GO GIRLS PROGRAM OF STUDIES
GRADES 4 TO 9

PROGRAM RATIONALE AND PHILOSOPHY

Go Girls provides opportunities for students to develop the values and attitudes, knowledge and understanding, skills and processes that will enable them to be active, informed and responsible citizens in their society. Recognition of historical and societal implications of culturally constructed gender roles is an integral part of being a critical thinker and an inclusive community member. Deconstructing cultural messages and values, encourages students to be reflective around their own developing sense of values and beliefs, which will empower students to explore their own self-identity and consider how this relates to being part of a diverse community as a whole.

DEFINITION OF GO GIRLS

Go Girls is the study of culture and its impact on gender in relation to the interaction of individuals and groups. It is an inquiry-based and interdisciplinary subject that includes aspects of history, health and well-being, social studies, physical education, human sexuality, philosophy and other social science related disciplines. Go Girls fosters students' understanding of the importance of continually questioning and evaluating cultural norms in order to become active participants in deciding who they are, who they want to become and what kind of society they want to live in.

VALUES AND ATTITUDES

Go Girls provides learning opportunities for students to:

- Value diversity, respect the dignity and support the equality of all human beings
- Demonstrate social compassion, fairness and justice
- Appreciate and respect how multiple perspectives shape our realities
- Develop a sense of personal identity
- Develop a legitimate sense of belonging to their communities
- Demonstrate consciousness with respect to social issues

KNOWLEDGE AND UNDERSTANDING

Go Girls provides learning opportunities for students to:

- Understand their own personal rights and responsibilities in order to make informed decisions
- Understand how knowledge of women's history contribute to a better understanding of contemporary realities
- Understand contemporary challenges and contributions of women and girls
- Understand historic and contemporary issues, including controversial issues from multiple perspectives
- Understand and apply strategies that will enable them to cope with a variety of challenging situations in healthy and productive ways

SKILLS AND PROCESSES

Go Girls provides learning opportunities for students to:

- Engage in active inquiry and critical and creative thinking
- Engage in problem solving and conflict resolution with an awareness of the rights and responsibilities of ethical decision making
- Apply historical understanding to bring meaning to issues and events
- Apply skills of metacognition
- Recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- Conduct research using a variety of methods and resources; organize, interpret and present information
- Communicate ideas and information in an informed, organized and persuasive manner using a variety of modes of communication (writing, speaking, drama, art, multimedia technology)

PROGRAM FOUNDATIONS

The core principles of the Go Girls Program of Studies revolve around the importance of maintaining a strong sense of self, respecting and valuing the differences of others, contributing to a community of diverse individuals, building skills for personal resiliency and understanding historical and contemporary gender issues.

Engaging in Critical Thinking

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment, which promotes the development of democratic citizenship, and is the central focus of the Go Girls curriculum. Skills of critical thinking would include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions. As well, critical inquiry enhances and enriches the process of identity formation as students critically reflect on their sense of self and relationship to others, and develops students' capacity to be independent learners, self-motivated problem solvers and co-creators of knowledge. Specific critical thinking

lessons, called critical challenges, can be undertaken in pursuing a larger overarching critical inquiry. Critical challenges are illustrative of the questions or tasks that would engage students in thinking critically about various components of Go Girls topics.

Taking Up Multiple Perspectives

Within the academic field of history, there is a recognition that history as it has been traditionally told often excludes the perspectives of marginalized groups. Taking up multiple viewpoints can often involve the critical reexamination of historical facts, with either newly discovered information or a reinterpretation of existing information. An important part of the Go Girls Program of Studies is to value multiple perspectives in efforts to legitimize voices that have been traditionally silenced or ignored. In many cases throughout history this will include the perspectives of women as a group, during a certain period of time, where they might have shared certain rights, freedoms, and limitations, thus shaping part of a shared perspective. Women's perspective then, as a theory of what one might believe, could be experienced by both women and men. Also, within that shared perspective there will be many different types of perspectives because of the diversity among persons in terms of race, ethnicity, class and sexuality.

