http://mediasmarts.ca>

Media Smarts developed the activity Once Upon a Time to examine stereotyping in movies

<http://mediasmarts.ca/lessonplan/once-upon-time-lesson>

Metropolitan Action Committee on Violence Against Women and Children (METRAC) online video game, developed to promote healthy, equal relationships.

www.metrac.org/replay/index.html

Culturally inherited stereotypes are reinforced consistently and often with little fanfare. Examining images presented in the media (video, photos, music) students are encouraged to question assumptions.

<http://mediasmarts.ca/teacher-resources/find-lesson?grade=Grade+8&topic=108&province=Ontario&x=36&y=14&m=preset&home=1&ajax=1>

WE REMEMBER:

Nathalie Croteau, age 23

Nathalie was another graduating mechanical engineer. She planned to take a two-week vacation in Cancun, Mexico with Colgan at the end of the month.

Learning how to identify and define sexism is taught in the context of equity and inclusion.
www.safeatschool.ca/index.php?q=resources/resources-on-equity-and-inclusion/sexism/resources-for-youth

Female action heroes and media awareness.
<http://mediasmarts.ca/lessonplan/female-action-heroes-lesson>

Using a comic book analysis activity, students examine attributes, depiction and messages of comic book characters.
<http://mediasmarts.ca/lessonplan/comic-book-characters-lesson>

Research paper on cultural beliefs and expectations about gender and romantic relationships that are related to male intimate partner violence.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1751-9004.2008.00080.x/abstract>

The complex and often misleading ratings for video games are explained on this RCMP Web safety site. The game experience cannot be predicted during online play and even though the game is rated 'T' for Teen (13 and over) behaviour cannot be pre-rated and identities are often disguised by gametags.
<http://deal.org/blog/going-live-in-3-2-1>

CTF's groundbreaking research Kids Take on the Media offers survey information based on young people's responses and follow-up activities for teachers and students based on the results.
www.ctf-fce.ca/documents/Resources/en/MERP/kidsenglish.pdf
www.ctf-fce.ca/documents/Resources/en/MERP/TeachersandStudentsGuide.pdf

WE REMEMBER:

*Barbara Klucznik-Widajewicz,
age 31*

Barbara was a first-year nursing student. She arrived in Montreal from Poland with her husband in 1987.

7. Social Media, Vulnerability and Sexism

The Ontario College of Teachers (OCT) advises teachers on the use of social media.
www.oct.ca/sitecore/content/Home/Resources/Resource%20Advisory%20Detail?ID={F7F270C7-74D6-41CB-A5D9-8B1E2EF8241F}

Conversation starters to explore issues such as sexting, texting harassment and privacy violations.
www.giverespect.org/respect/parents_corner/teens_and_technology/digital_dating_abuse/conversation_starters

Where do you draw your digital line? This teen site considers pressuring and controlling behaviour in online space.
www.thatsnotcool.com

Digital Manifesto developed by the Children's Charities Coalition for Internet Safety.
www.nspcc.org.uk/Inform/policyandpublicaffairs/westminster/ChildSafetyOnline_wdf48584.pdf

Youth site for information on internet safety developed by the RCMP.
<http://deal.org/the-knowzone/internet-safety>

A social web lesson plan teaching about sexting.
www.connectsafely.org/NetFamilyNews/teaching-about-sexting-social-web-lesson-plan.html

8. Graphic Violence and Harm

Article: TV Violence Has Increased Dramatically Survey Shows
www.associatedcontent.com/article/2896818/tv_violence_against_women_has_increased.html?cat=2

Article about a study from the American Psychological Association that indicates songs with violent lyrics increase aggression-related thoughts and emotions.
www.sciencedaily.com/releases/2003/05/030505084039.htm

Visual resource of the 30 finalists in the UN poster design competition for 'Say NO to Violence Against Women'.
www.create4theun.org

9. Gender Stereotyping and Body Image

Examining gender stereotyping through popular media of body image reveals critical viewpoints of the consumer culture that immerses adolescent, in our society.
<http://mediasmarts.ca/lessonplan/exposing-gender-stereotypes-lesson>

The 'Anatomy of Cool' lesson from the Media Awareness Network helps students critically examine the role of media in determining 'coolness'.
<http://mediasmarts.ca/lessonplan/anatomy-cool-lesson>

In the lesson 'If Those Dolls Were Real People' students take measurements of favourite toys, and using ratios, determine what they would look like as average individuals.
www.bam.gov/teachers/body_image_dolls.html

The 'Ad Decoder' is a reference of critical questions used as a tool for analyzing ads that target teens, influencing perceptions of boys and girls. Recognizing the role ads play and the affects on mental and physical health students is emphasized.
www.bam.gov/teachers/body_image_ad.html

WE REMEMBER:
Maud Haviernick, age 29

Maud was a second-year student in metallurgical engineering and a graduate in environmental design from the Université du Québec à Montréal.

Addressing Body Image, Self Esteem, and Eating Disorders by Kelly Small provides an overview of information concerning body image and teaching with equity.
<http://people.ucalgary.ca/~egallery/volume2/small.html>

10. Healing Together: Learning from Aboriginal Role Models

The Legacy of Hope Foundation resources includes galleries, websites, personal stories and more to raise awareness about the residential school legacy.
www.legacyofhope.ca/projects/where-are-the-children/website

Examining role models in Aboriginal organizations who are offering an alternative path toward issues that range from environmental exploitation and injury to the national oversight of the fallen missing victims on our soil.
www.shannonthunderbird.com/indigenous_women_rights.htm

CTV News story: "There are 513 missing murdered Aboriginal women in Canada that we know of," Ellen Gabriel, president of the QC Native Women's Association
http://ottawa.ctv.ca/servlet/an/local/CTVNews/20090423/OTT_Missing_Girls_090423/20090423/?hub=OttawaHome

Report from Amnesty International entitled *Canada: Stolen Sisters: Discrimination and Violence Against Indigenous Women in Canada* notes "longstanding patterns of social and economic inequity continue to drive indigenous women and girls into situations like the sex trade where the risk to their lives is that much greater."
www.amnesty.org/en/library/info/AMR20/001/2004

Kanawayhitowin means 'taking care of each other's spirits'. Created to support women experiencing abuse and hope for the healing of future generations, the site provides resources for teachers.
www.kanawayhitowin.ca

In *Muffins for Granny*, filmmaker Nadia MacClaren honours her Ojibway grandmother in a search for understanding. MacClaren explores the impact of the residential school system through the eyes of seven First Nations elders.
www.mongrelmedia.com/dvd/info.cgi?id=1513

The Library of Canada toolkit for decoding historical photographs depicting the Aboriginal experience in the history of this nation.
www.collectionscanada.gc.ca/education/008-119.01-e.php?&item_id_nbr=81&&PHPSESSID=iapshbm2jt86vn03omap377tp0

WE REMEMBER:

Annie Turcotte, age 21

Annie was in her first year and lived with her brother in a small apartment near the university. She was described as gentle and athletic, enjoying diving and swimming. She enrolled into metallurgical engineering so she could one day help improve the environment.

This lesson plan describes what it means to reclaim the ability to heal from the wrong doings and negative feelings about the residential school era.

www.edukits.ca/aboriginal/health/teachers/school_lesson3.htm

A collection of youth-made resources developed through a media arts outreach program in B.C.

<http://educ.ubc.ca/faculty/shapka/youthmade/details.html>

11. Pop Culture: from Beatlemania to Bieber Fever

Find useful resources such as sound art for podcasts, fairy tales with a modern twist and activities for critical literacy from the Association for Media Literacy (AML).

www.aml.ca/aboutus

Association for Media Literacy resource for examining ideas of ‘coolness’ using Canadian youth magazines.

www.aml.ca/resources/item.php?articleID=250

‘The Forbidden Fruit: Backstreet Boys and Barbie’s Pink Convertible’ deals with the complexity of attraction, pop culture and social conditioning.

<http://sc2220.wetpaint.com/page/The+Forbidden+Fruit%3A+The+Backstreet+Boys+and+Barbie%E2%80%99s+Pink+Convertible>

A brief comparison of the rock star image and the intense reactions by young teens.

www.traditioninaction.org/Cultural/C005cpGirlsShrieking.htm

This printable handout provides background information on the Beatlemania and the roots of Rock and Roll.

www.teachervision.fen.com/tv/printables/TCR/1576901009_345.pdf

www.teachervision.fen.com/tv/printables/TCR/1576901009_295-296.pdf

Globe and Mail article analyzing Bieber fever and his carefully constructed media image.

www.theglobeandmail.com/news/arts/music/how-justin-bieber-got-so-big/article1584917

Lesson plan that examines celebrity roles with a critical eye.

<http://learning.blogs.nytimes.com/2011/02/17/bieber-fever-casting-a-critical-eye-on-celebrities-and-popular-culture>

An extensive bibliography of articles, books, presentations and films provided by Gender Research in Music Education (G.R.I.M.E.).

<http://post.queensu.ca/~grime/bibliography.html>

Article entitled ‘How Television Changed Feminism’.

www.emailhoax.net/how-television-changed-feminism

WE REMEMBER:

Maryse Leclair, age 23

Maryse was a fourth-year metallurgy student and had a year to go before graduation. She was one of the top students in the school. Maryse acted in plays in junior college. She was the first victim whose name was known, found by her father, Montreal policeman Lt. Pierre Leclair.

What influence does gender representation in movie characters have on our youth? Research from the Geena Davis Institute on Gender in Media.
www.thegeenadavisinstitute.org/research/

Video entitled 'Sexism, Strength and Dominance: Images of Masculinity in Disney Films' by Sanjay Newton.
www.youtube.com/watch?v=8CWMct35oFY

This NFB documentary film (2007) entitled 'Sexy Inc. Our Children Under Influence' by Sophie Bissonnette critiques and reveals the negative effects that a culture of hyper-sexualization has on our youth.
www3.nfb.ca/webextension/sexy-inc/film.php

This article by Barbara Read entitled 'Britney, Beyonce and Me – Primary School Girls' Role Models and Constructions of the Popular Girl' looks at how power and attractiveness are derived and perceived.
www.tandfonline.com/doi/abs/10.1080/09540251003674089

12. The Girl Child – Education for All

The UN's 'Beijing Platform for Action' notes how in many countries the girl child is discriminated against from the earliest stages of life through adulthood. The document lays out findings as well as strategic objectives and actions.
www.un-documents.net/bpa-4-l.htm

Red Cross 'Ups and Downs of Development' is an extensive unit that includes a board game, facilitator notes, slide presentation and handouts. Explores the Millennium Development Goals and the Rights of the Child.
www.redcross.ca/article.asp?id=31917&tid=001

UN Women is the UN organization committed to gender equality. The empowerment of women worldwide is explored through slideshows, information and audiovisual links in focus areas such as violence against women, leadership and participation.
www.unwomen.org

This information sheet helps deepen the understanding of gender equality. Graphing activity provides school attendance statistics for sub-Saharan Africa.
http://teachunicef.org/sites/default/files/documents/gender_equality_activity_sheet_final.pdf

WE REMEMBER:

Sonia Pelletier, age 23

Sonia was the head of her class and the pride of St-Ulric, Que., her remote birthplace in the Gaspé Peninsula. She had five sisters and two brothers. She was killed the day before she was to graduate with a degree in mechanical engineering. She had a job interview lined up for the following week.

