STUDIES IN SOCIAL JUSTICE
Volume 18, Issue 2, 362-371, 2024

Dispatch

Efforts to Enhance Education About Gender-Based Violence: A Teacher Workshop and Toolkit

CATHERINE VANNER
University of Windsor, Canada

SALSABEL ALMANSSORI
University of Windsor, Canada

'Sahra' is the Somali word for flower (Kusow, 2023). On May 26, 2023, our Windsor, Ontario, community lost a vibrant and beautiful flower when Sahra Bulle was killed. Two weeks later, her body was found and first degree murder charges were filed against her estranged husband. Her death, at the time, marked the region's fourth femicide in two years (Maru, 2023). Hiatus House, a local organization that provides resources, emergency shelter, and support for women and children who have experienced intimate partner violence (IPV), is prepared to accept 250 women and 160 children annually; in its 2022 fiscal year, however, it admitted 375 women and 180 children (Maru, 2023). These figures are indicative of a growing prevalence of IPV and femicide, which is among the most extreme manifestations of gender-based violence across Ontario and Canada. In 2021–2022, there were 52 femicides in 52 weeks in Ontario alone. The women and girls killed ranged in age from eight to 88 years old (OAITH, 2023). Across Canada, 184 women and girls were killed by mostly male violence in 2022, a number that has steadily increased from 148 in 2019, to 160 in 2020, to 173 in 2021 (Canadian Femicide Observatory for Justice and Accountability, 2022).

In February 2023, our team of researchers held a professional development workshop to train teachers on effective pedagogy about gender-based violence. We also produced a teaching toolkit with lesson plans, assignments, guidance notes, and other teaching materials that address a range of gender-based violence issues, all directly aligned with expectations in the Ontario, Canada, Grade 8-12 curriculum, which is aimed at children aged between 12 and 18. The workshop and toolkit were derived from our research findings related to

Correspondence Address: Catherine Vanner, Faculty of Education, University of Windsor, Windsor, ON N9B 3P4; email: catherine.vanner@uwindsor.ca

ISSN: 1911-4788

education about gender-based violence, encompassing all forms of violence directed toward an individual because of their gender, gender expression, gender identity, or perceived gender. In this dispatch, we describe our process for developing the workshop and toolkit, our experience with them, and the final products, including the publicly available *Teaching About Gender-Based Violence Toolkit* (Almanssori et al., 2023). We hope our experience encourages broader uptake of the toolkit and similar professional development activities.

While anyone can be affected by gender-based violence (GBV), it disproportionately affects women and girls, as women are almost twice as likely to be violently victimized and five times more likely to report having experienced sexual assault than men (Cotter, 2021). Victimization statistics also highlight the complex interactions of GBV with factors such as race, sexual orientation, geographic location, and socio-economic status, illustrating how these intersections can increase risk and severity of harm. Indigenous women are 12 times more likely to be murdered or go missing than other women in Canada, and 16 times more likely to be murdered or go missing than white women in Canada (National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019). Women in rural communities are 75% more likely to experience IPV than women in urban communities (Conroy et al., 2019). Violence against women and girls in Canada's northern communities is more likely to occur and to be extreme, resulting in death three times more often than in the south (Rotenburg, 2019). Violence toward 2SLGBTQIA+ people and expressions of hatred toward them in public discourse has risen dramatically in recent years. In the first three months of 2023 alone, there were a documented 6,423 anti-2SLGBTQIA+ protests and instances of online hate in Canada (Egale Canada, 2023). The growing vitriol is also manifesting in acts of physical violence, for example when a University of Waterloo professor and two students in a gender studies course were stabbed in what Waterloo Regional Police Service described as targeted attack related to gender expression and gender identity (Chaarani, 2023).

The co-authors of this study are two established scholars who seek to mobilize education as a tool to prevent sexual and gender-based violence. We are both women in our 30s, like Sahra Bulle was when she was killed, and teach at the University of Windsor, where Sahra had once been a student. Sahra's family came to Canada from Somalia when she was seven years old (CBC News, 2023). Her mother, Fartumo Kusow (2023), described her daughter as,

> …a remarkable individual known for her boundless kindness and unwavering loyalty. She possessed a rare strength and had a heart overflowing with love. Her innate caregiving nature brought comfort and solace to those around her. She was a beacon of light in our lives, illuminating the path with unwavering compassion.

