



Vancouver Elementary School Teachers` Association

Status of Women Committee Resource Package

Empowering our students to promote equality for all

This resource has been prepared in memory of the 14 women killed at Ecole Polytechnique in Montreal on December 6, 1989.

PURPOSE

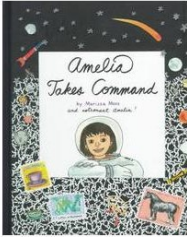
The VESTA Status of Women Committee hope the following compilation of resources will help you inform and empower your students. The committee has attempted to focus on books and resources that specifically address the issue of violence (and bullying) against girls and women.

Each resource offers a springboard to conversations with your students on topics such as:

- Bullying/violence
- Stereotypes/roles of girls and women
- How to speak up
- Getting along with others

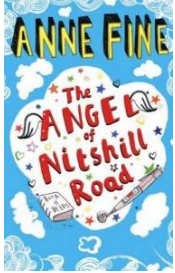
CONTENTS

- Picture Books/Fiction
- Other Resources
- Lesson Ideas/Response Activities



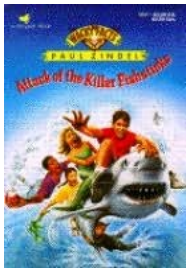
***Amelia Takes Command* by Marissa Moss**

(J FIC Easy) After a successful stint as a commander at Space Camp, Amelia finds dealing with a 5th-grade bully much easier. Told in journal form with Amelia's hand-written comments.



***Angel of Nitshill Road* by Anne Fine**

(J FIC Easy) Celeste arrives seemingly out of the blue at Nitshill Road School and rescues and empowers three children who are being bullied. Celeste does a "round robin": and gets the children who witness acts of bullying to document it in her book of deeds.



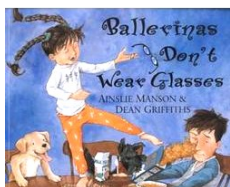
***Attack of the Killer Fishsticks* by Paul Zindel**

Four 5th-graders go on a quest to help Max, the new kid at school, deal with the Nasty Blobs, two school bullies. They even encourage him to run for class representative in this very accessible chapter book.



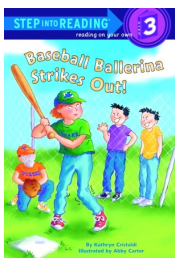
***Bad Girls* by Cynthia Voigt**

(Grade 5 up) A story of two 5th-graders, Mickey and Margalo, whose friendship is portrayed through acts of loyalty, betrayal, mischief, and kindness that probe the sweetness and vindictiveness of girls that age.



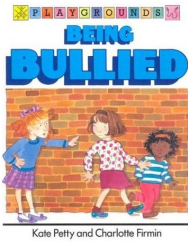
***Balletinas Don't Wear Glasses* by Ainslie Manson**

(J FIC Easy) Other girls in her class say that ballerinas aren't clumsy, don't wear pigtails and especially don't wear glasses. Big brother Ben comes to the rescue. A tale about siblings and the bond they sometimes reluctantly share.



***Baseball Ballerina Strikes Out* by Kathryn Cristaldi**

(J Reader) The Colby twins bully "Baseball Ballerina" until she tells her coach about the problem and they hatch a plan to teach the bullies a lesson.



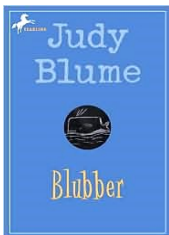
***Being Bullied* by Kate Petty & Charlotte Firmin**

Rita is being bullied by another girl in her class when the teacher is not looking. She does not know what to do and is afraid to tell anyone. When the bullying gets worse, Rita asks for help. With the support of others she learns how to deal with the situation.



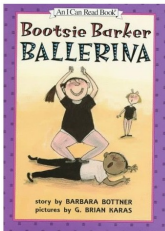
***Be Nice to Josephine* by Betty Horvath**

(Grades 1—4) Charley is upset because his mother insists he spend the day with his cousin Josephine. So he plans a fishing trip because he thinks girls don't like to fish. He is surprised to discover that they actually have fun together.



