Gender Studies  

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

While it is important that a variety of resources are available to support students’ learning, teachers must preview materials, (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Background
Gender Studies is one of four new Equity Studies courses included in The Ontario Curriculum, Social Sciences and Humanities, Grades 9 to 12, (Revised) 2013. In this course, students explore the social construction of gender, and the ways in which their understanding of gender is shaped by their environment. They examine power dynamics and subsequent manifestations of oppression in Canada and elsewhere in the world. Students are challenged to critically examine their inherent assumptions about gender and are given frequent opportunities to consider that the ways in which they see their world help them to become conscientious citizens who respect and value the diversity of the global community which they will inherit. Understanding of “self” is critical to student learning in this course and it is important that they understand that as a social construct, gender should not limit their self-expression.

Students examine many important examples of activism at local, national, and international levels. They learn that the efforts of individuals and organizations can be successful in addressing and eradicating gender-based discrimination, oppression, and violence.

In planning this course, teachers should consider local agencies that can be connected with students, through guest speakers or field trips, to enhance students’ experience.

Students work with provocative ideas and sensitive issues in the course; their willingness to engage in course materials individually, in small groups, or as a whole class depends largely on the rapport developed by the teacher. Open, honest dialogue and trust-building activities which assure students that they are in a safe space are valuable in supporting students’ learning. Included in the resources list are links to worthwhile materials which can be used to build a positive sense of security, trust, and cohesion among students.

Ontario’s secondary school students bring a multitude of abilities, intelligences, attitudes, and learning needs to their classes. Teachers can underline the inclusive philosophy of gender studies through differentiated lesson design that reflects the diversity of people’s gendered experiences.
Plan for the Course

• The driving force behind the organization of this resource is student engagement. By engaging students in a social action initiative, they deepen their learning and acquire the skills they need to be lifelong contributing members of their communities. The course culminating task, a social action project, should be introduced at the beginning of the course so that students invest in building their research and inquiry skills in the foundational units in preparation for this final project.

• This model for structuring the implementation of the gender studies course identifies the big ideas linked to the overall curriculum expectations.

• The units present a plan for addressing the concepts and skills expressed in the big ideas and curriculum expectations. The curriculum expectations for the research and inquiry skills are spiraled through all four units to give students multiple opportunities for practice.

In Unit 1, students examine issues relating to gender equity and gender-based violence awareness and prevention.

In Unit 2, students learn about concepts of social movements, local and global challenges, and how media and popular culture influence society.

In Unit 3, students critically think about the intricacies of effective social change.

In Unit 4, students apply their learning in a constructive, personal, and meaningful way.

The table illustrates the connections among the four units and the interaction among the four areas of research and inquiry:

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Teachers may use the table as an assessment/evaluation planning tool. The assessment task for the second unit could be to plan and design the social action initiative. For the third unit, the assessment task could be to implement the social action initiative.

The evaluation portion of the social action initiative could be the culminating assessment task in the course. It could take many forms including that of a written personal reflection or perhaps, one section of a project portfolio.

In considering the resources, teachers should be aware that some movements and organizations use provocative and sensational tactics to forward their messaging.
While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Sources for Information

While it is important that a variety of resources are available to support students’ learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.


This resource provides an overview of the history and issues facing First Nations, Métis, and Inuit people in Canada. It contains a separate section on Aboriginal Women and Equality Rights, as well as one on Misconceptions about Aboriginal People.


A foundational resource developed to promote the values of inclusion and cultural proficiency and to assist teachers in becoming familiar with language around gender, gender-based violence, inclusivity, and equity. It explores the roots of injustice and discrimination in our society, challenges our belief systems, and offers fresh insights into building learning environments that are more equitable, more tolerant and more caring.


This website provides comprehensive information on workplace issues, such as worker rights and human rights including aboriginal rights and efforts to combat homophobia and transphobia in the workplace.

**CBC Archives** Canadian Broadcasting Company n.d. Web. <www.cbc.ca/archives>

These digital archives provide video and radio clips of pivotal moments in Canadian history, including extensive coverage of the women’s rights movements of the 1960s and 70s.


Egale Canada is a national lesbian, gay, bisexual, and trans (LGBTQ) human rights organization advancing equality, diversity, education and justice through research, education and community engagement.


A coming-of-age memoir, based on a one-man play, which urges men to reimagine their relationships, their actions, and their emotions.