Women Make Movies was established to train and provide resources for women filmmakers. Fact sheets and documentaries introduce international issues, such as the documentary ‘The Greatest Silence: Rape in the Congo’.
www.wmm.com/filmcatalog/pages/c709.shtml

Research paper from the World Bank entitled *Girls Education in the 21st Century: Gender Equality, Empowerment and Economic Growth*
http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080014368/DID_Girls_edu.pdf

This Internet lesson plan explores how, why and where the girl child is denied access to education.
www.un.org/works/goingon/india/lessonplan_girlseducation.html

‘Child Bride, Stolen Child’ takes an in-depth look at the consequences of child marriage.
www.pbs.org/now/shows/341/educators.html

WE REMEMBER:

Michèle Richard, age 21

Michèle was in second-year metallurgical engineering. She was presenting a paper with Haviernick when she was killed.

13. Gender Sensitive Language

Identifying gender-specific language and learning how language can imply inequality is the focus of this activity.

<http://mediasmarts.ca/lessonplan/whats-word-lesson>

Grade 8 Exposing Gender Stereotyping
<http://mediasmarts.ca/lessonplan/exposing-gender-stereotypes-lesson>

The Impact of Stereotyping on Young People
<http://mediasmarts.ca/diversity-media/aboriginal-people/impact-stereotyping-young-people>

14. Power and Advantage – The Borderlands of Inclusivity

Exploring issues of power in the classroom may provide insight and discussion regarding gender bias in school activities and even subject areas.

www.education.com/reference/article/gender-bias-in-teaching

Group differences in the development of gender identity and gender identity as it relates to school outcomes are explored in this article.

www.education.com/reference/article/gender-identity1/#C

Gender bias in education can be examined to reveal areas that will make a difference in remedying exclusion.
www.edchange.org/multicultural/papers/genderbias.html

WE REMEMBER:

Anne-Marie Lemay, age 27

Anne-Marie was in fourth-year mechanical engineering.

This lesson explains the reference to the 'glass ceiling' using cartoons. The concept of invisible barriers is expanded in the activity.

www.tolerance.org/activity/editorial-cartoon-equal-opportunity

Egale's Equity and Inclusion resource kit for educators.

www.mygsa.ca/educators/mygsa-lesson-pack

Video entitled 'My Secret Self' which addresses the lives of transgendered children.

<http://sc2220.wetpaint.com/page/My+Secret+Self>

Infusing Equity by Gender Into the Classroom:

A Handbook of Classroom Practices – provides activities and resources across subjects for Grades 6-9.

www.ricw.ri.gov/publications/GEH/middle.htm

An article pointing out the marked rise in intensely sexualized images of women.

www.sciencedaily.com/releases/2011/08/110810133015.htm

Sexualization of girls is linked to common mental health problems in females

www.sciencedaily.com/releases/2007/02/070220005051.htm

An extensive resource of documents and sites developed through support by OSSTF and the Ministry of Education to challenge sexual harassment in our schools.

www.osstf.on.ca/adx/asp/adxGetMedia.aspx?DocID=d20866c8-0f56-4fa1-9ff6-ed4f1530b7b2&MediaID=48e17a42-ac67-4b2d-8784-5ce2615a74b7&Filename=still-not-laughing-booklet-en.pdf&l=English

WORKS CITED AND OTHER USEFUL RESOURCES MATERIALS

Funk, J., Badacci, H.B., Pasold, T., Baumgardner, J., (2004).

Violence exposure in real-life, video games, television, movies, and the *Internet: is there desensitization?* Journal of Adolescence 27, 23–39.

<http://videogames.procon.org/sourcefiles/Empathy.pdf>

Ontario Ministry of Education, Media Literacy, p.23

Roy, A. (2003) Confronting Empire, World Social Forum, Porto Alegre, Brazil.

www.sustecweb.co.uk/past/sustec11-4/following_speech_by_arundhati_ro.htm

Vandello, J. A. and Cohen, D. (2008), Culture, Gender, and Men's Intimate Partner Violence. Social and Personality Psychology Compass, 2: 652–667.

WE REMEMBER:

Maryse Laganière, age 25

Maryse was the only non student killed. She worked in the engineering school's budget department. She had recently married.

WE REMEMBER:

Annie St-Arneault, age 23

Annie was a mechanical engineering student from La Tuque, Que., a Laurentian pulp and paper town in the upper St-Maurice river valley. She lived in a small apartment in Montreal. She was killed as she sat listening to a presentation in her last class before graduation. She had a job interview with Alcan Aluminium scheduled the following day.

PART 2

Senior Resource Guide

TOPICS IN THIS GUIDE:

The Rose Button Campaign
Missing Aboriginal Sisters
Media and Pop Culture
Gun Control
Body Image
Sexual Harassment
Women and the Law
Women and Politics
Gender Stereotyping and Gender Roles
Contributions of Canadian Women
Gender and the Global Contest
Equity and Equality
Gender Roles and Men
Violence against Women

SECONDARY CURRICULUM CONNECTIONS

The sources and suggestions in this guide are grouped according to 14 cross-curricular topics. Teachers can identify materials of interest and adapt them to suit the needs of their classrooms. The materials provided are not limited to these high school courses. The resources highlight numerous issues that can be linked to course expectations to help students make connections and develop a deeper understanding of the issues.

The Arts

Dance: ATC2O, ATC3M, ATC3O, ATC4M
Media Arts: ASM2O, ASM3O
Visual Arts: AVI2O, AVI3M, AVI3O, AVI4M
Music: AMU1O, AMU2O, AMU3M, AMU3O, AMU4M

Canadian and World Studies

Civics: CHV2O
Economics: CIE3M, CIC3E, CIA4U
Geography: CGU4U
History: CHC2D, CHC2P, CHA3U, CHW3M, CHH3C, CHH3E
CHT3O, CHI4U, CHY4U, CHY4C, CHM4E

Entrepreneurship:	BDI3C, BDP3O, BDV4C
English:	ENG3E, ETC3M, EMS3O, EPS3O, ENG4U, ENG4C ENG4E, ETS4U, EWC4U
Native Studies:	NBV3C, NBE3C, NBV3E, NBE3E, NDG4M, NDW4M
Religion:	HRT3M, HRT3O, HRE4M, HRE4O

TOPICS AND RESOURCES

1. The Rose Campaign: Historical Look at the Montreal Massacre

The Rose Campaign is the YMCA's national advocacy campaign to end violence against women and girls. The campaign commemorates December 6th as the National Day of Remembrance and Action on Violence Against Women created after the Montreal Massacre.

Violence against women affects everyone and continues to be the overriding human rights violation in Canada. According to Statistics Canada (1993) one in four Canadian women have experienced violence at the hands of a current or past marital partner since the age of 16. Over 50 per cent of Canadian women will experience violence at some point in their lives.

Information and resources are available on the Rose Campaign website:
www.rosecampaign.ca

The YWCA website site has extensive resources related to the Rose Campaign:
<http://ywcacanada.ca/en/pages/rose/action>

For further information, or to print the Rose Campaign bookmark:
www.caut.ca/uploads/Rose_Bookmark.pdf

Rose Campaign buttons and posters can be ordered here:
www.caut.ca/uploads/Rose_Button_Order_Form.pdf

Battered Women's Support Services is accessible at:
www.bwss.org/resources/information-on-abuse/numbers-are-people-too

WE REMEMBER:

Geneviève Bergeron, age 21

Geneviève was a second-year scholarship student in mechanical engineering. She played the clarinet and sang in a professional choir. In her spare time she played basketball and swam.

2. Women and Politics

Female representation in politics has evolved since Agnes Macphail's election to the House of Commons in 1921. However, no Canadian political party to date has achieved gender parity. Canada now ranks 46th in the world on the Inter-Parliamentary Union 2012 "List of Women in National Parliaments" trailing countries such as Sweden, Finland, Uganda and Bolivia.

Visit the Government of Canada website for milestones in voting history and a comprehensive history of exclusions of Asian Canadians and Status Indians.

www.pc.gc.ca/canada/proj/fcdv-wwv/itm3-/fcdv-wwv1b_e.asp

The Teacher Vision Canada site provides a chronological history of women's right to vote:

www.teachervisioncanada.ca/suffrage/printable/63438.html

This Government of Canada resource helps students critically analyze historical events through political cartoons.

www.archives.gov.on.ca/english/educational-resources/suffrage-cartoons-12/index.aspx

Parks Canada offers a virtual exhibit of the women's suffrage movement.

www.pc.gc.ca/eng/progs/lhn-nhs/femmes-women/itm4.aspx

This site includes lessons about women in the House of Commons and an overview of the women's liberation movement from 1968 to 1982.

www.lessonplanet.com/search?keywords=women+in+canadian+government&media=lesson

'Women's Political Equality, the Project of the Century' follows the progression of women's citizenship and voting rights:

www.femmes-politique-et-democratie.com/pdf/TJ_vol7_no2_en.pdf

"Peace Women across the Globe" is the global network of the 1,000 women who were nominated as a group for the Nobel Peace Prize. Biographies and art exhibit information can be accessed at:

www.1000peacewomen.org/eng/aktuell.php

Women in Canadian government lesson plans are available at:

www.lessonplanet.com/search?keywords=women+in+canadian+government&media=lesson

WE REMEMBER:

Hélène Colgan, age 23

Helene was in her final year of mechanical engineering and planned to do her master's degree. She had three job offers and was leaning towards accepting one from a company near Toronto.

3. Missing Aboriginal Women

The Native Women's Association of Canada has documented more than 520 cases of missing and murdered Indigenous women in Canada, most within the last three decades.

It is five times more likely that Indigenous women between the ages of 25 and 44 will die from violence when compared to non-Indigenous women of equal age in Canada (Stolen Sisters, 2009, p. 23). Discrimination continues to fuel this injustice "taking the form both of overt cultural prejudice and of implicit or systemic biases in the policies and actions of government officials and agencies, or of society as a whole" (Stolen Sisters, 2009, p.3). The discrimination

that Indigenous women encounter has been two-fold: as women and as Indigenous people. According to Bédard (2008), revitalizing the role of women as teachers, from girl child to elder according to the Anishnanaabekwe perspective, is a necessary component of the path toward healing.

The Stolen Sisters petition is an opportunity for students to take social justice action:

www.stolensisters.com

www.amnesty.org/en/library/info/AMR20/001/2004

An extensive list of resources is available from Indigenous Peoples Solidarity Movement Ottawa, including articles on the misappropriation of spirituality, environmental justice and decolonization:
<http://ipsmo.wordpress.com/resource-list>

Project of Heart is an interactive classroom art project connected to residential schools.

<http://poh.jungle.ca>

This resource provides information about Highway 16 between Prince Rupert and Prince George, B.C., called the “highway of tears,” where many women have gone missing: www.highwayoftears.ca/links.htm

These links provide a teaching guide for the National Film Board film, *Finding Dawn*, by Métis filmmaker Christine Welsh, which draws attention to missing Aboriginal women across Canada, and the film trailer and synopsis.

www.onf-nfb.gc.ca/sg/100567.pdf

www.nfb.ca/film/finding_dawn

The Teacher's Toolkit is a collection of resources from the Ministry of Education to help elementary and secondary teachers bring Aboriginal perspectives into their classrooms

www.edu.gov.on.ca/eng/aboriginal/toolkit.html

This links to a lesson plan for *Mother of Many Children*, a one-hour documentary by Canadian director Alanis Obomsawin, depicting the struggle of Aboriginal women to retain their culture and traditions.

www3.nfb.ca/ressources_educatives/0051.pdf

WE REMEMBER:

Nathalie Croteau, age 23

Nathalie was another graduating mechanical engineer. She planned to take a two-week vacation in Cancun, Mexico with Colgan Hélène at the end of the month.