Exploring Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no clear consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of the Go Girls curriculum. Students should be encouraged to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and build informed opinions about a variety of topics. Controversial issues that are planned for or arise incidentally during instruction should be used to promote critical inquiry and teach creative thinking skills.

Engaging in Activism

An essential component to being an engaged citizen in a democratic society is acting intentionally to bring about social or political change. In Grades 4, 6, and 8, students will participate in an activism-based inquiry project impacting one or several communities (home, school, municipal, national, international, and/or global). The goal is to create a living curriculum that is relevant to the lives of students and their communities as well as empower individuals to realize their potential as agents of change.

Creating a Personal Belief Inventory

Fostering a healthy self-image, a strong sense of self, positive self-esteem in students, and an appreciation for the rights of others as diverse individuals is a cornerstone of the Go Girls curriculum. In Grades 5, 7, and 9, students will develop their individual "voice" by creating and sharing with others their personal belief inventory using one or several communication modes (art, drama, technology, writing, speaking). The goal is to provide opportunities for students to examine their dynamic belief and value systems as part of a reflective, communicative and recurring process.

Cultivating a Sense of Hope and Resiliency

An essential part of any study that is based on challenging the culture through critical thinking, such as this Program of Studies, is for that inquiry to be infused with a sense of hope and empowerment in order for students to recognize their own personal agency as a citizen of a democratic society. Some specific objectives are defined and provided throughout the Go Girls Program of Studies, such as the topics pertaining to resiliency and the focus on activism in certain grades. However, it will be important for teachers to continually provide opportunities for students to cultivate their own sense of hope and resiliency as they take up each issue and objective as they come up.

IMPLEMENTATION

The topics and specific outcomes provide an organizational structure for assessment of student progress in the Go Girls program. These outcomes follow the progression of learning that occurs at each grade level. Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each grade, and are building blocks that enable students to achieve a clear understanding of the topics. Where appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. Implementing the curriculum will involve planning collaboratively with other teachers, lesson planning for allotted class time, taking advantage of teachable moments and infusing Go Girls themes, topics and outcomes across the disciplines.

GRADE 4

TOPIC 4.1: Developing a Strong Self-image

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and appreciation for themselves as strong individuals within a diverse community.

- Develop an appreciation for the multi-dimensional nature of individuals (e.g., friend, sister, daughter, student, athlete)
- Develop an understanding of the difference between "sex" and "*gender*"
- Accept that they can and should choose from a range of interests and behaviours regardless of what *gender rules* they might encounter
- Develop an appreciation and acceptance for the diversity of others and the rights that others have in choosing from a range of interests and behaviours regardless of what *gender rules* they might encounter

TOPIC 4.2: Making and Keeping Friends

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies and skills that will help them create and maintain healthy relationships with their peers.
- Develop an understanding of the different types of *rights and responsibilities* that individuals have within the context of peer relationships
- Model an understanding of the importance of *asking for what you need* in the context of managing conflict with peers and avoiding playing the *guess what's in my head* game
- Model an understanding of the importance of making "I feel" statements in the context of conflict or in the sharing of feelings and needs
- Model an understanding of the importance of engaging in one on one dialogue in efforts to keep the issues between relevant parties only

TOPIC 4.3: Developing Strategies for Resiliency

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies that will enable them to cope with a variety of challenging situations in healthy and productive ways.
- Develop an understanding of a variety of coping strategies and self-soothing techniques (e.g., relaxation, positive self-talk, play, establishing a positive mindset)
- Model an understanding and ability to *ask for what you need* in accessing academic, emotional and social support from trusted adults and peers
- Develop their individual voice by participating in an *activism*-based inquiry project impacting one or several communities (e.g., home, school, municipal, national, international, global)

TOPIC 4.4: Connecting Curricula

SPECIFIC OUTCOMES:
Students will…

Engage in critical inquiry to build and extend their understanding of Go Girls themes within the context of other subject areas.