This guide provides a structure for classroom differentiation which includes theory, classroom implications, and suggestions for implementation for Grades 7-12.


The authors examine the emotional miseducation of boys in this study of cultural forces that threaten boys.


A guide to help teachers embrace the diversity in their classrooms that includes reflective activities and group work.


A classic essay which asks students to consider what types of “unearned privilege” whites use every day. <http://www.library.wisc.edu/edvrc/docs/public/pdfs/LIReadings/InvisibleKnapsack.pdf> (*Privilege Walk* activities, inspired by this article, are available online.)
This book is useful to teachers for whom the idea of a “safe space” is new. The focus tends to be on teacher-student trust but will also be helpful in building trust among students.

**My GSA.** Egale Canadian Human Rights Trust n.d. Web. <www.mygsa.ca>. Helpful website for any educator involved in a school Gay-Straight Alliance. The Educators section has lesson plans as well as print and video resources.

A program designed to serve LGBTQ newcomers to Canada. Free resources, written in a number of languages, address “the overlapping and intersecting nature of communities,” (Funded by Citizenship and Immigration Canada)

Safe@School was launched in 2007, and is designed to foster positive systemic change for teachers, students, and the education system overall. Resources include professional learning modules on Equity and Inclusion (focusing on homophobia, racism, and sexism) and a guide to facilitating equity discussions.

The authors challenge the traditional manner of parenting boys.

This resource makes the connection between planning with the end in mind and differentiated instruction and assessment. This may be helpful in planning the summative assessment task for the course.

Tomlinson shows how to use students’ readiness levels, interests, and learning profiles to address student diversity. Teachers can draw on the book’s practical examples as they begin to differentiate instruction in their own classrooms. (This resource offers useful strategies, examples and information for teachers.)

This resource provides worksheets and templates for educators already familiar with understanding by design(UbD), who wish to design curriculum units.

This resource provides rationale, support, and guidance for teachers during the process of designing instruction with the end in mind.
UNIT 1
Gender, Power, and Representation

This unit provides students with a preliminary immersion in the terminology, concepts, and issues examined in the Gender Studies course. A basic goal of this unit is to ensure that students gain confidence with the language used and topics discussed in the study of equity.

Teachers should re-acquaint themselves with the terminology, concepts, and issues before beginning the unit. References to gender should not be limited to the “binary” of male or female.

Teachers should be prepared for a variety of reactions that may occur when students are presented with sensitive or provocative ideas for the first time.

Big Ideas

• A variety of forces (ancestry, culture, ethnicity, gender, gender identity, sexual identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status, etc.) shape and define gender norms and roles in society.

• Inequity and discrimination in Canadian and global contexts can be gender-based.

• Media representations of gender can have a powerful impact on individuals and on society.

Overall Expectations

A1. Exploring: explore topics related to gender studies, and formulate questions to guide their research;

B1. The Social Construction of Gender: demonstrate an understanding of how attitudes, behaviours, roles, and norms relating to gender are socially constructed, and of the complexity of gender as a concept and as a lived experience;

B2. Power Relations, Sex, and Gender: analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;

B3. Representation of Gender: analyse representations of women and men in media, popular culture, and the arts, and assess the effects of these representations.

Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they analyse sexism and the dynamics of power relations in a variety of contexts:

• What is the sexism?
• Who has the power? How is it being wielded over the other party?
• How does the sexism manifest itself? Is the sexism individual or systemic?
• What is privilege?
• How are power and privilege similar? How are they different?
Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they examine the representation of gender:

- What is the power dynamic shown in the artifact, e.g., art piece, movie clip, written article, video, blog, or web page? How is this power dynamic shown?
- What is the messaging behind the piece?
- How does the piece make you feel? What is your emotional reaction to the piece?
- Why is it important to analyse media and artistic representations of women and men?
- What do we gain from having an ability to look at media and artistic representations with a critical eye?
- How should we respond to a media representation after we have critically evaluated it?
- What more can we do beyond identifying and interpreting media representations of gender?

Assessment of Learning

Planning Notes

A key element within the big ideas in this unit is “power.” An effective assessment of learning could connect sexist beliefs and belief systems to power relations between women and men and explore how those power relations are manifested and portrayed. Students could think back into their own lives and discuss an event they either experienced or witnessed, which they now understand to be an example of sexism as studied in class. Each student could respond to a series of written prompts to help them analyse the example, using appropriate terminology to identify and analyse the power dynamic. They could extend this personal connection by comparing it to a current example from popular culture or the arts.