She also stated:

> While we navigate the depths of sorrow and grapple with the injustice that stole Sahra from us, we must also honour her memory. Let us unite as a community, raising awareness about the devastating impact of domestic violence and advocating for change. (Kusow, 2023)

Our efforts to share this work are guided by a desire to honour Sahra and to help educators prevent future acts of violence. We define gender-based violence as all forms of violence directed toward a person based on their gender, gender expression, gender identity, or perceived gender (WAGE, 2022). Given its prevalence in Canadian society, we believe that information about the causes and consequences of GBV should be taught in schools, and that it should be framed as a social justice issue. Here, we describe our work to support middle and secondary school teachers to more frequently and effectively teach about GBV in their classrooms, which led to us create a professional development workshop and teaching toolkit to enhance education about GBV.

The Foundation

This work emerged from a Canada-wide research project conducted from 2018 to 2022 entitled *Time to Teach About Gender-Based Violence in Canada.* Its main stages involved curriculum analysis, individual interviews with teachers who identified as teaching about GBV, participatory workshops with three student groups ages 11 to 17, and a virtual participatory workshop with teachers. This work was led by Catherine, this article's first author, with the support of an evolving team of research assistants, which included this article's second author, Salsabel. The project's results are further described elsewhere (Vanner, 2023; Vanner et al., 2022; Vanner & Almanssori, 2021); a brief summary is provided below, in conversation with the other literature we drew on to inform the workshop and toolkit.

The widespread prevalence of sexual violence on university campuses has long been recognized and there has been a proliferation of programs to challenge and subvert such violence (e.g., Senn et al., 2015). But it has also been recognized that, by the time they leave high school, it may already be too late to teach students about what GBV is, why it occurs, and how to stop it (Friesen & Hayes, 2021), and that more prevention efforts are needed across a wide range of social institutions, and with diverse populations (Bonar et al., 2020). Curriculum analysis concentrated on the Ontario secondary school curriculum demonstrates that some GBV topics are already present in the curriculum at each grade level, although both the frequency and the use of critical feminist discourses is concentrated in optional upper-level courses (Vanner, 2022). This is despite the research that shows the value of supporting teachers to address GBV using a feminist framework (Keddie & Ollis, 2019).

Results from the *Time to Teach* project's teacher interviews showed the importance of grappling with the power and positionality of both students and teachers to provide an environment wherein these concepts and their influence on GBV can be properly understood (Vanner et al., 2022). A recent survey found that Ontario secondary teachers are more comfortable teaching about consent and respectful relationships than about GBV (Almanssori, in press), despite these being two sides of the same coin. GBV topics have become politically charged (Clarke-Vivier & Stearns, 2019), which means teachers contend with potential parental and community backlash that often results from mass misinformation campaigns (Bialystok & Wright, 2019).

The student workshops highlighted the importance of relationships in the classroom, understanding the humanistic elements of GBV issues, and opportunities for students to act to prevent and respond to GBV (Vanner & Almanssori, 2021). They also showed that gendered, racist, and colonial violence continue to occur at school, undermining the supportive learning environments deemed necessary by both students and teachers (Vanner et al., 2022; Vanner & Almanssori, 2021). Findings from student and teacher participants illustrated the importance of community, which was broken down into the facets of creating community within the class, teaching in community with students as active contributors in relation to the teacher and each other, and connecting with external communities to bring valuable perspectives (Vanner, 2023). Practically, teacher participants reflected that they had not had sufficient preparation to apply the practices outlined above, calling for more targeted professional development on how to teach about GBV within their in-service and pre-service teacher education.

These findings are supported by other research conducted on sexual violence prevention education in the Ontario context (Almanssori, 2022), and in Australia (Cahill & Dadvand, 2021; Dadvand & Cahill, 2021). A recent requirement by the Ontario College of Teachers (OCT) for all licenced teachers in Ontario to take sexual assault response training demonstrates that the OCT recognizes the urgency of this subject. However, the training only covered the legal parameters of assault and professional standards such as duty to report (Almanssori, 2022, 2023), neglecting the broader pedagogical implications of GBV. All existing training available to Ontario teachers focuses on interpersonal challenges but excludes pedagogical tools and strategies either to address the systemic bases of GBV in the classroom or prepare students to contribute to social change. The *Time to Teach* project's teacher participants also observed that the lack of available teaching materials on these topics created a disincentive to teach about them (Vanner et al., 2022). We sought to address these gaps by providing instruction, teaching materials, and a network of support to enable Ontario teachers to teach about GBV across the middle and secondary school curriculum (Grades 8–12).