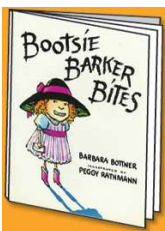
***Blubber* by Judy Blume**

(J FIC) Jill, a 5th-grader, gives her overweight classmate Linda, the nickname *Blubber*. Wendy, the popular class president, leads the class including Jill, in bullying Linda. Jill begins to understand the pain she helps cause when Wendy makes a racist comment about her friend.



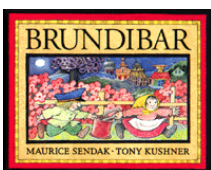
***Bootsie Barker Ballerina* by Barbara Bottner**

(J + Reader) Bootsie Barker terrorizes everyone in Madame Rustova's ballet class until Bernie and Lisa devise some clever choreography to outsmart oafish Bootsie.



***Bootsie Barker Bites* by Barbara Bottner**

(J + Reader) When Bootsie comes to play, LOOK OUT! Most of her games involve fighting or biting her playmates. Finally, her friend turns the tables by inventing a new game. Bootsie is a very believable preschool terror in situations many preschoolers will relate to.



***Brundibar* by Tony Kushner**

A sister and brother go to town to buy milk but they have no money. They decide to sing in the square but the evil organ grinder Brundibar chases them away. With the help of a fearless sparrow, keen cat, wise dog and the town's children they chase Brundibar away.



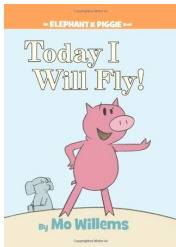
***Carlos is Gonna Get It* by Kevin Emerson**

Trina and her friends have had it with Carlos acting out in class. He talks in a funny voice and itches incessantly. They've hatched a plan to teach him a lesson but Trina's having second thoughts. Paints a realistic picture of the bullying and interpersonal dramas in middle school.



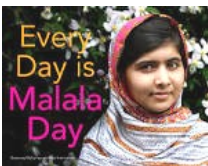
***Cinder Edna* by Ellen Jackson**

(K-Grade 3) This clever, double story follows the fates of the traditional Cinderella meeting her prince, and that of her neighbour Cinder Edna who meets the prince's brother. Cinder Edna experiences the same misfortunes as Ella, but makes the best of things and still gets to the grand ball.



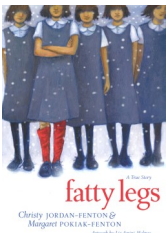
***Elephant & Piggy series* by Mo Willems**

(Primary) This is a series at the lower primary level. The small female pig is bold. The large male elephant is anxious. In each book they struggle with their emotions in the context of friendship. The drawings are expressive. As a read aloud, children are riveted to these books.



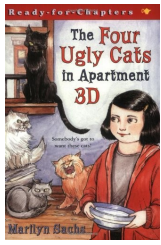
***Every Day is Malala Day* by Rosemary McCarney**

This book, with stunning photos, is a letter written to Malala Yousafzai from children from around the world. They write about the importance of education and how this girl has inspired them to fight for the right to learn. A speech that Malala gave to the United Nations is also included: "One child, one teacher, one pen, and one book can change the world."

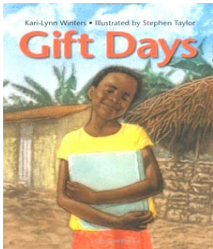


***Fatty Legs* by Christy Jordan-Fenton & Margaret Pokiak-Fenton (Inuvialuit), illustrated by Liz Amini-Holmes**

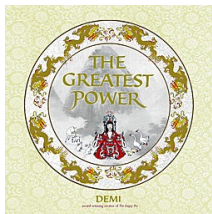
(Intermediate) A true story of author Margaret Pokiak-Fenton who desperately wanted to learn how to read and demanded to go to the residential school. Her father went there as a boy and tried to warn her of all the harshness. The novel is honestly written exposing all the complexities of the situation.