Students who may not feel comfortable with sharing personal stories could complete the task using a news story, a teacher-posed scenario, or another relevant context.

By providing an opportunity for students to begin reflecting on the issues that strike a chord at the personal level, the teacher makes connections with the course culminating task. To prompt students’ reflection, consider using question prompts such as:

- What is important to me? Why I am drawn to this issue?
- How strongly do I feel about it?
- What actions have been taken that I agree with? Disagree with?
- What would I do differently?
Guiding Questions

Teachers could consider the following questions as they plan their assessment of student learning for this unit:

- How well can the student identify and discuss the forces that have shaped his/her individual understanding of gender?
- What evidence is there that the student recognizes that other people experience gender in different ways?
- How well can the student define and analyse sexism in a variety of contexts, and explain the power imbalance which has led to it?
- How well can the student deconstruct the messages about gender which are present in a piece of media, e.g., magazine advertisement, movie, or video game?
- In what ways has the student made a personal connection with the concepts and issues presented in the course up to this point?

In planning assessment of student learning around the social construction of gender, teachers could consider the following questions:

- How comfortable am I (as the teacher) with the key terms and concepts in this course?
- Which terms and concepts are students most likely to struggle with, and how can I alleviate the confusion?
- What is my own perspective? Through what “lenses” do I view the world, e.g., gender identity, ethnicity, religious beliefs, socio-economic background?
- How do one’s underlying beliefs and values influence one’s actions?
- What does “socially constructed” really mean? What is intersectionality?
While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

**Sources for Information**

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.


About-Face equips women and girls with tools to understand and resist harmful media messages that affect their self-esteem and body image. The Gallery of Offenders and Gallery of Winners shows negative and positive examples. Educate Yourself and Take Action sections offers suggestions for students.


Created and hosted by Anita Sarkeesian, this series of web videos explores the representations of women in pop culture narratives. Her work focuses on deconstructing the stereotypes and tropes associated with women in popular culture, as well as highlighting issues surrounding the targeted harassment of women in online and gaming spaces.


See Jane works within the media and entertainment industry to engage, educate, and influence the need for gender balance, reducing stereotyping and creating a wide variety of female characters for entertainment targeting children. (Site includes Lessons with Teacher's Guides and Student Lessons.)


Advocates of social justice can find helpful articles, fun graphics, and other resources designed to be shared in an effort to advance social equity (a good starting point for teachers looking for accessible information on gender, sexuality, and social justice).


This book could be used as a course reader for its deconstruction of gender, gender expression, issues, and social justice advocacy.


“Popular culture and technology inundate our boys and girls with an onslaught of graphic sexual messages at earlier ages than ever before.” Although this is written as a guide for parents, the book features helpful scenarios and suggestions for teachers examining popular culture in a Gender Studies class, with a particular focus on the sexual messaging which appears in media for boys and girls.


Jean Kilbourne’s analysis of how the image of women in advertising has changed over the last 30 years.


A comprehensive online repository of lesson plans, including many on gender studies.


Founded by Jennifer Siebel Newsom, MissRepresentation.org is a non-profit social action campaign and media organization established to shift people’s consciousness, inspire individual and community action, and ultimately transform culture so everyone, regardless of gender, age or circumstance can fulfill their potential. It includes a 90-minute documentary film that challenge the media's limited and often disparaging portrayals of women and girls, which make it difficult for women to achieve leadership positions and for the average woman or girl to feel powerful herself.
Sources for Information

The film analyses the hypersexualization of our environment and its noxious effects on young people. It suggests various ways of countering this hypersexualization of childhood and invites us to rally against this worrying phenomenon.

This resource makes the connection between systemic discrimination against First Nations, Métis, and Inuit people in Canada with current social issues affecting members of these communities.

The book discusses the challenges facing today’s teenagers, especially girls, as well as the role of media and popular culture in shaping their identities (It is also a TV film).

(WAM!) Women, Action & the Media. n.d. Web. <http://www.womenactionmedia.org>. WAM is a campaign dedicated to building a robust, effective, inclusive movement for gender justice in media. (The Action Center section offers timely concerns in the media which can be studied in the classroom.)

Women Make Movies: films by and about women. n.d. Web. <http://www.wmm.com>. Established in 1972 to address the under representation and misrepresentation of women in the media industry, Women Make Movies is a multicultural, biracial, non-profit media arts organization which facilitates the production, promotion, distribution and exhibition of independent films and videotapes by and about women. (Website features an educator’s resource section which offers sample lesson plans, bibliographies, and ideas for classroom discussions.)