4. Gender Stereotyping and Gender Roles

Gender may be understood as “a system of social relationships and discursive practices that may lead to systemic inequality among particular groups of learners, including women, minorities, elderly, and disabled” (Norton & Pavlenko, 2004, p. 10). Students may be impacted by factors such as gender, race, and class, in their everyday life.

The Critical Multicultural Pavilion offers several quizzes including a digital sexism quiz.
www.edchange.org/multicultural/quizzes.html

This lesson uses a self-reflective process in the exploration of gender.
www.edchange.org/multicultural/activities/boygirl.html

This link provides teacher resources from MediaSmarts on gender representation.
<http://mediasmarts.ca/teacher-resources/find-lesson?grade=All&topic=60&province=Ontario&x=26&y=17&m=preset&home=1&ajax=1>

The *Miss G Project* includes various gender studies resources.
www.themissgproject.org/teachers

This article examines five commonly held gender myths.
www.divinecaroline.com/22077/96303-busted--five-false-myths-gender/print

The United Nations Educational Scientific and Cultural Organization gender equality e-learning program provides useful information that can easily be adapted for classroom use.
http://portal.unesco.org/en/ev.php-URL_ID=35276&URL_DO=DO_TOPIC&URL_SECTION=201.html

5. Media and Pop Culture

The constant flow into the classroom culture from media-driven popular culture has blurred the edges of influence in today's youth. The power of media to impact gender identity has many approaches. Sexual politics, race, class and gender is critically examined in these resources.

Various discussion topics, a self-reflective survey, deconstruction of advertisements, stereotyping, power and popularity are included in this media education site.
www.mediaed.org/wp/handouts-articles

The documentary *Killing us Softly 4: Advertising's Image of Women* challenges students to think critically about pop culture and the connection to sexism, eating disorders, and gender violence.
www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=241

Adbusters seeks to encourage people to critically analyze how information flows, how corporations wield power, and how meaning is produced in society.
www.adbusters.org

Guerilla girls expose sexism in cultural spaces through humour and activism.
www.guerrillagirls.com

WE REMEMBER:

Barbara Daigneault, age 22

Barbara was expecting to graduate at the end of the year. She was a teaching assistant for her father Pierre Daigneault, a mechanical engineering professor with the city's other French-language engineering school at the Université du Québec à Montréal.

The Media Education Foundation's study guide for the movie, *Hip Hop: beyond Beats and Rhymes*, tackles challenging topics such as desensitization to sexism, misogyny, and sexual objectification.

www.mediaed.org/assets/products/226/studyguide_226.pdf

This links to a hip-hop and gender workshop from the Miss G Project:

www.themissgproject.org/teachers/MissG-Curriculum-Workshop-HipHop.pdf

The Top 20 Unfortunate Lessons Girls Learn from Twilight de-constructs the messages of the popular book and film series.

www.wired.com/underwire/2009/11/twilight-lessons-girls-learn/

The Free Child Project examines hip-hop as a tool for social activism.

www.freechild.org/hiphop.htm

The Canadian Research Institute for the Advancement of Women includes links to social action resources.

www.criaw-icref.ca/

This site offers video clips online for media and pop culture studies.

http://www.frankwbaker.com/streaming_ml.htm

Men, women, and the blues links the blues and gender divisions in the United States.

<http://www.pbs.org/theblues/classroom/intmenwomen.html>

WE REMEMBER:

Anne-Marie Edward, age 21

Anne-Marie, a chemical engineering student, loved outdoor sports like skiing and diving and was always surrounded by friends.

6. Canadian Women: Contributions

The Parks Canada site notes that, until recently, there was a lack of statues and plaques dedicated to women.

www.pc.gc.ca/eng/progs/lhn-nhs/femmes-women/itm2.aspx

This lesson plan, entitled *WW1 Posters: Were they Sexist?* includes background information related to Canadian propaganda posters and a poster analysis handout.

www.archives.gov.on.ca/english/educational-resources/poster-sexist/index.aspx

This lesson examines the role women played in the workforce during WWII.

www.archives.gov.on.ca/english/educational-resources/working-women-wwii/index.aspx

This lesson allows students to critically examine a pamphlet from 1921 to detect bias through the analysis of male and female roles.

www.archives.gov.on.ca/english/educational-resources/detecting-bias/index.aspx

The Library and Archives Canada site celebrates the contribution of women in the arts, science, music, theatre and sport.

www.collectionscanada.gc.ca/women/index-e.html

Developed to create a greater interest of women in Canadian history, on this site historian Myrna Foresters includes connections to the National Portrait Gallery and biographies.

www.heroines.ca

This resource page has a wide range of lesson plans, including on the TCDSB activities related to Canadian judge and lawyer Louise Arbour.

www.heroines.ca/resources/classroom.html

These CBC lessons focus on the extraordinary contributions of Canadian women.

www.cbc.ca/archives/teachers

Historica's online video clips refer to women in Canadian history.

www.histori.ca/minutes/minute.do?id=10205

Parks Canada's 'Women in History' lessons include details on the suffragette movement.

www.pc.gc.ca/apprendre-learn/prof/sub/wbb/lesson3/index_e.asp

Quotes, postage stamps, famous firsts, birthdays and activities are available here.

www.famouscanadianwomen.com

The Library and Archives Canada site provides biographical information on Canadian women from past to present.

www.collectionscanada.gc.ca/women/002026-800-e.html

A Century of Canadian Women in sports was developed by the CBC to analyze the progress made by women in professional sports from the beginning of the 20th century to the present.

http://rc-archives.cbc.ca/for_teachers/490

An article by Wendy Cukier examines women in engineering 20 years after the Montreal Massacre.

http://members.peo.on.ca/index.cfm/ci_id/40376.htm

This source (French) provides a chronology of women's history in Quebec.

<http://pages.infinit.net/histoire/quebech1-a.html>

WE REMEMBER:

Maud Haviernick, age 29

Maud was a second-year student in metallurgical engineering and a graduate in environmental design from the Université du Québec à Montréal.

7. Gun Control

The gun used at the Montreal Massacre was a Ruger Mini-14, a long gun that would have been registered under the former Canadian Firearms registry.

In total, there were 28 people shot at l'École Polytechnique. Rabson (2010) quotes one of the survivors, Nathalie Provost, who noted that “the firearms registry recognizes it is a privilege to own a gun and privilege comes with responsibility.”

The Coalition for Gun Control website is accessible at:
<http://guncontrol.ca>

Links to media stories on the Canadian firearms registry debate.
www.thestar.com/topic/gunregistry

This resource provides a critical thinking lesson using a political cartoon focused on the topic of gun control.
http://mdk12.org/instruction/curriculum/hsa/critical_thinking/pol_cartoon.html

Canadian activist Priscilla de Villier's Submission to the Standing Committee on Public Safety and National Security, *The Cost of Gun Violence and the Impact on Victims*.
http://crcvc.ca/docs/Submission_to_SECU_May_262010_Priscilla_de_Villiers.pdf

8. Gender and the Global Context

Womenwatch is a United Nations (UN) portal that links information and resources on the promotion of gender equality and the empowerment of women.
www.un.org/womenwatch

'Change the world in eight steps' is a visual lesson concerning the millennium goals, including equal chances for women and children by 2015 (suitable for 7-14 year olds).
www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/?32

Mums Matter provides activities for students 8-11 years old regarding issues of health care for mothers and babies around the world.
www.oxfam.org.uk/education/resources/knitting/?280

This 2006 UN fact sheet sheds light on the systemic and widespread violence against women.
www.un.org/en/women/endviolence/pdf/VAW.pdf

This paper, entitled *Reality Check: Women in Canada and the Beijing Declaration and Platform for Action Fifteen Years On. A Canadian Civil Society Response* is authored by the Canadian Feminist Alliance for International Action and the Canadian Labour Congress.
www.canadianlabour.ca/sites/default/files/Canada-Beijing15-Reality-Check-2010-02-22-EN.pdf

WE REMEMBER:

Barbara Klucznik-Widajewicz, age 31

Barbara was a first-year nursing student. She arrived in Montreal from Poland with her husband in 1987.

Fact sheet on young people in Africa. Includes statistics on young women.
www.womendeliver.org/assets/AFrica.pdf

United Nations Population Fund provides information about reproductive health, including arranged marriages and genital mutilation.
www.unfpa.org/public/home

Video from the United Nations Population Fund on the impact of war on women worldwide.
www.unfpa.org/emergencies/psa/film_english.html

UN Women site provides facts and figures on violence against women around the world.
www.unifem.org/gender_issues/violence_against_women/facts_figures.php?page=4

The Global Classroom is UNICEF Canada's program to support and expand teaching and learning for global citizenship and rights respecting education through a children's rights approach.
www.unicef.ca/en/teachers/article/global-classroom

9. Body Image

The 'Power of Being a Girl' program is a violence-prevention conference developing girls' leadership through workshops focusing on dating, discrimination and body image.
www.weekwithoutviolence.ca/5-girlsconference.cfm

MediaSmarts provides resources for teachers that explore concepts of beauty in advertising.
<http://mediasmarts.ca/teacher-resources/find-lesson?grade=All&topic=53&province=Ontario&x=28&y=15&m=preset&home=1&ajax=1>

Femme Toxic is a campaign focusing on toxins in the environment, particularly those found in cosmetic and personal care products, which are detrimental to human health.
www.femmetoxic.com/

Lesson by T. Hines, Concordia University using Maya Angelou's poem *Phenomenal Woman*.
www.lessonplanspage.com/LAOMDWomenInSocietyPoem-PhenomenalWoman712.htm

WE REMEMBER:

Anne-Marie Lemay, age 27

Anne-Marie was in fourth-year mechanical Engineering

WE REMEMBER:

Maryse Leclair, age 23

Maryse was in fourth-year metallurgy, had a year to go before graduation and was one of the top students in the school. She acted in plays in junior college. She was the first victim whose name was known, found by her father, Montreal police Lt. Pierre Leclair.

10. Equality and Equity – Where are we now?

Only Ontario and Quebec have proactive pay equity laws that legally require employers and unions to take positive action to address inequity. Wage discrimination is a systemic, rather than an individual, problem. The average yearly full-time salary of a woman in Ontario is 71 per cent of that of a man. Closing the 29 per cent gender pay gap is a necessary path of action (Cornish, 2008).

More information about pay equity is available through the Canadian Labour Congress.

www.canadianlabour.ca/news-room/publications/quick-education-pay-equity-womens-economic-equality

Pay equity is a campaign launched through Education International.

www.ei-ie.org/payequitynow/en/index.php

Canadian Labour Congress fact sheets, including the racialized wage gap, are accessible here:

www.canadianlabour.ca/news-room/publications/womens-economic-equality-fact-sheets

11. Sexual Harassment

Sexual harassment includes intimidation, sexual taunts, and insults about physical appearance and leering. The Ontario Women's Directorate site promotes Sexual Harassment Awareness Week and Women Abuse Prevention Month and includes information to increase awareness of sexual harassment, work to prevent its occurrence and honour its victims.

www.women.gov.on.ca/english/index.shtml

OWD's Health Equal Relationships campaign has resources for teachers, children and teens to educate on this topic.

www.women.gov.on.ca/english/resources/publications/equal/index.shtml

From sexual pressure to harassment this safe schools' site offers a variety of lesson plans, role-playing and discussion topics.

www.safehealthyschools.org/sexualityeducation/28.htm

The Metropolitan Action Committee on Violence Against Women and Children (METRAC) Provides information and resources on this topic. Although it is geared towards youth in the City of Toronto, it can be adapted to youth who live in other locations.

www.metrac.org

Check out interesting online games and apps from METRAC.

www.metrac.org/resources/resources.htm

WE REMEMBER:

Maryse Laganière, age 25

Maryse was the only non-student killed. She worked in the Engineering school's budget department. She had recently married.