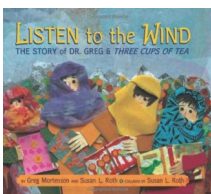
***Four Ugly Cats in Apartment 3D* by Marilyn Sachs**
(Grade 3-5) The story of a “latch key” girl about 10 years old who lives in a quirky apartment in the inner city. She has an eccentric group of neighbours who come to life through a wild adventure, yes the 4 cats. It explores problem solving, social justice, poverty, acceptance, love, death, and of course, you can’t judge a book by its cover!



***Gift Days* by Kari-Lynn Winters, illustrated by Stephen Taylor**
(Late Primary—Intermediate) A young girl who longs to study but must run the household and look after her siblings after her mother's death gets an invaluable gift from her brother. One day a week, her brother does her chores so that she can pursue her dream of an education, just as her mother would have wanted. This story is based on the real challenges of receiving an education in many African countries.



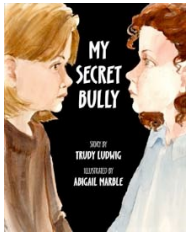
***The Greatest Power* by Demi**
(Elementary) Emperor Ping, the boy emperor known for his love of harmony, challenges the children of his kingdom to show him the greatest power in the world. The child who succeeds will become the new prime minister.



***Listen to the Wind* by Greg Mortenson and Susan L. Roth**
(Primary—Intermediate) Greg Mortenson stumbled, lost and delirious, into a remote Himalayan village after a failed climb up K2. The villagers saved his life, and he vowed to return and build them a school. This book chronicles his efforts, community collaboration, and hard work of the Balti people to achieve this goal.



***My Name is Seepetza* by Shirley Sterling**
(Grade 6 and up) A 12-year-old girl chronicles her dual life through entries in her diary. At home with her family, she is Seepetza. At residential school her name is Martha Stone, and everything else about her life has changed as well. This story provides an inside look into the Residential School System and its devastating impact on Aboriginal children and their families.



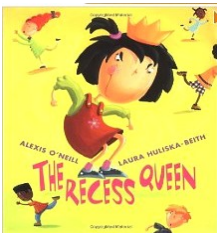
***My Secret Bully* by Trudy Ludwig**

(Grades 2–7) Monica, a "tween" (8-12) is facing the ugly truth about subtle bullying. Her former friend Katie makes snide comments about her to other girls; excludes her from games and tells Monica who she can and cannot talk to.



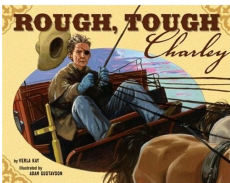
***The Paper Bag Princess* by Robert Munsch**

(Primary) A popular story about a princess whose castle is attacked by a dragon. Everything except a big paper bag is burned and her fiancé prince is carried off. She dons the bag and heads off to rescue him. Only to end up not marrying him after all.



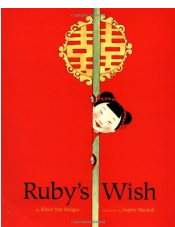
***The Recess Queen* by Alexis O'Neill & Laura Huliska-Bieth**

(Primary) This picture book is about a girl who bullies others until a new girl befriends her. She has so much fun playing and having a friend that she doesn't have time to be a bully anymore. Deals with how bullies feel like outsiders and how inclusion can sometimes make a difference.



***Rough, Tough Charley* by Verla Kay**

(Upper primary/intermediate) In this picture-book biography we are introduced to Charley Parkhurst who runs away from a Massachusetts orphanage and grows up to be a respected stagecoach driver. Her astonishing secret was revealed after her death. She lived her life disguised as a man.



***Ruby's Wish* by Shirim Yim Bridges, illustrated by Sophie Blackall**

Ruby is unlike most little girls in old China. Instead of aspiring to get married, Ruby is determined to attend university when she grows up, just like the boys in her family. Excellent book to examine gender equity and the right of all children to an education of their choice. This story/discussion can be related to National Day of Remembrance and Action on Violence Against Women.