- Examine the contributions and impact of aboriginal women in Alberta
- Examine the contributions and impact of various female mavericks in Alberta
- Engage in opportunities to explore various historical and contemporary role models to provide images of successful women (e.g., guest speakers, case studies, biographies)

Glossary of Terms and Concepts – Grade 4

The following terms and concepts are contained within the specific outcomes in the grade, are provided to facilitate a better understanding and more effective application of the concepts presented, and to provide direction for accessing additional resources.

gender	Gender refers to the economic, social, and cultural attributes and

	opportunities associated with being male or female at a particular point in time.
gender rules	Gender rules refer to the unwritten social expectations usually imposed by society of what is expected of men and women or boys and girls in the social structure. Bronwyn Davies' study, *Frogs, Snails and Feminist Tales: Pre-School Children and Gender*, note that children of a specific culture learn these gender rules very early in life and work to both achieve them, for themselves and enforce them on other children (see **policing the boundaries**). It has been suggested that the enforcement of these types of limited options for behaviour, appearance and action encourage children to "give up" important parts themselves in order to conform to cultural norms.
rights and responsibilities	Rights and responsibilities in this context refer to the powers or privileges and duties or obligations that each party of a relationship agree is important. For example, "feeling physically and psychological safety" would be a right that is essential in a friendship, and "providing a sense of physical and psychological safety" would be a responsibility of friendship.
asking for what you need	Asking for what you need refers to being able to communicate clearly in support of advocating for what you need in a social or academic situation with another person. For example, if a student does not understand a math concept as it was taught in class, she might ask her teacher for help understanding the concept. An ability to do this effectively is associated with a feeling of empowerment and independence.

guess what's in my head	Guess what's in my head refers to the idea that one would expecting that others will know their thoughts to the extent that they will not communicate in a clear or direct manner with someone else. This might include being angry with another person, but not telling them why, or expecting that they would know why the person feels this way. It has been suggested that

	this kind of behaviour is unproductive in conflict management, and that it often causes more conflict.
activism	Activism is any intentional action to bring about social or political change, that stems from a variety of political orientations and takes a wide range of forms, from writing to newspapers or politicians, political campaigning, economic activism (such as boycotts or preferentially patronizing preferred businesses), rallies, blogging, marches, strikes, or even guerrilla tactics. In some cases, activism has more to do with persuading people to change their behavior directly.

GRADE 5

TOPIC 5.1: Developing a Strong Self-image

SPECIFIC OUTCOMES:

Students will…

Demonstrate an understanding and appreciation for themselves as strong individuals within a diverse community.

- Review their understanding of the difference between "sex" and "*gender*"
- Develop an understanding of gender as learned
- Recognize gender stereotypes for both boys and girls and discuss the limitations of *gender rules*

TOPIC 5.2: Making and Keeping Friends

SPECIFIC OUTCOMES:

Students will…

Demonstrate an understanding and ability to apply strategies and skills that will help them create and maintain healthy relationships with their peers.

- Demonstrate an understanding of the rights and responsibilities that individuals have within the context of peer relationships by creating a *friendship bill of rights*
- Review the importance of *asking for what you need* in the context of managing conflict with peers and avoiding playing the *guess what's in my head* game
- Review the importance of making "I feel" statements in the context of conflict or in the sharing of feelings and needs, and the importance of engaging in one on one dialogue in efforts to keep the issues between relevant parties only
- Model an ability to recognize common *thinking errors* and *assumptions* that stand in the way of healthy conflict management with peers
- Analyze and critically deconstruct the different ways that individuals use power in social relationships in unhealthy ways (e.g., hurtful gossip, ganging up, exclusive friendships, body language)

TOPIC 5.3: Developing Strategies for Resiliency

SPECIFIC OUTCOMES:

Students will…

Demonstrate an understanding and ability to apply strategies to cope with a variety of challenging situations in healthy and productive ways.