A documentary by Canadian Dream Street Pictures shows how growing up in a hypersexualized culture hurts our children and presents some shocking stories and statistics about what 'tweens and teens are doing.
Unit 2
Gender Rights and Challenges

This unit builds on the concepts in Unit 1. Students learn about the historical roots of rights movements which have shed light on gender-based inequity and discrimination.

Students extend their knowledge about gender equity issues in Canada and learn of gender equity issues in the wider world. Teachers are advised to balance this content that includes gender-based violence with exposure to the success stories of individuals and organizations who have successfully curtailed inequity and violence in their communities.

Big Ideas

• Rights movements on behalf of specific groups (women, men, LGBTQ individuals) have raised awareness about historical and contemporary concerns related to gender.

• Messages (either overt or covert) about gender-based violence are prevalent in our media, institutions, and systems.

• Individuals can be powerful agents of change in challenging the prevalence of gender-based violence in their communities.

Overall Expectations

A2. Investigate: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

B2. Power Relations, Sex, and Gender: analyse sexism and the dynamics of power relations with respect to sex and gender in a variety of contexts;

C1. Securing Rights and Social Supports: demonstrate an understanding of concerns and objectives of women’s rights movements and men’s movements, and explain issues related to the rights of sexual minorities;

C2. Local and Global Challenges: analyse a range of social, political, economic, and environmental issues relating to gender in Canadian and global contexts;

### Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they learn about rights movements and the rights of sexual minorities:

- What are the differences among rights, privileges, and responsibilities?
- How are the objectives of the women’s and men’s movements similar? Different?
- How are the rights movements valued and supported in society? What considerations must be made when answering this question?
- How did/do the political and economic conditions of the time influence these rights movements?
- To what extent did/do these rights movements achieve their objectives?
- What is meant by the term “sexual minorities?”
- What are the issues relating to sexual minorities and how do they relate to gender issues?

### Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they learn about local and global challenges:

- How do social and political issues relate to gender equity?
- How do these social and political issues differ within Canada and different communities and between Canada and other countries?
- Why is it important to understand the effects of globalization, international trade, and economic policies on gender-related issues?
- Is there a connection between gender and environmental issues in Canada and global contexts?
- Why is it important to understand these connections?

### Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they learn about gender-based violence and its prevention:

- What types of impact does gender-based violence have on society? (e.g., personal, financial, economic, societal, political)
- What messages do media and popular culture put out about gender-based violence?
- How are those messages tied into sexism?
- What impact can social institutions or systems have on homo/bi/ transphobic and gender-based violence and harassment?
- What awareness and prevention strategies relating to gender-based violence exist in your local community?
- If the big idea here is that individuals can be powerful agents of change in curtailing the prevalence of gender-based violence in their communities, how could students showcase the various local and global agencies that address this issue?
Assessment of Learning

Planning Notes

The prevailing ideas in this unit centre on gender rights and gender-equity issues including gender-based violence. In the final unit, students are expected to design, implement, and evaluate an initiative to address an issue related to one of these two prevailing ideas. This assessment should prepare students for the course culminating task. This assessment task could be given in two parts:

Part I requires students to use a case study of an existing initiative (examples: Pride celebrations, Take Back the Night, the Slut Walk, Make Poverty History, Plan International Canada Inc.’s Because I Am A Girl campaign, the White Ribbon campaign). Students take an existing initiative and analyse its origins including any events that spurned the initiative. Analysis would include a description and explanation for how the initiative effects change. Students could extend their work to include suggestions to augment or enhance the existing program.

Students could also embed their social action project in a community of which the student is a part, e.g., school, sports team.

Part II requires students to design an initiative that addresses the issue they identified in the final task in Unit 1. This second part could become the first of three stages of the course culminating assessment task.

Guiding Questions

Teachers could consider the following as they plan their assessment of student learning for this unit:

- Is the student able to identify the individuals and organizations involved in historical gender rights movements? Who was included? Who was not included?
- What evidence shows that the student can identify and articulate the ways in which gender equity issues may be culturally specific?
- What indicators are there that the student can identify and analyse the messages about gender-based violence which are present in media?
- What evidence is there that the student can identify and explain how individuals and organizations are working to end gender-based inequity and violence?
- How successful has the student been in selecting a gender-based issue/concern for developing into a social action project?
While it is important that a variety of resources are available to support students’ learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

GENDER-BASED VIOLENCE

Resource contains a series of essays about living in, increasing awareness of, and changing from a rape culture that devalues femaleness and values aggression.