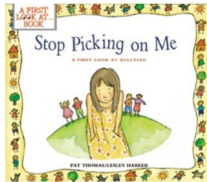
***Say Something* by Peggy Moss**

Bullying is frequently enabled by bystanders who say things such as: “It is not my responsibility.” “What could I do?” “I did not know.” Written with sensitivity and appropriate directness. This book provides a critical alert for children and parents with an important lesson in civic responsibility.



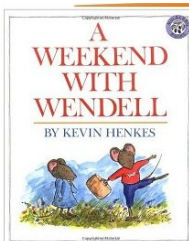
***Stepping on the Cracks* by Mary Downing Hahn**

(Grade 3 and up) Margaret and Elizabeth are next-door neighbours and best friends. Both have brothers in the service (WWII) whom they are worried about. And both are bullied by Gordy who becomes their archenemy. They uncover that Gordy is helping his older brother Stuart, an army deserter, and that Gordy's father batters his mother, his siblings and Gordy himself.



***Stop Picking on Me* by Pat Thomas (psycho-therapist/counsellor)**

(Primary or ESL students) This approachable picture book explores the difficult issue of bullying in reassuringly simple terms. The fears, worries and questions surrounding this upsetting experience are made accessible to young children.



***Weekend with Wendell* by Kevin Henkes**

(Primary) Sophie does not enjoy energetic, assertive Wendell's weekend visit until the very end, when she learns to assert herself and finds out Wendell can be fun to play with after all.

Know another great resource?

TITLE: _____

AUTHOR: _____

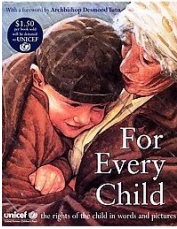
SUMMARY: _____

TITLE: _____

AUTHOR: _____

SUMMARY: _____

● Other Resources ●



For Every Child, The Rights of the Child in Words and Pictures by Carline Castle; UNICEF

(K—Grade 7) Drawing from the 54 principles adopted by the UN Convention of the Rights of the Child, this photo essay provides an in-depth look at fourteen of the declarations that affect a child's everyday existence.



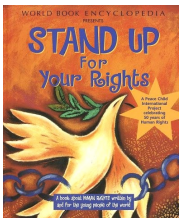
Making Space (BC Government publication)

Available in all VSB schools and on the Internet. This resource can help create the awareness that diversity exists within our society and school. It supports the objective that there should be social justice for all, regardless of our differences.



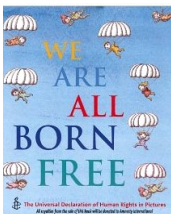
Second Step: A Violence Prevention Curriculum (Committee for Children, Seattle, Washington)

Great resource for teachers to address social interaction problems between children. Includes large pictures with stories on the back that make it easy to use. Available in all VSB schools.



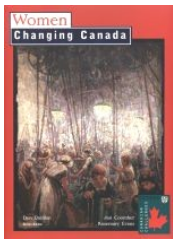
Stand Up For Your Rights (World Book Encyclopedia)

(All ages) A great introduction to human rights, including gender equality. Children will appreciate the detailed artwork and the short passages contributed by children from around the world. Includes a list of organizations and ways for children to get involve with human rights causes.



We Are All Born Free (Amnesty International)

(K—3 Could be used for older grades) This book focuses on the Universal Declaration of Human Rights. A collection of stories and pictures brings alive a complex theme in a simple way for even the youngest child. It conveys the message that everyone should be treated fairly.



Women Changing Canada by Jan Coomber and Rosemary Evans (recommended as a teaching resource. The readership is aimed at Grade 9 Canadian History students) Presents the story of Canadian women in the 20th century. It examines the evolution of women`s roles in politics, law, the economy, society, sports and the arts. Lavishly illustrated with 150 visual works. Includes case studies, biographies, timelines, eyewitness accounts, primary sources.