WE REMEMBER:

Michèle Richard, age 21

Michèle was in second-year metallurgical engineering. She was presenting a paper with Maud Haviernick when she was killed.

The YWCA offers a unique violence prevention and intervention tool called the YWCA Safety Siren app for iPhone. Download for free in iTunes.
<http://ywcacanada.ca/en/media/press/20>

Prevention programs addressing youth dating violence.
www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/youthdprogs.htm

12. Gender Roles and Men

How do our classrooms contribute to the construction of masculinities and what cost is associated for both genders? The need for positive and effective messages from both male and female voices is essential.

www.jills.org/Issues/Volume1/No.1/benguaksu.pdf

This lesson emphasizes the importance of bringing the idea of power into the discussion.
www.edchange.org/multicultural/activities/activity4.html

Men for Change, a group committed to promoting positive masculinity, has published curriculum resources on healthy relationships.
www.chebucto.ns.ca/communitysupport/Men4Change/m4ccuric.html

This PBS site recognizes the contributions of men in leading roles in dance and ballet.
www.pbs.org/wnet/gperf/education/plan_btbw_overview.html

This article provides information how we learn our gender roles, authored by Whitney Glenn.
www.associatedcontent.com/article/225115/helping_children_understand_gender.html

The UN cross national comparison of the gender socialization process in schools is accessible at:
<http://pdfcast.org/pdf/the-gender-socialization-process-in-schools-a-cross-national-comparison>

The seven *P's of Male Violence* by Michael Kaufmann, International Director of the White Ribbon Campaign.
www.whiteribbon.ca/educational_materials/default.asp?load=seven

The Men against Sexual Violence resource includes a training toolkit.
www.menagainstsexualviolence.org

Men Stopping Violence created the 'Because We Have Daughters' initiative in recognition of the serious issue of violence against women.
www.menstoppingviolence.org/index.php

WE REMEMBER:

Annie Turcotte, age 21

Annie was in her first year and lived with her brother in a small apartment near the university. She was described as gentle and athletic, enjoying diving and swimming. She enrolled metallurgical engineering so she could one day help improve the environment.

13. Women and the Law

Both the Canadian Human Rights Act and the Canada Labour Code protect employees from harassment related to work. Provincial human rights laws also prohibit harassment. And the Canadian Criminal Code protects people from physical or sexual assault.

A United Nations report notes systematic erosion in the status of Canadian women since 2004 that corresponds to the elimination of funding for advocacy groups and the widening wage gaps.

www.thestar.com/news/canada/article/769954--canadian-women-s-rights-in-decline-report-says

This site provides information on women electoral candidates, MPs and election involvement.

www.sfu.ca/~aheard/elections/women.html

This document provides resources to dealing with domestic abuse issues.

www.lfcc.on.ca/HHG_helping_an_abused_woman.html

This pamphlet is an initiative of the Muslim Family Safety Project. It has information about violence against women in the family and discusses how Canadian laws are in harmony with Islamic teachings.

www.lfcc.on.ca/MFSP_pamphlet.html

This resource discusses how women in Canada have made little progress cracking the glass ceiling since 2003.

www.cbc.ca/money/story/2006/03/01/women-060301.html

This Toronto Star article highlights the women detained at the G20, and related sexual abuse claims.

www.thestar.com/news/gta/article/838810--g20-sexual-abuse-claims-linked-to-jane-doe-report

The Toronto Star article follows the Jane Doe lawsuit against Toronto police.

www.thestar.com/comment/columnists/article/524492

Multimedia resource honouring the Famous Five —

Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Irene Parlby, and Nellie McClung who fought for the recognition of women as persons under the *British North America Act* in 1929.

www.abheritage.ca/famous5

This database lists hundreds of resources — articles, documents and links— related to international women's rights laws and Canadian women's rights laws.

www.law-lib.utoronto.ca/diana/whrr/index.cfm?sister=utl&CFID=4708440&CFTOKEN=89661318

WE REMEMBER:

Sonia Pelletier, age 23

Sonia was the head of her class and the pride of St-Ulric, Que., her remote birthplace in the Gaspé Peninsula. She had five sisters and two brothers. She was killed the day before she was to graduate with a degree in mechanical engineering. She had a job interview lined up for the following week.

This timeline overview of women and human rights in Canada includes entries such as the 1989 decision by the Supreme Court of Canada that sexual harassment is a form of sex discrimination.

www.chrc-ccdp.ca/en/browseSubjects/womenRights.asp

Human trafficking in Canada and lesson plans.

www.suncoastcentral.com/pdf/StayingCurrent_October09_OCTIP.pdf

Women News Network examines women's prisons.

<http://womennewsnetwork.net/2008/09/09/prisoncrisiswomen8005>

14. Violence Against Women

The White Ribbon Campaign seeks to educate young people, especially young men and boys, on the issue of ending violence against women in all forms. The campaign's slogan is: "Our future has no violence against women." In over 55 countries, it is the largest worldwide effort of men working to end violence against women.

www.whiteribbon.ca

Lesson plans and kits that promote healthy relationships and gender equality are available through the White Ribbon Campaign.

www.whiteribbon.ca/educational_materials

The Week Without Violence is a weeklong series of events promoting a violence-free world initiated by the YWCA each year during the third week of October.

<http://ywcacanada.ca/en/pages/wwv>

The Men Can Stop Rape resources mobilize male youths to stop violence against women.

www.mencanstoprape.org

Take Back the Night organizes various national and international actions to shatter the silence.

www.takebackthenight.org

Oxfam policies and papers on gender justice

<http://policy-practice.oxfam.org.uk/our-work/gender-justice>

This source provides a perspective that encompasses concepts of peace, nonviolence and ahimsa or non-injury in thought, word and action.

www.nonkilling.org/node/291

WE REMEMBER:

Annie St-Arnault, age 23

Annie was a mechanical engineering student from La Tuque, Que., a Laurentian pulp and paper town in the upper St-Maurice river valley. She lived in a small apartment in Montreal. She was killed as she sat listening to a presentation in her last class before graduation. She had a job interview with Alcan Aluminium scheduled for the following day.

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We remember through Action

Intermediate and Senior Resource Guides

The *l'École Polytechnique* massacre December 6, 1989, in Montreal, is a milestone in Canadian history. This senseless act of gender-based violence awakened us to human rights violations against women in society and compelled us to action. Women in Canada, including Indigenous women, have the right to be free from violence.

OECTA seeks to enhance the status of women in society nationally and internationally. It is therefore imperative that this historic event not only be recognized and honoured but that resources are made available to members, so that they may provide a foundation for action and change through education. As teachers, self-reflection and critical awareness of increasingly diverse and numerous points of view in a changing world are a necessary aspect of transformation.

Education is key to addressing gender inequity and violence against women in our society. This commemorative guide provides ideas and links to classroom resources for teachers to facilitate problem solving and discussion in the classroom. These tools can help students think critically about gender and examine crucial issues, including the marginalization of women and gender-based violence.

Remembering the victims of the Montreal Massacre is a key part of this resource. The tragic loss of these young women motivates us to strive for fundamental societal and cultural change so that not only our Canadian daughters, but daughters everywhere can share in the promise of their futures.

Key Dates for Remembrance

November 25:	The International Day Against Violence Against Women
November 29:	International Women Human Rights Defender Day
December 1:	World AIDS Day
December 3:	International Day of Disabled Persons
December 6:	Anniversary of the Montreal Massacre and the National Day of Remembrance and Action on Violence Against Women
December 10:	International Human Rights Day

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PART 1

Intermediate Resource Guide

TOPICS IN THIS GUIDE:

Teen Dating and Sexual Harassment
Sheroes and Heroines
Gender Equality and Gender Equity
Resilience and Community Action Supporting Change
Domestic Violence and the Teen World
Stereotypes in Video Games and Media
Social Media, Vulnerability and Sexism
Graphic Violence and Harm
Gender Stereotyping and Body Image
Healing Together: Learning from Aboriginal Role Models
Pop Culture: from Beatlemania to Bieber Fever
The Girl Child – Education for All
Gender Sensitive Language
Power and Advantage – the Borderlands of Inclusivity

The sources and suggestions in this guide are grouped according to 14 topics. Teachers can identify materials of interest and adapt them to suit the needs of their classrooms. The resources highlight numerous issues that can be linked to grade expectations to help students make connections and develop a deeper understanding of the issues.

TOPICS AND RESOURCES

1. Teen Dating and Sexual Harassment

Educating our students about the nature and impact of sexual harassment is necessary for prevention and appropriate responses. This resource manual on school-based violence against girls and women challenges us to work toward a harassment-free school environment.

www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/harassprogs.htm

This site provides access to a wide range of resources from across Canada - including the Education is Prevention (from Salt Springs, B.C.) program, designed to impact school culture and impart skills and values to students to prevent violence against girls and women.

www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/youthdprogs.htm#prog3

WE REMEMBER:

Geneviève Bergeron, age 21

Geneviève was a second-year scholarship student in mechanical engineering. She played the clarinet and sang in a professional choir. In her spare time she played basketball and swam.

A gateway to information and links to research, planning assessment tools, and lesson plans provided through partnerships of various organizations, including the Canadian Association for School Health and the Canadian Counselling and Psychotherapy Association.
www.safehealthyschools.org/aboutus.htm

A Red Cross Canada site promoting healthy relationships for youth age 12 and older.
www.redcross.ca/article.asp?id=30619&tid=001

Dating abuse statistics from the Centres for Disease Control and Prevention.
www.cdc.gov/ViolencePrevention/pdf/DatingMatters_flyer-a.pdf

Songs and poems about dating violence for classroom discussion.
www.breakthecycle.org/blog/dating-violence-songs
www.breakthecycle.org/blog/poems-about-domestic-violence

Twisted Love Poem is a lesson plan exploring dating violence through poetry.
www.pbs.org/inthemix/educators/lessons/dateviol1

2. Sheroes and Heroines

Role models offer us direction, and peer role models that show a clearer path for our youth make a difference. One of these sheroes was Shannen Koostachin from Attawapiskat First Nation. This young activist spoke up for a “equitable education funding for First Nations children and youth.”

www.fncfcs.com/shannensdream

This National Library toolkit using primary sources provides information about journal writing in *Eleanora's Legacy: Focusing on a Girl's Diary* from the 19th Century.
www.collectionscanada.gc.ca/education/008-3140-e.html

This Famous 5 website provides curriculum plans, theatre script and edukits organized around the context, achievement and leadership of Emily Murphy, Nellie McClung, Henrietta Muir Edwards, Louise McKinney and Irene Parlby. www.abheritage.ca/famous5

Two booklets (*The Famous Five, Nation Builders* and *The Famous Five: A Pivotal Moment in Canadian Women's History*).
www.famous5.ca/resources.html

This site gives a historical overview of the ‘Persons Case’ (prior to 1929, women in Canada were not considered ‘persons’) and the transformational leadership of the *Famous 5*.
www.famous5.ca/w_personscase.html

WE REMEMBER:

Hélène Colgan, age 23

Helene was in her final year of mechanical engineering and planned to do her master's degree. She had three job offers and was leaning towards accepting one from a company near Toronto.