Carmody, Don, et. al. (Producers) and Villeneuve, Denis (Director). Polytechnique. (2009). [Video]. Quebec. Remstar Media Partners and Alliance Films. This film dramatizes the events of December 6, 1989 through the eyes of one of the women targeted and shot by a misogynist intent on killing “feminists.” It is disturbing, thought-provoking, and an excellent tool for examining gender-based violence and is available in English and en français.


One in Six. The Men’s Project/1in6 Canada, 2013. Web. <https://1in6.org>, http://www.1in6.ca/. Canada’s knowledge centre on male sexual trauma and recovery offers information and resources to help men who were sexually abused as children, or more recently, begin their own journey of healing.


Sources for Information


Valenti, Jessica. *He’s a Stud, She’s a Slut and 49 Other Double Standards Every Woman Should Know*. Berkley: Seal Press, 2008. Print. This resource engages students in a discussion of heteronormative gender roles.

*White Ribbon*. Toronto, 1991. Web. <www.whiteribbon.ca>. This campaign was founded by men who were appalled by the events of December 6, 1989 in Montreal. White Ribbon is the world’s largest movement of men and boys working to end violence against women and girls promote gender equity, healthy relationships and a new vision of masculinity.


GLOBAL ISSUES


*Half the Sky Movement*. n.d. Web <http://www.halftheskymovement.org/>. Inspired by the book *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (Kristof/WuDunn), this transmedia movement seeks to raise awareness of women’s issues and also to provide concrete steps to fight these problems and empower women. Movement includes a four-hour television series, a series of songs, as well as games, videos, and a website. These multi-media components may be useful in a comparative examination of activist strategies in Unit 4.
MEN'S RIGHTS

This site focuses on gender and masculinities and aims to involve boys and men in gender justice, empowering women, and ending violence against women.


WOMEN'S RIGHTS/STUDIES/MOVEMENT

The book provides a detailed history of the second wave of the women’s movement and highlights the strategies used by activists to effect change.

An important piece of writing in the second-wave canon. This satirical essay, first published in the premiere issue of Ms. magazine, pointed out the many unrecognized responsibilities of the housewife. It is useful in a discussion of how domestic roles have changed over the last 40 years.

This book examines the intersectionality of racism and sexism with respect to African-American women.

This book introduces feminism, feminist politics, and the intersectionality of gender, sexuality, race, socio-economic class, and ethnicity. It is a foundational reference for equity studies teachers.

The author uses first-person accounts from activists within the women’s movements from the 1960s–present to recount the struggle for gender equality in Canada.

This organization promotes and protects human rights, gender equality and the integrity of the environment.
UNIT 3
Change through Activism

This unit builds on preliminary skills learned in Units 1 and 2 in preparation for the course culminating task. It provides many opportunities for historical research, especially concerning the changing nature of the workplace.

Although there is a primary focus on the workplace, it is important to consider other spheres beyond the workplace that have also experienced changes in gender equity. Opportunities abound to make connections with community members, initiatives, and organizations.

Big Ideas

- Barriers to gender equity in the workplace vary by geographical location, culture, and place in history.
- Many individual and systemic factors contribute to the ongoing occupational segregation of men and women within the workplace (e.g., physical strength and ability, access to training, traditional hiring practices).
- Individuals and organizations promote and support gender equity and changing gender expectations using a variety of strategies.

Overall Expectations

A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;

C3. Gender-Based Violence and Its Prevention: demonstrate an understanding of homophobic and gender-based violence in both Canadian and global contexts, and of violence-prevention strategies;

D1. Changes in the Workplace: demonstrate an understanding of changes in occupations and the workplace with respect to gender issues, and of the reasons for continuing occupational segregation;

D2. Agents of Change: describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity.

Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they learn about changes in the workplace:

- What industries and career opportunities are prevalent in my community?
- What recent local events highlight the workplace? (e.g., political unrest, workplace strike, economic impact of recession or downsizing) How do these events affect gender equity in the workplace?
- What are the impacts of social media and technological advances on gender equity in the workplace?
- What are the impacts of world events on gender equity in the workplace? (e.g., bankruptcy in city of Detroit, MI; European economic collapse)
- What are the impacts of political pressure in changing government and employment policies to gender equity in the workplace?
- What individual and systemic factors affect gender equity in the workplace, and how can they be changed?
- Which spheres beyond the workplace have experienced changes in gender equity? (e.g., schools, places of worship, community groups)
Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they learn about agents of change:

- What does it mean to be an agent of change?
- Who determines whether an individual or organization has been successful in promoting gender equity and changing gender expectations?
- What does “success” look like in the context of promoting gender equity and changing gender expectations?
- Which local, provincial, and federal agencies and organizations contribute to gender equity in Canada?
- Which international organizations and initiatives contribute to gender equity?
- What strategies can individuals and organizations use in support of gender equity?

Assessment of Learning

Planning Notes

The assessment of learning for the third unit of the course could be the second of three stages of the course culminating task – the “implementation” stage of personal engagement in social action. This could be the easiest, or the most difficult stage of the course culminating task, depending on the issue addressed and the strategies used to address it. For example, if a student decides to hold a one-day symposium on gender-based violence with workshops provided by guest speakers from local agencies, the actual implementation could be relatively easy. However, if the student plans to conduct a survey on gender-based violence awareness within the student population, analyse the results, and report back to those surveyed, the social action would be more time-consuming.

Guiding Questions

Teachers could consider the following as they plan their assessment of student learning for this unit:

- What evidence is there that the student is able to identify and discuss historical barriers to gender equity in the workplace?
- How can the student communicate understanding of ongoing equity issues in the workplace?
- What evidence is there that the student understands that these issues vary by geographical region?
- What are the indicators that the student is able to identify and discuss specific strategies and initiatives at local, national, and global levels which have addressed gender inequities?
While it is important that a variety of resources are available to support students’ learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

**Everyday Feminism.** 2013. Web. &lt;http://everydayfeminism.com/&gt;.
This online magazine addresses “everyday violence, dominance, and silencing due to gender, sexual orientation, race, class and more.” It includes informative articles, courses, and links to talk radio and speakers.

&lt;http://www.cbc.ca/documentaries/doczone/2011/fword/&gt;.
This video examines the trajectory of the First, Second and Third Waves of Feminism and their effects historically, currently, and for the future

It is an overview of the historic ‘Dukes v. Wal-Mart Stores’ lawsuit, which represented 1.6 million women in 2000. It examines the glass ceiling and workplace discrimination.

**Feministing,** n.d. Web. &lt;http://feministing.com/&gt;.
Founded by Jessica Valenti, this blog represents the voice of third-wave feminists. Its goal is to make feminism more accessible to young women; to provide a platform for feminist and pro-feminist writing, to connect feminists online and off, and to encourage activism. Topics include reproductive rights, pay equity, and pop culture.

**Herizons magazine,** 2011. Web. &lt;www.herizons.ca&gt;.
*This quarterly publication is* a Canadian feminist magazine that delivers information on the Canadian women’s movement: health, activism, the environment, and legal cases affecting women. *Herizons* has a special focus on arts and culture, alternative health and political affairs and legal strides affecting women’s equality in Canada.

Michelle Miller critically examines the strategies used by The Miss G_ Project (2004) in its attempt to gain media attention for its lobby. The author asks whether branding themselves as “more approachable...more ironically feminine than feminist” was the best approach for feminist activists to take.

In the early 1970s, Ms. Magazine became the first American magazine to give a national voice to feminist perspectives. It continues to provide critical commentary on issues affecting women around the world.

Activist Judy Rebick explains how globalization and mass communication technology are revolutionizing our understanding of power and producing profound new ideas about social and political life. She discusses current strategies in social activism, including the use of social media. *(The Transforming Power website is meant to be a continuous epilogue for the book. Readers who wish to dig deeper into the book’s content will find the tools and information necessary to begin the work that Judy urges throughout her book; work that has already begun across the globe. http://transformingpower.ca)*

Each chapter title asks a question of the reader, taking her/him through the process of planning social action. Rather than rejecting government, *The Art of the Possible* demonstrates how working through government can be the most direct route to social progress. Having an impact is possible by knowing how government works and making sure your point of view is presented how and when it counts. *(This book may be useful to students as they design and implement their own social action initiative for the end-of-course task.)*
Who Needs Feminism Campaign. Duke University n.d. Web, <http://whoneedsfeminism.com/>. Young activists from Duke University were concerned by the widely-accepted stereotypes surrounding feminism, as well as the belief that today’s society no longer needs feminism and set up this site. (This media-based campaign start-up guide may be useful in a comparative examination of activist strategies in Unit 4.)