Student activity book available. No extra materials required. Students can complete the activities using only the text. Each activity will take 10—30 minutes. All activity sheets can be photocopied.

● Lesson Ideas/Response Activities ●

Comparison Chart

To compare different texts, try a chart like the following:

(A blank template of this chart is included on the last page of this package)

Title	Bully	Reason for bullying	Victim	Method of dealing	Outcome
Weekend with Wendell	Wendell		Sophie	Asserts herself	They like each other

White Ribbon Campaign (www.whiteribbon.ca)

(The following is taken from a handout given to VESTA in December 2009)

After the massacre of fourteen female students in Montreal on December 6, 1989, some men decided to take the struggle against violence against women more seriously.

In 1991, a handful of men in Canada decided they had a responsibility to urge men to speak out about violence against women. With only six weeks of preparation, 100,000 men across Canada wore a white ribbon, while many others were drawn into discussion and debate.

The *White Ribbon Campaign* is the largest effort in the work of men working to end violence against women. In over 55 countries, campaigns are led by both men and women, even though the focus is on educating men and boys. In some countries it is a general publication effort focused on ending violence against women.

Wearing a white ribbon is a personal pledge to never commit, condone, or remain silent about violence against women and girls. Wearing a white ribbon is a way of saying, *our future has no violence against women.*

(See discussion starter on next page)

The document below is based on a speech that was given by a former VESTA colleague at an anniversary of the massacre in Montreal of the fourteen young women, on December 6, 1989. It can be used as a discussion starter with a combined group of a couple of upper intermediate classes. The speech is broken into numbered sections, and the sections are then put into a hat. Each boy in the group then pulls one section out at random, and when all are chosen, they are then read in numerical order.

The speech in sections is as follows:

1. I bring you greetings of peace on this serious day.
2. We're here to talk to you about violence against women.
3. On December 6, 1989, in Montreal, Quebec, fourteen women were killed by a man who blamed women for all the problems and frustrations in his life.
4. He walked into the college, where they were going to engineering school, and he shot them to death.
5. Canadians were shocked by this tragic event.
6. The Canadian Parliament set aside December 6 for us to remember the fourteen women killed in Montreal, and all the women who have violence in their lives.
7. That is why we are taking a few minutes today to learn and think about violence against women.
8. Since that terrible day in Montreal 20 years ago, hundreds of women have been killed by their husbands, or boyfriends, or by men who used to be their husbands or boyfriends.
9. Thousands more women, have been beaten or assaulted, and many more, perhaps millions, have been hurt by angry words and intimidating behavior.
10. Most of the violence takes place in people's homes right across the country, and a lot of it involves children, too.
11. Children just like you, who love their moms and dads, and who go to school and work hard, and try to be happy.
12. There was a survey of Canadian men and women in 1990.
13. The survey asked the question, "What are you most afraid of?"
14. The most common answer given by women was that they were afraid of being killed.
15. The most common answer given by men was that they were afraid of being laughed at. What a difference in fears between men and women.
16. Being laughed at can hurt your feelings, but it is not nearly as serious as being killed.
17. It has been estimated that 1 in 10 women is beaten by her partner, and as many as 2 in 10 children in Canada live in homes where their mothers are beaten by their male partners.
18. This is not normal behavior, and it is not acceptable behavior.
19. Teachers, the principal, and all other people who work here, want this to be a safe place – a place where we can all feel that we will be protected by each other, and not be hurt by each other.
20. There are helpful, and not helpful ways to deal with people.
21. Sometimes there are conflicts or disagreements. It is important to know that it is never right for adults or kids to hit each other.
22. So today, we are wearing a white ribbon to show that we care as we join with people all across Canada to say that violence against women is something we do not like, and something we must stop. Other international groups including the United Nations are sending the same message.
23. Let's each try to do what we can to make the rest of today, and tomorrow, and every day, a day without violence.