Great Canadian women crossword from library and Archives of Canada gets down and across from Anne Murray to Alanis Morissette .

www.collectionscanada.gc.ca/women/030001-3400-e.html

Women in sports site for teachers.

www.discoveryeducation.com/teachers/free-lesson-plans/women-and-sports.cfm

<http://school.discoveryeducation.com/schooladventures/womenofthecentury/phenomenalwomen/sports.html>

Women in sports are featured in these biographies.

www.caaws.ca/girlsatplay/heroes/index.htm

Women in world history and cross-curricular lesson plans are available here. Samples include Assessing Women's Past through art activities and Weavers tell their Stories – Maya Women of Guatemala.

www.womeninworldhistory.com

Lesson plan from Media Smarts introduces students to some of the myth-building techniques of television, by comparing real world heroes with TV world heroes and by looking at stereotypes in the world of TV heroes.

<http://mediasmarts.ca/lessonplan/sheroes-and-heroes-lesson>

WE REMEMBER:

Barbara Daigneault, age 22

Barbara was expecting to graduate at the end of the year. She was a teaching assistant for her father Pierre Daigneault, a mechanical engineering professor with the city's other French-language engineering school at the Université du Québec à Montréal.

3. Gender Equality and Gender Equity

This toolkit provides access to publications that infuse gender equity into the classroom with lesson plans in the visual arts, drama and music.

www.scotland.gov.uk/Publications/2007/08/30161011/12

Lesson plan entitled Emotions and Gender Equity encourages students to formulate strategies to overcome gender bias and evaluate the role socialization plays on 'acceptable' emotional display.

www.ricw.ri.gov/publications/GEH/lessons/302.htm

Students examine gender issues in math problems and the extension activity gives suggestions for writing word problems that are neutral to gender bias and stereotyping.

www.ricw.ri.gov/publications/GEH/lessons/159.htm

4. Resilience and Community Action Supporting Change

It Starts With You. It Stays With Him. The website title says it all. These tips for educators encourage all of us to reach out to boys and young men as positive role models.

www.itstartswithyou.ca/index.cfm?pagepath=EDUCATORS/Tips&id=33799

Sponsored by the Family Violence Prevention Fund, this online self-education resource challenges personal change through successive readings and reflections around the topic of working with men and boys. A sample of key questions includes:

What are masculinities?

What are some of the socialization processes for shaping boys into men that may encourage men to use violence or sanction the use of violence?

What are some of the costs to men by conforming to dominant masculine roles?

<http://toolkit.endabuse.org/Home.html>

The Child Welfare Information Gateway provides research, information and statistics related to domestic violence.

www.childwelfare.gov/pubs/factsheets/domesticviolence.cfm

City of New York, Department of Social Services lesson plans on teen relationship abuse.

www.vawnet.org/Assoc_Files_VAWnet/RAPPLessonPlans.PDF

Supporting Boys' Resilience: A Dialogue with Researchers, Practitioners and the Media by Allyson Pimentel

<http://ms.foundation.org/resources/publications/supporting-boys-resilience-a-dialogue-with-researchers-practitioners-and-the-media-->

Statistical information compiled from surveys concerning boys and sex.

www.associatedcontent.com/article/2736917/boys_and_sexand_sexand_sex.html?cat=41

Lessons learned during the attempt to establish a comprehensive system based violence prevention programs' by the Thames Valley School District are described in this case study authored by Peter Jaffe through the Family Violence Prevention Fund.

<http://toolkit.endabuse.org/Resources/Thames.html>

10 things men can do to prevent domestic and sexual violence.

www.acalltomen.com/page.php?id=51

Save the Children created a step-by-step guide to engage boys and men to stop the violence against boys and girls, women and other men.

www.xyonline.net/sites/default/files/Save%20the%20Children,%20Engaging%20Boys%20to%20Stop%20Violence%202010.pdf

The White Ribbon Campaign works to end violence against women. It has created the Education and Action Kit and Campaign in a Box, which include activities that align with the Ontario curriculum for students in Grades 5–8.

www.whiteribbon.ca/educational_materials

WE REMEMBER:

Anne-Marie Edward, age 21

Anne-Marie, a chemical engineering student, loved outdoor sports like skiing and diving and was always surrounded by friends.

The Walk A Mile in Her Shoes campaign is a walk to end violence against women and children presented by the White Ribbon campaign. Getting pumped takes on a whole new meaning.
www.walkamiletoronto.org

5. Domestic Violence and the Teen World

Safe at School is a website produced by the Ontario Teachers' Federation (OTF). It contains resources and activities for educators on a range of topics, including sexism and violence against girls.

www.safeatschool.ca/?q=en/home

The Centre for Children and Families in the Justice System provides a number of resources about the impact of domestic violence on youth.

www.lfcc.on.ca/educators_guide_woman_abuse_and_children.html

www.lfcc.on.ca/children_exposed_to_domestic_violence.html

ReachOut.com provides information concerning the key signs of an abusive relationship and how to move out of the cycle of violence.

<http://au.reachout.com/find/articles/an-abusive-relationship>

6. Stereotypes in Video Games and Media

Critical Media Literacy Resource (CD), developed with the assistance of the Ontario Literacy and Numeracy Secretariat, provides sample lesson plans for Grades K-12 that are integrated with the Ontario curriculum.

www.crvawc.ca/CritMedLitCD/index.html

Grade 7-8 students are expected to analyze and evaluate the influence of media critically (Media Literacy strand). Online magazines, video games, websites and blogs are texts that are to be incorporated in the classroom learning. Examining stereotypes in the media is crucial. Media Smarts provides excellent lesson plans.

<http://mediasmarts.ca>

Media Smarts developed the activity Once Upon a Time to examine stereotyping in movies

<http://mediasmarts.ca/lessonplan/once-upon-time-lesson>

Metropolitan Action Committee on Violence Against Women and Children (METRAC) online video game, developed to promote healthy, equal relationships.

www.metrac.org/replay/index.html

Culturally inherited stereotypes are reinforced consistently and often with little fanfare. Examining images presented in the media (video, photos, music) students are encouraged to question assumptions.

<http://mediasmarts.ca/teacher-resources/find-lesson?grade=Grade+8&topic=108&province=Ontario&x=36&y=14&m=preset&home=1&ajax=1>

WE REMEMBER:

Nathalie Croteau, age 23

Nathalie was another graduating mechanical engineer. She planned to take a two-week vacation in Cancun, Mexico with Colgan at the end of the month.

Learning how to identify and define sexism is taught in the context of equity and inclusion.
www.safeatschool.ca/index.php?q=resources/resources-on-equity-and-inclusion/sexism/resources-for-youth

Female action heroes and media awareness.
<http://mediasmarts.ca/lessonplan/female-action-heroes-lesson>

Using a comic book analysis activity, students examine attributes, depiction and messages of comic book characters.
<http://mediasmarts.ca/lessonplan/comic-book-characters-lesson>

Research paper on cultural beliefs and expectations about gender and romantic relationships that are related to male intimate partner violence.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1751-9004.2008.00080.x/abstract>

The complex and often misleading ratings for video games are explained on this RCMP Web safety site. The game experience cannot be predicted during online play and even though the game is rated 'T' for Teen (13 and over) behaviour cannot be pre-rated and identities are often disguised by gametags.
<http://deal.org/blog/going-live-in-3-2-1>

CTF's groundbreaking research Kids Take on the Media offers survey information based on young people's responses and follow-up activities for teachers and students based on the results.
www.ctf-fce.ca/documents/Resources/en/MERP/kidsenglish.pdf
www.ctf-fce.ca/documents/Resources/en/MERP/TeachersandStudentsGuide.pdf

WE REMEMBER:
Barbara Klucznik-Widajewicz,
age 31

Barbara was a first-year nursing student. She arrived in Montreal from Poland with her husband in 1987.

7. Social Media, Vulnerability and Sexism

The Ontario College of Teachers (OCT) advises teachers on the use of social media.
www.oct.ca/sitecore/content/Home/Resources/Resource%20Advisory%20Detail?ID={F7F270C7-74D6-41CB-A5D9-8B1E2EF8241F}

Conversation starters to explore issues such as sexting, texting harassment and privacy violations.
www.giverespect.org/respect/parents_corner/teens_and_technology/digital_dating_abuse/conversation_starters

Where do you draw your digital line? This teen site considers pressuring and controlling behaviour in online space.
www.thatsnotcool.com

Digital Manifesto developed by the Children’s Charities Coalition for Internet Safety.
www.nspcc.org.uk/Inform/policyandpublicaffairs/westminster/ChildSafetyOnline_wdf48584.pdf

Youth site for information on internet safety developed by the RCMP.
<http://deal.org/the-knowzone/internet-safety>

A social web lesson plan teaching about sexting.
www.connectsafely.org/NetFamilyNews/teaching-about-sexting-social-web-lesson-plan.html

8. Graphic Violence and Harm

Article: TV Violence Has Increased Dramatically Survey Shows
www.associatedcontent.com/article/2896818/tv_violence_against_women_has_increased.html?cat=2

Article about a study from the American Psychological Association that indicates songs with violent lyrics increase aggression-related thoughts and emotions.
www.sciencedaily.com/releases/2003/05/030505084039.htm

Visual resource of the 30 finalists in the UN poster design competition for ‘Say NO to Violence Against Women’.
www.create4theun.org

9. Gender Stereotyping and Body Image

Examining gender stereotyping through popular media of body image reveals critical viewpoints of the consumer culture that immerses adolescent, in our society.
<http://mediasmarts.ca/lessonplan/exposing-gender-stereotypes-lesson>

The ‘Anatomy of Cool’ lesson from the Media Awareness Network helps students critically examine the role of media in determining ‘coolness’.
<http://mediasmarts.ca/lessonplan/anatomy-cool-lesson>

In the lesson ‘If Those Dolls Were Real People’ students take measurements of favourite toys, and using ratios, determine what they would look like as average individuals.
www.bam.gov/teachers/body_image_dolls.html

The ‘Ad Decoder’ is a reference of critical questions used as a tool for analyzing ads that target teens, influencing perceptions of boys and girls. Recognizing the role ads play and the affects on mental and physical health students is emphasized.
www.bam.gov/teachers/body_image_ad.html

WE REMEMBER:
Maud Haviernick, age 29

Maud was a second-year student in metallurgical engineering and a graduate in environmental design from the Université du Québec à Montréal.

Addressing Body Image, Self Esteem, and Eating Disorders by Kelly Small provides an overview of information concerning body image and teaching with equity.
<http://people.ucalgary.ca/~egallery/volume2/small.html>

10. Healing Together: Learning from Aboriginal Role Models

The Legacy of Hope Foundation resources includes galleries, websites, personal stories and more to raise awareness about the residential school legacy.
www.legacyofhope.ca/projects/where-are-the-children/website

Examining role models in Aboriginal organizations who are offering an alternative path toward issues that range from environmental exploitation and injury to the national oversight of the fallen missing victims on our soil.
www.shannonthunderbird.com/indigenous_women_rights.htm

CTV News story: "There are 513 missing murdered Aboriginal women in Canada that we know of," Ellen Gabriel, president of the QC Native Women's Association
http://ottawa.ctv.ca/servlet/an/local/CTVNews/20090423/OTT_Missing_Girls_090423/20090423/?hub=OttawaHome

Report from Amnesty International entitled *Canada: Stolen Sisters: Discrimination and Violence Against Indigenous Women in Canada* notes "longstanding patterns of social and economic inequity continue to drive indigenous women and girls into situations like the sex trade where the risk to their lives is that much greater."
www.amnesty.org/en/library/info/AMR20/001/2004

Kanawayhitowin means 'taking care of each other's spirits'. Created to support women experiencing abuse and hope for the healing of future generations, the site provides resources for teachers.
www.kanawayhitowin.ca

In *Muffins for Granny*, filmmaker Nadia MacClaren honours her Ojibway grandmother in a search for understanding. MacClaren explores the impact of the residential school system through the eyes of seven First Nations elders.
www.mongrelmedia.com/dvd/info.cgi?id=1513

The Library of Canada toolkit for decoding historical photographs depicting the Aboriginal experience in the history of this nation.
www.collectionscanada.gc.ca/education/008-119.01-e.php?&item_id_nbr=81&&PHPSESSID=iapshbm2jt86vn03omap377tp0

WE REMEMBER:

Annie Turcotte, age 21

Annie was in her first year and lived with her brother in a small apartment near the university. She was described as gentle and athletic, enjoying diving and swimming. She enrolled into metallurgical engineering so she could one day help improve the environment.