Yaccato, Joanne Thomas. The 80% Minority. Toronto: Penguin Group (Canada): 2004. Print. Examining corporations with a “gender lens”, the author demonstrates how very few businesses take women’s needs and loyalty into account, despite the fact that women control 80% of the consumer dollars spent in North America. Both small and large companies are used as a backdrop to illustrate the full spectrum of approaches to better meeting the needs of women consumers. All of the companies have established meaningful and long-term relationships with women and, as a result, have propelled their businesses to new heights.

You Can Play Project. n.d. Web <http://youcanplayproject.org/>. A sports-based campaign in Colorado dedicated to ensuring equality, respect and safety for all athletes, without regard to sexual orientation. You Can Play works to guarantee that athletes are given a fair opportunity to compete, judged by other athletes and fans alike, only by what they contribute to the sport or their team’s success. You Can Play challenges the culture of locker rooms and spectator areas by focusing only on an athlete’s skills, work ethic and competitive spirit. (The videos, which feature a variety of well-known athletes speaking in support of their LGBTQ teammates, may be useful in a comparative examination of activist strategies in Unit 4.)
UNIT 4
Personal Engagement in Social Action

Students compile the work they collected/completed throughout the course on a gender inequity and showcase and evaluate their social action initiative. This could be done in a variety of ways: a reflective essay, a print or online portfolio, or a display exhibition in a prominent location in the school.

Teachers may have some concerns about a unit built around only one overall expectation. The task of designing, implementing, and evaluating an initiative to address an important social issue could be onerous if left to the very end of the course. For this reason, this unit is presented as an “umbrella” unit that should run throughout the entire course.

If the individual parts of this overall expectation are distributed throughout the other units, the overall project should be more manageable for teacher and students. It also provides a more substantive outcome than if conducted over a shorter period of time.

Big Ideas

• Needs related to gender equity or gender-based violence awareness and prevention vary greatly throughout the world.

• Social action initiatives that address such needs can influence individuals, organizations, and governments to create positive social and political change.

• Effective social action initiatives require strategic planning and implementation, as well as reflective evaluation.

Overall Expectations

A4. Communication and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

D2. Agents of Change: describe strategies, initiatives, and accomplishments of individuals and organizations, including both Canadian and international organizations, with respect to gender equity;

D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to gender equity or gender-based violence;

Assessment of Learning

Planning Notes
The final phase of the social action initiative project requires students to evaluate the effect of their initiative. Students might do this assessment by writing a personal essay, by presenting their work to the class, or by creating a portfolio.

Guiding Questions
Teachers could consider the following as they plan their assessment of student learning for this unit:

• How does the student’s culminating project reflect an understanding of the planning and implementation needed in a successful social action initiative?

• How does the student’s reflection on this summative project reflect an understanding that one individual can create positive social and political change?
Sources for Information

While it is important that a variety of resources are available to support students’ learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Many of the resources listed under the preceding units will be helpful in planning and assessing Unit 4.

Teachers are encouraged to contact local agencies and organizations engaged in human rights and social justice initiatives. These may include sexual assault centres, women’s centres and shelters, AIDS support organizations, LGBTQ youth agencies and support groups, the Kids Help Line, Lesbian Gay Bi Youth Line (1-800-268-9688), Native Friendship centres, and chapters of Native Women’s Association of Canada (NWAC).

*Briarpatch*. n.d. Web. <www.briarpatchmagazine.com>. *Briarpatch* focuses on radical politics and culture in Canada from a grassroots perspective. This magazine has been publishing since 1973 from Regina, Saskatchewan.

D’Acquisto, Linda. *Learning on Display: Student-Created Museums That Build Understanding*. Alexandria, VA: ASCD. 2006. Print. School museums are collaborative, multifaceted projects that build understanding. Through photographs and classroom examples, Linda D’Acquisto shows how school museums inspire students’ curiosity and creativity; encourage responsibility and teamwork; and strengthen writing, communication, research, and problem-solving skills.

Shameless Magazine 2004-2013. Web. <www.shamelessmag.com>. *Shameless* is a Canadian magazine for young women and trans youth that informs and advocates on social justice issues. It may be useful for students looking for ideas for the final project.