We are guided by feminist praxis that positions scholars as reflexive activists and teachers working toward social justice, even as we are cognisant of the potential perils of doing so performatively from positions of privilege within

neoliberal institutions (Luhmann et al., 2019). The following description represents a genuine effort to empower and support educators who aspire to teach about GBV but either do not know where to start or would benefit from added guidance and materials.

The Team

The idea of a professional development workshop initially came to Salsabel when, while pregnant and working as a research assistant on the *Time to Teach* project, she dreamed that we organized such an event. She told Catherine about her dream and it became obvious to us that it was not an amusing fantasy but a vision of what we should do. We applied for funding and asked Dr. Charlene Senn, Canada Research Chair on Sexual Violence and a mentor to us both, to act as a collaborator on the project. We are grateful that she agreed, although she was unfortunately out of the country during the workshop itself. We recruited two second-year Bachelor of Education students, Keith Trent-Rennick and Alexandra Lai, to work on the development of teaching and learning materials, and second year Forensic Science student Valerie Alexander to assist with logistics and organization of the workshop. We held distinct positions within the university and came from diverse social backgrounds but had a shared commitment to a feminist vision and process that generated a supportive experience for one another, the educators participating in the workshop, and those who would eventually utilize the teaching toolkit we created.

The Workshop

An action-oriented Grade 8–12 teacher workshop on GBV education took place at the University of Windsor on February 23 and 24, 2023. The workshop was attended by teachers, administrators, and union members from the Greater Essex County District School Board and the Windsor Essex Catholic School Board, and a nurse from the Windsor Essex County Health Unit. There were 27 workshop participants, despite an ice storm the day before, which prevented many participants from attending. Our team members' facilitation was additionally supported by Samira Chawki, a teacher from the English Montreal School Board, and Anne Rudzinski, Sexual Violence Education Specialist at the University of Windsor. Anne was identified to participants as somebody they could approach if they were feeling overwhelmed or (re)traumatized at any point and needed somebody to talk to.

The workshop opened with an introduction to key concepts including GBV, the systemic context and layers of harm, intersectionality, and content warnings. As a large group we created a GBV continuum and analyzed two case studies to identify the layers of gendered harm. Our team took turns

presenting on effective pedagogical strategies, using a combination of presentations and interactive activities to address topics that included difficult knowledge, balancing learning on victimization and empowerment, positionality and vulnerability, ongoing reflexivity, safe spaces, ethic of care, activism, and student-centered pedagogy as involving dialogue, choice, leadership, and creativity. The second part of the day involved role play activities to help teachers develop confidence in their ability to handle complex scenarios that are likely to arise when teaching about GBV. We prefaced this exercise by covering teachers' legal duty to report, how to reflect on biases in reporting harm, the concept of protective interrupting, and a request to avoid repeating harmful slurs even in the context of role-play. In small groups, teachers role-played two different scenarios related to the following topics: disclosures of abuse (warning signs, and accidental and intentional disclosures), student resistance, suspected abuse, and parental backlash, which were randomly assigned to each group. Our use of role-play to address difficult scenarios was adapted from Cahill and Dadvand's (2021) description of this practice in their in-service teacher education work in Australia, which reflected their finding that teachers feared their inability to respond to these scenarios, which prevented them from addressing gender-based violence with their students.

The second day began with issue-specific presentations delivered by experts on topics that are gaining increasing recognition even while they are rapidly evolving. Dr. Jennifer Brant, Assistant Professor at the Ontario Institute for Studies in Education delivered a presentation on missing and murdered Indigenous women, girls, trans and two-spirit peoples. Alex Reid, an activist and educator for the 2SLGBTQIA+ community, spoke about transphobia, and Salsabel presented on technology-facilitated sexual violence. The remainder of our time was dedicated to workshopping draft lesson plans within the teaching toolkit. Teachers were invited to select the topics they wished to work on. Instructions were to, in groups, read through the lesson, complete the lesson plan activities together, and use a graphic organizer to answer questions and give feedback that the team could use to ensure that the toolkit responded to teachers' needs and perspectives. The workshop closed with a question and answer (Q&A) session in which three teachers already teaching about GBV issues, Samira Chawki, Ben Sichel, and Shannon Mills, answered participants' questions that had accumulated throughout the workshop.