This lesson plan describes what it means to reclaim the ability to heal from the wrong doings and negative feelings about the residential school era.

www.edukits.ca/aboriginal/health/teachers/school_lesson3.htm

A collection of youth-made resources developed through a media arts outreach program in B.C.

<http://educ.ubc.ca/faculty/shapka/youthmade/details.html>

11. Pop Culture: from Beatlemania to Bieber Fever

Find useful resources such as sound art for podcasts, fairy tales with a modern twist and activities for critical literacy from the Association for Media Literacy (AML).

www.aml.ca/aboutus

Association for Media Literacy resource for examining ideas of 'coolness' using Canadian youth magazines.

www.aml.ca/resources/item.php?articleID=250

'The Forbidden Fruit: Backstreet Boys and Barbie's Pink Convertible' deals with the complexity of attraction, pop culture and social conditioning.

<http://sc2220.wetpaint.com/page/The+Forbidden+Fruit%3A+The+Backstreet+Boys+and+Barbie%E2%80%99s+Pink+Convertible>

A brief comparison of the rock star image and the intense reactions by young teens.

www.traditioninaction.org/Cultural/C005cpGirlsShrieking.htm

This printable handout provides background information on the Beatlemania and the roots of Rock and Roll.

www.teachervision.fen.com/tv/printables/TCR/1576901009_345.pdf

www.teachervision.fen.com/tv/printables/TCR/1576901009_295-296.pdf

Globe and Mail article analyzing Bieber fever and his carefully constructed media image.

www.theglobeandmail.com/news/arts/music/how-justin-bieber-got-so-big/article1584917

Lesson plan that examines celebrity roles with a critical eye.

<http://learning.blogs.nytimes.com/2011/02/17/bieber-fever-casting-a-critical-eye-on-celebrities-and-popular-culture>

An extensive bibliography of articles, books, presentations and films provided by Gender Research in Music Education (G.R.I.M.E.).

<http://post.queensu.ca/~grime/bibliography.html>

Article entitled 'How Television Changed Feminism'.

www.emailhoax.net/how-television-changed-feminism

WE REMEMBER:

Maryse Leclair, age 23

Maryse was a fourth-year metallurgy student and had a year to go before graduation. She was one of the top students in the school. Maryse acted in plays in junior college. She was the first victim whose name was known, found by her father, Montreal policeman Lt. Pierre Leclair.

What influence does gender representation in movie characters have on our youth? Research from the Geena Davis Institute on Gender in Media.
www.thegeenadavisinstitute.org/research/

Video entitled 'Sexism, Strength and Dominance: Images of Masculinity in Disney Films' by Sanjay Newton.
www.youtube.com/watch?v=8CWMct35oFY

This NFB documentary film (2007) entitled 'Sexy Inc. Our Children Under Influence' by Sophie Bissonnette critiques and reveals the negative effects that a culture of hyper-sexualization has on our youth.
www3.nfb.ca/webextension/sexy-inc/film.php

This article by Barbara Read entitled 'Britney, Beyonce and Me – Primary School Girls' Role Models and Constructions of the Popular Girl' looks at how power and attractiveness are derived and perceived.
www.tandfonline.com/doi/abs/10.1080/09540251003674089

12. The Girl Child – Education for All

The UN's 'Beijing Platform for Action' notes how in many countries the girl child is discriminated against from the earliest stages of life through adulthood. The document lays out findings as well as strategic objectives and actions.
www.un-documents.net/bpa-4-l.htm

Red Cross 'Ups and Downs of Development' is an extensive unit that includes a board game, facilitator notes, slide presentation and handouts. Explores the Millennium Development Goals and the Rights of the Child.
www.redcross.ca/article.asp?id=31917&tid=001

UN Women is the UN organization committed to gender equality. The empowerment of women worldwide is explored through slideshows, information and audiovisual links in focus areas such as violence against women, leadership and participation.
www.unwomen.org

This information sheet helps deepen the understanding of gender equality. Graphing activity provides school attendance statistics for sub-Saharan Africa.
http://teachunicef.org/sites/default/files/documents/gender_equality_activity_sheet_final.pdf

WE REMEMBER:

Sonia Pelletier, age 23

Sonia was the head of her class and the pride of St-Ulric, Que., her remote birthplace in the Gaspé Peninsula. She had five sisters and two brothers. She was killed the day before she was to graduate with a degree in mechanical engineering. She had a job interview lined up for the following week.

Women Make Movies was established to train and provide resources for women filmmakers. Fact sheets and documentaries introduce international issues, such as the documentary ‘The Greatest Silence: Rape in the Congo’.
www.wmm.com/filmcatalog/pages/c709.shtml

Research paper from the World Bank entitled *Girls Education in the 21st Century: Gender Equality, Empowerment and Economic Growth*
http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080014368/DID_Girls_edu.pdf

This Internet lesson plan explores how, why and where the girl child is denied access to education.
www.un.org/works/goingon/india/lessonplan_girlseducation.html

‘Child Bride, Stolen Child’ takes an in-depth look at the consequences of child marriage.
www.pbs.org/now/shows/341/educators.html

WE REMEMBER:

Michèle Richard, age 21

Michèle was in second-year metallurgical engineering. She was presenting a paper with Haviernick when she was killed.

13. Gender Sensitive Language

Identifying gender-specific language and learning how language can imply inequality is the focus of this activity.

<http://mediasmarts.ca/lessonplan/whats-word-lesson>

Grade 8 Exposing Gender Stereotyping
<http://mediasmarts.ca/lessonplan/exposing-gender-stereotypes-lesson>

The Impact of Stereotyping on Young People
<http://mediasmarts.ca/diversity-media/aboriginal-people/impact-stereotyping-young-people>

14. Power and Advantage – The Borderlands of Inclusivity

Exploring issues of power in the classroom may provide insight and discussion regarding gender bias in school activities and even subject areas.

www.education.com/reference/article/gender-bias-in-teaching

Group differences in the development of gender identity and gender identity as it relates to school outcomes are explored in this article.

www.education.com/reference/article/gender-identity1/#C

Gender bias in education can be examined to reveal areas that will make a difference in remedying exclusion.
www.edchange.org/multicultural/papers/genderbias.html

WE REMEMBER:

Anne-Marie Lemay, age 27

Anne-Marie was in fourth-year mechanical engineering.

This lesson explains the reference to the 'glass ceiling' using cartoons. The concept of invisible barriers is expanded in the activity.

www.tolerance.org/activity/editorial-cartoon-equal-opportunity

Egale's Equity and Inclusion resource kit for educators.

www.mygsa.ca/educators/mygsa-lesson-pack

Video entitled 'My Secret Self' which addresses the lives of transgendered children.

<http://sc2220.wetpaint.com/page/My+Secret+Self>

Infusing Equity by Gender Into the Classroom:

A Handbook of Classroom Practices – provides activities and resources across subjects for Grades 6-9.

www.ricw.ri.gov/publications/GEH/middle.htm

An article pointing out the marked rise in intensely sexualized images of women.

www.sciencedaily.com/releases/2011/08/110810133015.htm

Sexualization of girls is linked to common mental health problems in females

www.sciencedaily.com/releases/2007/02/070220005051.htm

An extensive resource of documents and sites developed through support by OSSTF and the Ministry of Education to challenge sexual harassment in our schools.

www.osstf.on.ca/adx/asp/adxGetMedia.aspx?DocID=d20866c8-0f56-4fa1-9ff6-ed4f1530b7b2&MediaID=48e17a42-ac67-4b2d-8784-5ce2615a74b7&Filename=still-not-laughing-booklet-en.pdf&l=English

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Violence exposure in real-life, video games, television, movies, and the *Internet: is there desensitization?* Journal of Adolescence 27, 23–39.

<http://videogames.procon.org/sourcefiles/Empathy.pdf>

Ontario Ministry of Education, Media Literacy, p.23

Roy, A. (2003) Confronting Empire, World Social Forum, Porto Alegre, Brazil.

www.sustecweb.co.uk/past/sustec11-4/following_speech_by_arundhati_ro.htm

Vandello, J. A. and Cohen, D. (2008), Culture, Gender, and Men's Intimate Partner Violence. Social and Personality Psychology Compass, 2: 652–667.

WE REMEMBER:

Maryse Laganière, age 25

Maryse was the only non student killed. She worked in the engineering school's budget department. She had recently married.

WE REMEMBER:

Annie St-Arneault, age 23

Annie was a mechanical engineering student from La Tuque, Que., a Laurentian pulp and paper town in the upper St-Maurice river valley. She lived in a small apartment in Montreal. She was killed as she sat listening to a presentation in her last class before graduation. She had a job interview with Alcan Aluminium scheduled the following day.

PART 2

Senior Resource Guide

TOPICS IN THIS GUIDE:

The Rose Button Campaign
Missing Aboriginal Sisters
Media and Pop Culture
Gun Control
Body Image
Sexual Harassment
Women and the Law
Women and Politics
Gender Stereotyping and Gender Roles
Contributions of Canadian Women
Gender and the Global Contest
Equity and Equality
Gender Roles and Men
Violence against Women

SECONDARY CURRICULUM CONNECTIONS

The sources and suggestions in this guide are grouped according to 14 cross-curricular topics. Teachers can identify materials of interest and adapt them to suit the needs of their classrooms. The materials provided are not limited to these high school courses. The resources highlight numerous issues that can be linked to course expectations to help students make connections and develop a deeper understanding of the issues.

The Arts

Dance: ATC2O, ATC3M, ATC3O, ATC4M
Media Arts: ASM2O, ASM3O
Visual Arts: AVI2O, AVI3M, AVI3O, AVI4M
Music: AMU1O, AMU2O, AMU3M, AMU3O, AMU4M

Canadian and World Studies

Civics: CHV2O
Economics: CIE3M, CIC3E, CIA4U
Geography: CGU4U
History: CHC2D, CHC2P, CHA3U, CHW3M, CHH3C, CHH3E
CHT3O, CHI4U, CHY4U, CHY4C, CHM4E

Entrepreneurship:	BDI3C, BDP3O, BDV4C
English:	ENG3E, ETC3M, EMS3O, EPS3O, ENG4U, ENG4C ENG4E, ETS4U, EWC4U
Native Studies:	NBV3C, NBE3C, NBV3E, NBE3E, NDG4M, NDW4M
Religion:	HRT3M, HRT3O, HRE4M, HRE4O

TOPICS AND RESOURCES

1. The Rose Campaign: Historical Look at the Montreal Massacre

The Rose Campaign is the YMCA’s national advocacy campaign to end violence against women and girls. The campaign commemorates December 6th as the National Day of Remembrance and Action on Violence Against Women created after the Montreal Massacre.