- Model an ability to identify the value of positive self-talk and recognize the problems associated with negative self-talk
- Recognize the behaviours associated with *policing the boundaries* of gender rules (e.g., insults, jokes, compliments, stories, instructions from others)
- Model an appreciation of and ability to engage in independent problem-solving and know when to access help and resources from trusted adults and peers
- Develop their individual "voice" by creating and sharing with others their *personal belief inventory* using one or several communication modes (e.g., art, drama, technology, written, oral)

TOPIC 5.4: Connecting Curricula

SPECIFIC OUTCOMES:
Students will…
Engage in critical inquiry to build and extend their understanding of Go Girls themes within the context of other subject areas.
- Examine the contributions of the Famous Five in Canadian history
- Examine the contributions of Canadian women in wartime, and the social, political and economic impact this had on the lives of Canadian women and the larger Canadian society
- Engage in opportunities to explore various historical and contemporary role models to provide images of successful women (e.g., guest speakers, case studies, biographies)

Glossary of Terms and Concepts – Grade 5

The following terms and concepts are contained within the specific outcomes in the grade, are provided to facilitate a better understanding and more effective application of the concepts presented, and to provide direction for accessing additional resources.

gender	Gender refers to the economic, social, and cultural attributes and opportunities associated with being male or female at a particular point in time.
gender rules	Gender rules refer to the unwritten social expectations usually imposed by society of what is expected of men and women or boys and girls in the social structure. Bronwyn Davies' study, *Frogs, Snails and Feminist Tales: Pre-School Children and Gender*, note that children of a specific culture learn these gender rules very early in life and work to both achieve them, for themselves and enforce them on other children (see **policing the boundaries**). It has been suggested that the enforcement of these types of limited options for behaviour, appearance and action encourage children to "give up" important parts themselves in order to conform to cultural norms.
friendship bill of rights	A friendship bill of rights refers to an agreement that defines the rights and responsibilities that each person is entitled to within a specific friendship. (Please see **rights and responsibilities**).
asking for what you need	Asking for what you need refers to being able to communicate clearly in support of advocating for what you need in a social or academic situation with another person. For example, if a student does not understand a math concept as it was taught in class, she might ask her teacher for help understanding the concept. An ability to do this effectively is associated with a feeling of empowerment and independence.

guess what's in my head	Guess what's in my head refers to the idea that one would expecting that others will know their thoughts to the extent that

	they will not communicate in a clear or direct manner with someone else. This might include being angry with another person, but not telling them why, or expecting that they would know why the person feels this way. It has been suggested that this kind of behaviour is unproductive in conflict management, and that it often causes more conflict.
thinking errors and assumptions	Thinking errors refer to irrational patterns of thinking that cause a person to feel bad, and sometimes act in self-defeating ways. An example of one type of thinking error would be to over generalize situations. So if a person were to make one mistake, they might think "I am so stupid." An assumption refers to a preconceived idea or statement that is accepted by an individual or group as true without proof or demonstration. An example of this would be for one person to assume that another person does not like them. Assumptions are often specific situations of thinking errors.
policing the boundaries	Policing the boundaries refers to acts of encouraging another person to behave or appear according to traditional gender norms in social situations by somehow communicating approval or disapproval of their appearance or behaviour. Examples of how one might police the boundaries would be through body language, insults, jokes, or even compliments and ascribing power to certain people over others. The result of policing these limiting boundaries of gender is thought to be damaging to the self-esteem of people who are encouraged to "give up" a part of themselves in order to conform to cultural norms.
personal belief inventory	Personal belief inventory refers to some sort of a representation of one's self-examination of personal values and beliefs. This may be through visual arts, technology, dramatic interpretation, speaking or writing. This inventory will be dynamic throughout a student's life, as she is always re-examining her own personal beliefs and value set.