A feedback survey distributed to participants at the completion of the workshop showed a high level of satisfaction. All participants reported benefiting professionally from participating in the workshop (35% greatly, 40% very much, 20% yes, 5% somewhat). When asked to identify the two most beneficial sessions of the workshop, most participants selected issue-specific presentations (65%), followed by role-playing difficult scenarios (45%), and workshopping the teaching toolkit (45%). Responses to open-ended questions indicated that participants appreciated the small group discussions and

opportunities to share their thoughts and hear about the experiences of other teachers. Efforts to facilitate collaboration, networking, and mentorship opportunities were also appreciated. There was a desire to attend the other issue-specific presentations that were missed (due to time constraints, participants could only choose one) and student and teacher readiness to tackle such difficult issues was a concern. Participants valued the safe space and thoughtful organization of topics and activities.

The Toolkit

Alongside the organization of the workshop, Salsabel worked closely with Keith and Alexandra on developing the teaching toolkit, with Catherine's oversight. The toolkit has general guidance notes, lesson plans, and accompanying resources designed for use in Grade 8–12 classrooms, with lesson plans that have specific entry points in the Ontario curriculum. We believe, however, that much of the content is adaptable for other educational contexts and encourage educators to draw on the toolkit at whatever level they are teaching. The resource includes general guidance notes on the following topics: trauma-informed education, respectful language, classroom agreements, and reporting abuse. Lesson plans address topics of cisnormativity and heteronormativity; gender policing; healthy relationships; consent; missing and murdered Indigenous women, girls, and two-spirit people; intimate partner violence; human trafficking; and sexual assault.

In December 2022, we shared a draft of the toolkit or specific lesson plans with relevant education and health stakeholders including local schoolboards, local and provincial teachers' unions, teachers, and the local health unit. Based on their feedback, we did further consultation with specific organizations or individuals, particularly on the area of reporting suspected abuse. This was an area we felt was particularly difficult given teachers' anxiety around it, their legal obligation, and the harm that can be caused by reporting without due cause, particularly to students from racialized or otherwise minoritized backgrounds. Our consultation with the local child welfare organization, Windsor Essex Child and Youth Advocacy Centre, provided information on what happens when a case of suspected abuse is reported to Child Services, so that teachers are aware of the process. An illuminating conversation with Kristen Lwin, Assistant Professor at the University of Windsor School of Social Work, advised on the need to inform about the role of bias in reporting abuse, and the over-representation of racialized children in the child welfare system, particularly from Black, Latin American, and Indigenous identities (Carnella et al. 2020; Richard et al., 2018). She encouraged reflection on the degree to which bias, whether in relation to identity or other factors such as the teacher's relationship with the student or their family, may be influencing their decision about whether to report a case of suspected abuse. She also advised that teachers can *anonymously* call child services to get advice about whether

to report before they officially do. All of this information was shared in both the workshop and the guidance note on the legal obligation to report in the toolkit.

Further feedback gathered during the workshop prompted teachers to reflect on how they envision using the lesson plan, opportunities for cross-curricular integration, suggestions to maximize its usefulness, and advice to note any discomforts that arose as they went through the lessons. Salsabel compiled the feedback and she, Keith, and Alexandra updated the toolkit to respond to it. The final product (Almanssori et al., 2023) was uploaded to our project website and is available at: https://www.gbvteaching.com/about-6. It was disseminated to stakeholders in August 2023 to be available to teachers ahead of the new school year.

Conclusion

In the months since the completion of the toolkit, gender diversity has become an increasingly politicized topic in the Canadian landscape. The rights of trans and non-binary children and parents have become an inflection point and site of protests across the country, with coinciding violence toward 2SLGBTQIA+ people. At the same time, fewer people are talking about the increased rates of femicide across the country and the cries of activists calling attention to this issue appear to be falling on deaf ears. After months of incessant advocacy by Indigenous women to search the Winnipeg landfill that police believe holds the remains of Marcedes Myran and Morgan Harris, two First Nations women allegedly murdered by a serial killer, the federal and provincial governments finally committed to do so on October 4, 2023. October 4 was also the National Day of Action on Missing and Murdered Indigenous Women and Girls, and the day after Wab Kinew, the leader of the Manitoba New Democratic Party was elected premier after making searching the landfill a key platform of his campaign (Buffie, 2023). The election of Wab Kinew's NDP government following their centering of this issue demonstrates the increasing unwillingness of Canadians to accept the treatment of women, especially Indigenous women, like *literal garbage*. That said, the initial resistance to finding the bodies of Marcedes Myran and Morgan Harris, the proliferation of hate toward 2SLGBTQIA+ people, the prevalence of intimate partner violence leading to an unmanageable demand for women's shelters, and the emergence of new forms of sexual violence facilitated by technology, all demonstrate the need for much more education to help the upcoming generation of Canadians understand the many ways that GBV manifests across our society and their responsibilities to prevent it. Teachers are uniquely placed to support the development of this understanding and we hope that the resources that we have created will help them to do so.