Violence against women affects everyone and continues to be the overriding human rights violation in Canada. According to Statistics Canada (1993) one in four Canadian women have experienced violence at the hands of a current or past marital partner since the age of 16. Over 50 per cent of Canadian women will experience violence at some point in their lives.

Information and resources are available on the Rose Campaign website:
www.rosecampaign.ca

The YWCA website site has extensive resources related to the Rose Campaign:
<http://ywcacanada.ca/en/pages/rose/action>

For further information, or to print the Rose Campaign bookmark:
www.caut.ca/uploads/Rose_Bookmark.pdf

Rose Campaign buttons and posters can be ordered here:
www.caut.ca/uploads/Rose_Button_Order_Form.pdf

Battered Women’s Support Services is accessible at:
www.bwss.org/resources/information-on-abuse/numbers-are-people-too

WE REMEMBER:

Geneviève Bergeron, age 21

Geneviève was a second-year scholarship student in mechanical engineering. She played the clarinet and sang in a professional choir. In her spare time she played basketball and swam.

2. Women and Politics

Female representation in politics has evolved since Agnes Macphail’s election to the House of Commons in 1921. However, no Canadian political party to date has achieved gender parity. Canada now ranks 46th in the world on the Inter-Parliamentary Union 2012 “List of Women in National Parliaments” trailing countries such as Sweden, Finland, Uganda and Bolivia.

Visit the Government of Canada website for milestones in voting history and a comprehensive history of exclusions of Asian Canadians and Status Indians.

www.pc.gc.ca/canada/proj/fcdv-wwv/itm3-/fcdv-wwv1b_e.asp

The Teacher Vision Canada site provides a chronological history of women's right to vote:

www.teachervisioncanada.ca/suffrage/printable/63438.html

This Government of Canada resource helps students critically analyze historical events through political cartoons.

www.archives.gov.on.ca/english/educational-resources/suffrage-cartoons-12/index.aspx

Parks Canada offers a virtual exhibit of the women's suffrage movement.

www.pc.gc.ca/eng/progs/lhn-nhs/femmes-women/itm4.aspx

This site includes lessons about women in the House of Commons and an overview of the women's liberation movement from 1968 to 1982.

www.lessonplanet.com/search?keywords=women+in+canadian+government&media=lesson

'Women's Political Equality, the Project of the Century' follows the progression of women's citizenship and voting rights:

www.femmes-politique-et-democratie.com/pdf/TJ_vol7_no2_en.pdf

"Peace Women across the Globe" is the global network of the 1,000 women who were nominated as a group for the Nobel Peace Prize. Biographies and art exhibit information can be accessed at:

www.1000peacewomen.org/eng/aktuell.php

Women in Canadian government lesson plans are available at:

www.lessonplanet.com/search?keywords=women+in+canadian+government&media=lesson

WE REMEMBER:

Hélène Colgan, age 23

Helene was in her final year of mechanical engineering and planned to do her master's degree. She had three job offers and was leaning towards accepting one from a company near Toronto.

3. Missing Aboriginal Women

The Native Women's Association of Canada has documented more than 520 cases of missing and murdered Indigenous women in Canada, most within the last three decades.

It is five times more likely that Indigenous women between the ages of 25 and 44 will die from violence when compared to non-Indigenous women of equal age in Canada (Stolen Sisters, 2009, p. 23). Discrimination continues to fuel this injustice "taking the form both of overt cultural prejudice and of implicit or systemic biases in the policies and actions of government officials and agencies, or of society as a whole" (Stolen Sisters, 2009, p.3). The discrimination

that Indigenous women encounter has been two-fold: as women and as Indigenous people. According to Bédard (2008), revitalizing the role of women as teachers, from girl child to elder according to the Anishnanaabekwe perspective, is a necessary component of the path toward healing.

The Stolen Sisters petition is an opportunity for students to take social justice action:

www.stolensisters.com

www.amnesty.org/en/library/info/AMR20/001/2004

An extensive list of resources is available from Indigenous Peoples Solidarity Movement Ottawa, including articles on the misappropriation of spirituality, environmental justice and decolonization:
<http://ipsmo.wordpress.com/resource-list>

Project of Heart is an interactive classroom art project connected to residential schools.

<http://poh.jungle.ca>

This resource provides information about Highway 16 between Prince Rupert and Prince George, B.C., called the “highway of tears,” where many women have gone missing: www.highwayoftears.ca/links.htm

These links provide a teaching guide for the National Film Board film, *Finding Dawn*, by Métis filmmaker Christine Welsh, which draws attention to missing Aboriginal women across Canada, and the film trailer and synopsis.

www.onf-nfb.gc.ca/sg/100567.pdf

www.nfb.ca/film/finding_dawn

The Teacher's Toolkit is a collection of resources from the Ministry of Education to help elementary and secondary teachers bring Aboriginal perspectives into their classrooms

www.edu.gov.on.ca/eng/aboriginal/toolkit.html

This links to a lesson plan for *Mother of Many Children*, a one-hour documentary by Canadian director Alanis Obomsawin, depicting the struggle of Aboriginal women to retain their culture and traditions.

www3.nfb.ca/ressources_educatives/0051.pdf

WE REMEMBER:

Nathalie Croteau, age 23

Nathalie was another graduating mechanical engineer. She planned to take a two-week vacation in Cancun, Mexico with Colgan Hélène at the end of the month.

4. Gender Stereotyping and Gender Roles

Gender may be understood as “a system of social relationships and discursive practices that may lead to systemic inequality among particular groups of learners, including women, minorities, elderly, and disabled” (Norton & Pavlenko, 2004, p. 10). Students may be impacted by factors such as gender, race, and class, in their everyday life.

The Critical Multicultural Pavilion offers several quizzes including a digital sexism quiz.
www.edchange.org/multicultural/quizzes.html

This lesson uses a self-reflective process in the exploration of gender.
www.edchange.org/multicultural/activities/boygirl.html

This link provides teacher resources from MediaSmarts on gender representation.
<http://mediasmarts.ca/teacher-resources/find-lesson?grade=All&topic=60&province=Ontario&x=26&y=17&m=preset&home=1&ajax=1>

The *Miss G Project* includes various gender studies resources.
www.themissgproject.org/teachers

This article examines five commonly held gender myths.
www.divinecaroline.com/22077/96303-busted--five-false-myths-gender/print

The United Nations Educational Scientific and Cultural Organization gender equality e-learning program provides useful information that can easily be adapted for classroom use.
http://portal.unesco.org/en/ev.php-URL_ID=35276&URL_DO=DO_TOPIC&URL_SECTION=201.html

5. Media and Pop Culture

The constant flow into the classroom culture from media-driven popular culture has blurred the edges of influence in today's youth. The power of media to impact gender identity has many approaches. Sexual politics, race, class and gender is critically examined in these resources.

Various discussion topics, a self-reflective survey, deconstruction of advertisements, stereotyping, power and popularity are included in this media education site.
www.mediaed.org/wp/handouts-articles

The documentary *Killing us Softly 4: Advertising's Image of Women* challenges students to think critically about pop culture and the connection to sexism, eating disorders, and gender violence.
www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=241

Adbusters seeks to encourage people to critically analyze how information flows, how corporations wield power, and how meaning is produced in society.
www.adbusters.org

Guerilla girls expose sexism in cultural spaces through humour and activism.
www.guerrillagirls.com

WE REMEMBER:

Barbara Daigneault, age 22

Barbara was expecting to graduate at the end of the year. She was a teaching assistant for her father Pierre Daigneault, a mechanical engineering professor with the city's other French-language engineering school at the Université du Québec à Montréal.

The Media Education Foundation's study guide for the movie, *Hip Hop: beyond Beats and Rhymes*, tackles challenging topics such as desensitization to sexism, misogyny, and sexual objectification.

www.mediaed.org/assets/products/226/studyguide_226.pdf

This links to a hip-hop and gender workshop from the Miss G Project:

www.themissgproject.org/teachers/MissG-Curriculum-Workshop-HipHop.pdf

The Top 20 Unfortunate Lessons Girls Learn from Twilight de-constructs the messages of the popular book and film series.

www.wired.com/underwire/2009/11/twilight-lessons-girls-learn/

The Free Child Project examines hip-hop as a tool for social activism.

www.freechild.org/hiphop.htm

The Canadian Research Institute for the Advancement of Women includes links to social action resources.

www.criaw-icref.ca/

This site offers video clips online for media and pop culture studies.

http://www.frankwbaker.com/streaming_ml.htm

Men, women, and the blues links the blues and gender divisions in the United States.

<http://www.pbs.org/theblues/classroom/intmenwomen.html>

WE REMEMBER:

Anne-Marie Edward, age 21

Anne-Marie, a chemical engineering student, loved outdoor sports like skiing and diving and was always surrounded by friends.

6. Canadian Women: Contributions

The Parks Canada site notes that, until recently, there was a lack of statues and plaques dedicated to women.

www.pc.gc.ca/eng/progs/lhn-nhs/femmes-women/itm2.aspx

This lesson plan, entitled *WW1 Posters: Were they Sexist?* includes background information related to Canadian propaganda posters and a poster analysis handout.

www.archives.gov.on.ca/english/educational-resources/poster-sexist/index.aspx

This lesson examines the role women played in the workforce during WWII.

www.archives.gov.on.ca/english/educational-resources/working-women-wwii/index.aspx

This lesson allows students to critically examine a pamphlet from 1921 to detect bias through the analysis of male and female roles.

www.archives.gov.on.ca/english/educational-resources/detecting-bias/index.aspx

The Library and Archives Canada site celebrates the contribution of women in the arts, science, music, theatre and sport.

www.collectionscanada.gc.ca/women/index-e.html

Developed to create a greater interest of women in Canadian history, on this site historian Myrna Foresters includes connections to the National Portrait Gallery and biographies.

www.heroines.ca

This resource page has a wide range of lesson plans, including on the TCDSB activities related to Canadian judge and lawyer Louise Arbour.

www.heroines.ca/resources/classroom.html

These CBC lessons focus on the extraordinary contributions of Canadian women.

www.cbc.ca/archives/teachers

Historica's online video clips refer to women in Canadian history.

www.histori.ca/minutes/minute.do?id=10205

Parks Canada's 'Women in History' lessons include details on the suffragette movement.

www.pc.gc.ca/apprendre-learn/prof/sub/wbb/lesson3/index_e.asp

Quotes, postage stamps, famous firsts, birthdays and activities are available here.

www.famouscanadianwomen.com

The Library and Archives Canada site provides biographical information on Canadian women from past to present.

www.collectionscanada.gc.ca/women/002026-800-e.html

A Century of Canadian Women in sports was developed by the CBC to analyze the progress made by women in professional sports from the beginning of the 20th century to the present.

http://rc-archives.cbc.ca/for_teachers/490

An article by Wendy Cukier examines women in engineering 20 years after the Montreal Massacre.

http://members.peo.on.ca/index.cfm/ci_id/40376.htm

This source (French) provides a chronology of women's history in Quebec.

<http://pages.infinit.net/histoire/quebech1-a.html>

WE REMEMBER:

Maud Haviernick, age 29

Maud was a second-year student in metallurgical engineering and a graduate in environmental design from the Université du Québec à Montréal.

7. Gun Control

The gun used at the Montreal Massacre was a Ruger Mini-14, a long gun that would have been registered under the former Canadian Firearms registry.

In total, there were 28 people shot at l'École Polytechnique. Rabson (2010) quotes one of the survivors, Nathalie Provost, who noted that "the firearms registry recognizes it is a privilege to own a gun and privilege comes with responsibility."