Acknowledgements

We are grateful to all of the workshop participants and partners for their meaningful contributions to this work, and particularly recognize the valuable input of our team, involving Valerie Alexander, Alexandra Lai, Keith Trent-Rennick, and Charlene Senn. The workshop and toolkit were supported by a SSHRC Connection Grant and the University of Windsor.

References

Almanssori, S. (2022). A feminist inquiry into Canadian pre-service teacher narratives on sex education and sexual violence prevention. *Gender and Education, 34*(8), 1009-1024. https://doi.org/10.1080/09540253.2022.2101195

Almanssori, S. (2023). Sexual violence prevention is missing in teacher education: Perspectives of teacher candidates on prevention education. *Sex Education*, *23*(6), 662-676. https://doi.org/10.1080/14681811.2022.2108391

Almanssori, S. (in press). Ontario secondary teacher comfort with sexual violence prevention education. *McGill Journal of Education.*

Almanssori, S., Trent-Rennick, K., Lai, A., & Vanner, C. **(**2023). *Teaching about gender-based violence toolkit*. Education for Gender Justice Collective, University of Windsor. https://www.gbvteaching.com/about-6

Bialystok, L., & Wright, J. (2019). 'Just say no': Public dissent over sexuality education and the Canadian national imaginary. *Discourse: Studies in the Cultural Politics of Education*, *40*(3), 343-357. https://doi.org/10.1080/01596306.2017.1333085

Bonar, E. E., DeGue, S., Abbey, A., Coker, A. L., Lindquist, C. H., McCauley, H. L. Miller, E., Senn, C. Y., Thompson, M. P., Ngo, Q. M., Cunningham, R. M., & Walton, M. A. (2022). Prevention of sexual violence among college students: Current challenges and future directions. *Journal of American College Health, 70*(2), 575-588. https://doi.org/10.1080/07448481.2020.1757681

Buffie, N. (2023, August 9). *Manitoba NDP promises landfill search if elected*. Global News. https://globalnews.ca/news/9885590/manitoba-ndp-landfill-search-promise/

Cahill, H., & Dadvand, B. (2021). Triadic labour in teaching for the prevention of gender-based violence. *Gender and Education*, *33*(2), 252-266. https://doi.org/10.1080/09540253.2020.1722070

Canadian Femicide Observatory for Justice and Accountability. (2022). *Call it femicide: Understanding sex/gender-related killings of women and girls in Canada, 2018*-2022. https://femicideincanada.ca/callitfemicide2018-2022.pdf

Carnella, N., Fallon, B. Collin-Vézina, D., & Lefebvre, R. (2020). *School referrals for child maltreatment-related concerns to the Ontario Child Welfare System in 2018.* Canadian Child Welfare Research Portal. https://cwrp.ca/sites/default/files/publications/School%20Referrals%20Information%20Sheet.pdf

CBC News. (2023, June 15). *Heartbroken mom whose daughter was killed says she's still waiting to wake up from the nightmare*. CBC. https://www.cbc.ca/news/canada/windsor/sahra-bulle-fartumo-kusow-1.6876604

Chaarani, J. (2023, July 5). *University of Waterloo gender studies course continues a week after stabbing.* CBC News**.** https://www.cbc.ca/news/canada/kitchener-waterloo/university-of-waterloo-vivek-goel-gender-course-continues-1.6897673

Clarke-Vivier, S., & Stearns, C. (2019). MeToo and the problematic valor of truth sexual violence, consent, and ambivalence in public pedagogy. *Journal of Curriculum Theorizing, 34*(3), 55-75. https://journal.jctonline.org/index.php/jct/article/view/827

Conroy, S., Burczycka, M., & Savage, L. (2019). Family violence in Canada, 2018. *Juristat.* Statistics Canada. https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2019001/article/00018-eng.pdf?st=BOh6zz0w

Cotter, A. (2021). Criminal victimization in Canada, 2019. *Juristat.* Statistics Canada. www150.statcan.gc.ca/n1/en/pub/85-002-x/2021001/article/00014-eng.pdf?st=oMXu4MUM

Dadvand, B., & Cahill, H. (2021). Structures for care and silenced topics: Accomplishing gender-based violence prevention education in a primary school. *Pedagogy, Culture & Society*, *29*(2), 299-313. https://doi.org/10.1080/14681366.2020.1732449

Egale Canada. (2023). *Pride unraveled.* https://egale.ca/wp-content/uploads/2023/05/Egale_Pride_Unravelled_Government_Package_May23.pdf

Friesen, J., & Hayes, M. (2021, September 13). Western University reels as student dies from assault; Social media sparks investigation into alleged sexual violence. *Globe and Mail*. https://www.theglobeandmail.com/canada/article-western-university-reels-as-student-dies-from- assault-social-media/

Keddie, A., & Ollis, D. (2019). Let's make it mandatory to teach respectful relationships in every Australian school. *Redress*, *28*(1), 29-31. https://doi.org/10.3316/aeipt.224387

Kusow, F. (2023). *Her death will not be a statistic but the foundation of hope for victims of DV*. LaunchGood. https://www.launchgood.com/campaign/in_memory_of_our_beloved_sahra_bulle#!/

Luhmann, S., Johnson, J. L., & Dean, A. (2019). Introduction: Learning elsewhere? Critical reflections on university-community engagement as feminist praxis. In A. Dean, J. L. Johnson and S. Luhmann (Eds.), *Feminist praxis revisited: Critical reflections on university-community engagement* (pp.1-20). Wilfrid Laurier University Press.

Maru, S. (2023, June 7). *Alleged murder of Windsor woman marks region's 4th case of femicide in last two years, says advocacy group*. CTV News Windsor. https://windsor.ctvnews.ca/alleged-murder-of-windsor-woman-marks-region-s-4th-case-of-femicide-in-last-two-years-says-advocacy-group-1.6431780

National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming power and place. Executive summary of the final report of the national inquiry into missing and murdered Indigenous women and girls.* https://www.mmiwg-ffada.ca/final-report/

OAITH (Ontario Association of Interval and Transition Houses). (2023). *More than a number: 52 femicides in 52 weeks in one province.* https://www.oaith.ca/assets/library/MoreThanANumber.pdf

Richard, K., Ma, J., & Fallon, B. (2018) *Characteristics of investigations involving First Nations children compared to white children in Ontario in 2013.* Canadian Child Welfare Research Portal. https://cwrp.ca/sites/default/files/publications/192e_0.pdf

Rotenberg, C. (2019). Police-reported violent crimes against young women and girls in Canada's Provincial North and Territories, 2017. *Juristat.* https://www150.statcan.gc.ca/n1/pub/85-002-x/2019001/article/00012-eng.htm

Senn, C., Eliasziw, M., Barata, P. C., Thurston, W. E., Newby-Clark, I. R., Radtke, H. L., & Hobden, K. L. (2015). Efficacy of a sexual assault resistance program for university women. *The New England Journal of Medicine, 372*(24), 2326-2335. https://doi.org/10.1056/NEJMsa1411131

Vanner, C. (2022). Education about gender-based violence: Opportunities and obstacles in the Ontario secondary school. *Gender and Education*, *34*(2), 134-150. https://doi.org/10.1080/09540253.2021.1884193

Vanner, C. (2023). The centrality of community in teaching about gender-based violence. *Journal of Feminist Scholarship, 22*(2), 18-33. https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1295&context=jfs

Vanner, C., & Almanssori, S. (2021). 'The whole truth': Student perspectives on how Canadian teachers should teach about gender-based violence. *Pedagogy, Culture & Society*, *32*(1), 21-40, https://doi.org/10.1080/14681366.2021.2007987

Vanner, C., Holloway, A., & Almanssori, S. (2022). Teaching and learning with power and privilege: Student and teacher identity in education about gender-based violence. *Teaching and Teacher Education*, *116*, 103755. https://doi.org/10.1016/j.tate.2022.103755

WAGE (Women and Gender Equality Canada). (2022). *About gender-based violence*. https://women-gender-equality.canada.ca/en/gender-based-violence/about-gender-based-violence.html#what