The Coalition for Gun Control website is accessible at:
<http://guncontrol.ca>

Links to media stories on the Canadian firearms registry debate.
www.thestar.com/topic/gunregistry

This resource provides a critical thinking lesson using a political cartoon focused on the topic of gun control.
http://mdk12.org/instruction/curriculum/hsa/critical_thinking/pol_cartoon.html

Canadian activist Priscilla de Villier's Submission to the Standing Committee on Public Safety and National Security, *The Cost of Gun Violence and the Impact on Victims*.
http://crcvc.ca/docs/Submission_to_SECU_May_262010_Priscilla_de_Villiers.pdf

8. Gender and the Global Context

Womenwatch is a United Nations (UN) portal that links information and resources on the promotion of gender equality and the empowerment of women.
www.un.org/womenwatch

'Change the world in eight steps' is a visual lesson concerning the millennium goals, including equal chances for women and children by 2015 (suitable for 7-14 year olds).
www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/?32

Mums Matter provides activities for students 8-11 years old regarding issues of health care for mothers and babies around the world.
www.oxfam.org.uk/education/resources/knitting/?280

This 2006 UN fact sheet sheds light on the systemic and widespread violence against women.
www.un.org/en/women/endviolence/pdf/VAW.pdf

This paper, entitled *Reality Check: Women in Canada and the Beijing Declaration and Platform for Action Fifteen Years On. A Canadian Civil Society Response* is authored by the Canadian Feminist Alliance for International Action and the Canadian Labour Congress.
www.canadianlabour.ca/sites/default/files/Canada-Beijing15-Reality-Check-2010-02-22-EN.pdf

WE REMEMBER:

Barbara Klucznik-Widajewicz, age 31

Barbara was a first-year nursing student. She arrived in Montreal from Poland with her husband in 1987.

Fact sheet on young people in Africa. Includes statistics on young women.
www.womendeliver.org/assets/AFrica.pdf

United Nations Population Fund provides information about reproductive health, including arranged marriages and genital mutilation.
www.unfpa.org/public/home

Video from the United Nations Population Fund on the impact of war on women worldwide.
www.unfpa.org/emergencies/psa/film_english.html

UN Women site provides facts and figures on violence against women around the world.
www.unifem.org/gender_issues/violence_against_women/facts_figures.php?page=4

The Global Classroom is UNICEF Canada's program to support and expand teaching and learning for global citizenship and rights respecting education through a children's rights approach.
www.unicef.ca/en/teachers/article/global-classroom

9. Body Image

The 'Power of Being a Girl' program is a violence-prevention conference developing girls' leadership through workshops focusing on dating, discrimination and body image.
www.weekwithoutviolence.ca/5-girlsconference.cfm

MediaSmarts provides resources for teachers that explore concepts of beauty in advertising.
<http://mediasmarts.ca/teacher-resources/find-lesson?grade=All&topic=53&province=Ontario&x=28&y=15&m=preset&home=1&ajax=1>

Femme Toxic is a campaign focusing on toxins in the environment, particularly those found in cosmetic and personal care products, which are detrimental to human health.
www.femmetoxic.com/

Lesson by T. Hines, Concordia University using Maya Angelou's poem *Phenomenal Woman*.
www.lessonplanspage.com/LAOMDWomenInSocietyPoem-PhenomenalWoman712.htm

WE REMEMBER:

Anne-Marie Lemay, age 27

Anne-Marie was in fourth-year mechanical Engineering

WE REMEMBER:

Maryse Leclair, age 23

Maryse was in fourth-year metallurgy, had a year to go before graduation and was one of the top students in the school. She acted in plays in junior college. She was the first victim whose name was known, found by her father, Montreal police Lt. Pierre Leclair.

10. Equality and Equity – Where are we now?

Only Ontario and Quebec have proactive pay equity laws that legally require employers and unions to take positive action to address inequity. Wage discrimination is a systemic, rather than an individual, problem. The average yearly full-time salary of a woman in Ontario is 71 per cent of that of a man. Closing the 29 per cent gender pay gap is a necessary path of action (Cornish, 2008).

More information about pay equity is available through the Canadian Labour Congress.

www.canadianlabour.ca/news-room/publications/quick-education-pay-equity-womens-economic-equality

Pay equity is a campaign launched through Education International.

www.ei-ie.org/payequitynow/en/index.php

Canadian Labour Congress fact sheets, including the racialized wage gap, are accessible here:

www.canadianlabour.ca/news-room/publications/womens-economic-equality-fact-sheets

11. Sexual Harassment

Sexual harassment includes intimidation, sexual taunts, and insults about physical appearance and leering. The Ontario Women's Directorate site promotes Sexual Harassment Awareness Week and Women Abuse Prevention Month and includes information to increase awareness of sexual harassment, work to prevent its occurrence and honour its victims.

www.women.gov.on.ca/english/index.shtml

OWD's Health Equal Relationships campaign has resources for teachers, children and teens to educate on this topic.

www.women.gov.on.ca/english/resources/publications/equal/index.shtml

From sexual pressure to harassment this safe schools' site offers a variety of lesson plans, role-playing and discussion topics.

www.safehealthyschools.org/sexualityeducation/28.htm

The Metropolitan Action Committee on Violence Against Women and Children (METRAC) Provides information and resources on this topic. Although it is geared towards youth in the City of Toronto, it can be adapted to youth who live in other locations.

www.metrac.org

Check out interesting online games and apps from METRAC.

www.metrac.org/resources/resources.htm

WE REMEMBER:

Maryse Laganière, age 25

Maryse was the only non-student killed. She worked in the Engineering school's budget department. She had recently married.

WE REMEMBER:

Michèle Richard, age 21

Michèle was in second-year metallurgical engineering. She was presenting a paper with Maud Haviernick when she was killed.

The YWCA offers a unique violence prevention and intervention tool called the YWCA Safety Siren app for iPhone. Download for free in iTunes.
<http://ywcacanada.ca/en/media/press/20>

Prevention programs addressing youth dating violence.
www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/youthdprogs.htm

12. Gender Roles and Men

How do our classrooms contribute to the construction of masculinities and what cost is associated for both genders? The need for positive and effective messages from both male and female voices is essential.

www.jills.org/Issues/Volume1/No.1/benguaksu.pdf

This lesson emphasizes the importance of bringing the idea of power into the discussion.
www.edchange.org/multicultural/activities/activity4.html

Men for Change, a group committed to promoting positive masculinity, has published curriculum resources on healthy relationships.
www.chebucto.ns.ca/communitysupport/Men4Change/m4ccuric.html

This PBS site recognizes the contributions of men in leading roles in dance and ballet.
www.pbs.org/wnet/gperf/education/plan_bt看_overview.html

This article provides information how we learn our gender roles, authored by Whitney Glenn.
www.associatedcontent.com/article/225115/helping_children_understand_gender.html

The UN cross national comparison of the gender socialization process in schools is accessible at:
<http://pdfcast.org/pdf/the-gender-socialization-process-in-schools-a-cross-national-comparison>

The seven *P's of Male Violence* by Michael Kaufmann, International Director of the White Ribbon Campaign.
www.whiteribbon.ca/educational_materials/default.asp?load=seven

The Men against Sexual Violence resource includes a training toolkit.
www.menagainstsexualviolence.org

Men Stopping Violence created the 'Because We Have Daughters' initiative in recognition of the serious issue of violence against women.
www.menstoppingviolence.org/index.php

WE REMEMBER:

Annie Turcotte, age 21

Annie was in her first year and lived with her brother in a small apartment near the university. She was described as gentle and athletic, enjoying diving and swimming. She enrolled metallurgical engineering so she could one day help improve the environment.

13. Women and the Law

Both the Canadian Human Rights Act and the Canada Labour Code protect employees from harassment related to work. Provincial human rights laws also prohibit harassment. And the Canadian Criminal Code protects people from physical or sexual assault.

A United Nations report notes systematic erosion in the status of Canadian women since 2004 that corresponds to the elimination of funding for advocacy groups and the widening wage gaps.

www.thestar.com/news/canada/article/769954--canadian-women-s-rights-in-decline-report-says

This site provides information on women electoral candidates, MPs and election involvement.

www.sfu.ca/~aheard/elections/women.html

This document provides resources to dealing with domestic abuse issues.

www.lfcc.on.ca/HHG_helping_an_abused_woman.html

This pamphlet is an initiative of the Muslim Family Safety Project. It has information about violence against women in the family and discusses how Canadian laws are in harmony with Islamic teachings.

www.lfcc.on.ca/MFSP_pamphlet.html

This resource discusses how women in Canada have made little progress cracking the glass ceiling since 2003.

www.cbc.ca/money/story/2006/03/01/women-060301.html

This Toronto Star article highlights the women detained at the G20, and related sexual abuse claims.

www.thestar.com/news/gta/article/838810--g20-sexual-abuse-claims-linked-to-jane-doe-report

The Toronto Star article follows the Jane Doe lawsuit against Toronto police.

www.thestar.com/comment/columnists/article/524492

Multimedia resource honouring the Famous Five —

Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Irene Parlby, and Nellie McClung who fought for the recognition of women as persons under the *British North America Act* in 1929.

www.abheritage.ca/famous5

This database lists hundreds of resources — articles, documents and links— related to international women's rights laws and Canadian women's rights laws.

www.law-lib.utoronto.ca/diana/whrr/index.cfm?sister=utl&CFID=4708440&CFTOKEN=89661318

WE REMEMBER:

Sonia Pelletier, age 23

Sonia was the head of her class and the pride of St-Ulric, Que., her remote birthplace in the Gaspé Peninsula. She had five sisters and two brothers. She was killed the day before she was to graduate with a degree in mechanical engineering. She had a job interview lined up for the following week.

This timeline overview of women and human rights in Canada includes entries such as the 1989 decision by the Supreme Court of Canada that sexual harassment is a form of sex discrimination.

www.chrc-ccdp.ca/en/browseSubjects/womenRights.asp

Human trafficking in Canada and lesson plans.

www.suncoastcentral.com/pdf/StayingCurrent_October09_OCTIP.pdf

Women News Network examines women's prisons.

<http://womennewsnetwork.net/2008/09/09/prisoncrisiswomen8005>

14. Violence Against Women

The White Ribbon Campaign seeks to educate young people, especially young men and boys, on the issue of ending violence against women in all forms. The campaign's slogan is: "Our future has no violence against women." In over 55 countries, it is the largest worldwide effort of men working to end violence against women.

www.whiteribbon.ca

Lesson plans and kits that promote healthy relationships and gender equality are available through the White Ribbon Campaign.

www.whiteribbon.ca/educational_materials

The Week Without Violence is a weeklong series of events promoting a violence-free world initiated by the YWCA each year during the third week of October.

<http://ywcacanada.ca/en/pages/wwv>

The Men Can Stop Rape resources mobilize male youths to stop violence against women.

www.mencanstoprape.org

Take Back the Night organizes various national and international actions to shatter the silence.

www.takebackthenight.org

Oxfam policies and papers on gender justice

<http://policy-practice.oxfam.org.uk/our-work/gender-justice>

This source provides a perspective that encompasses concepts of peace, nonviolence and ahimsa or non-injury in thought, word and action.

www.nonkilling.org/node/291

WE REMEMBER:

Annie St-Arnault, age 23

Annie was a mechanical engineering student from La Tuque, Que., a Laurentian pulp and paper town in the upper St-Maurice river valley. She lived in a small apartment in Montreal. She was killed as she sat listening to a presentation in her last class before graduation. She had a job interview with Alcan Aluminium scheduled for the following day.

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