GRADE 6

TOPIC 6.1: Developing a Strong Self-image

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and appreciation for themselves as strong individuals within a diverse community.
- Develop their individual "voice" within a community by communicating ideas and information in an informed, organized and persuasive manner
- Develop an understanding of the media's portrayal of gender and *gender stereotypes*
- Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices

TOPIC 6.2: Making and Keeping Friends

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies and skills that will help them create and maintain healthy relationships with their peers.
- Review the importance of *asking for what you need* in the context of managing conflict with peers and avoiding playing the *guess what's in my head* game
- Review the importance of making "I feel" statements in the context of conflict or in the sharing of feelings and needs, and the importance of engaging in one on one dialogue in efforts to keep the issues between relevant parties only
- Review common *thinking errors* and *assumptions* that stand in the way of healthy conflict management with peers
- Analyze and critically deconstruct the different ways that individuals use certain behaviours as *social currency* in relationships (e.g., hurtful gossip, ganging up, exclusive friendships, body language)
- Analyze and critically deconstruct configurations of social groupings and develop an understanding of the impact of *power hierarchies* on the self and others

TOPIC 6.3: Developing Strategies for Resiliency

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies to cope with a variety of challenging situations in healthy and productive ways.
- Review the behaviours associated with *policing the boundaries* of gender rules (e.g., insults, jokes, compliments, stories, instructions from others)

- Develop an understanding and ability to recognize the difference between *playing the Go Girls game* and living the values and attitudes of the curriculum
- Develop their individual voice by participating in an *activism*-based inquiry project impacting one or several communities (e.g., home, school, municipal, national, international, global)

TOPIC 6.4: Connecting Curricula

SPECIFIC OUTCOMES:
Students will…
Engage in critical inquiry to build and extend their understanding of Go Girls themes within the context of other subject areas.
- Compare and contrast the lives and experiences of women living in Sparta and Athens as part of their ancient Greece case study
- Engage in opportunities to explore various historical and contemporary role models to provide images of successful women (e.g., guest speakers, case studies, biographies)

Glossary of Terms and Concepts – Grade 6

The following terms and concepts are contained within the specific outcomes in the grade, are provided to facilitate a better understanding and more effective application of the concepts presented, and to provide direction for accessing additional resources.

gender stereotypes	Gender stereotypes refer to the ideas usually imposed by society of what is expected of men and women or boys and girls in the social structure**.** Bronwyn Davies' study, *Frogs, Snails and Feminist Tales: Pre-School Children and Gender*, note that children of a specific culture identify these stereotypes as being true and an integral part of being a member of society. They work to both achieve them, for themselves and enforce them on other children (see **policing the boundaries**). It has been suggested that the enforcement of these types of limited options for behaviour, appearance and action encourage children to "give up" important parts themselves in order to conform to cultural norms.
asking for what you need	Asking for what you need refers to being able to communicate clearly in support of advocating for what you need in a social or academic situation with another person. For example, if a student does not understand a math concept as it was taught in class, she might ask her teacher for help understanding the concept. An ability to do this effectively is associated with a feeling of empowerment and independence.
guess what's in my head	Guess what's in my head refers to the idea that one would expecting that others will know their thoughts to the extent that they will not communicate in a clear or direct manner with someone else. This might include being angry with another person, but not telling them why, or expecting that they would know why the person feels this way. It has been suggested that this kind of behaviour is unproductive in conflict management, and that it often causes more conflict.

thinking errors and assumptions	Thinking errors refer to irrational patterns of thinking that cause a person to feel bad, and sometimes act in self-defeating ways. An example of one type of thinking error would be to over generalize situations. So if a person were to make one mistake, they might think "I am so stupid." An assumption refers to a preconceived idea or statement that is accepted by an individual or group as true without proof or demonstration. An example of this would be for one person to assume that another person does not like them. Assumptions are often specific situations of thinking errors.
social currency	Social currency refers to information or behaviour that can be used to gain social power or value within a group of people. For example, gossip, secrets and other types of socially important information can give an individual power in a social circle. This can be problematic in a social group because it can become a competition to have the most social currency within a group of people.
power hierarchies	Power hierarchies refer to a structuring of social statuses and roles within a group of people or society, ranked according to differentiations of power, as defined by that group of people.
policing the boundaries	Policing the boundaries refers to acts of encouraging another person to behave or appear according to traditional gender norms in social situations by somehow communicating approval or disapproval of their appearance or behaviour. Examples of how one might police the boundaries would be through body language, insults, jokes, or even compliments and ascribing power to certain people over others. The result of policing these limiting boundaries of gender is thought to be damaging to the self-esteem of people who are encouraged to "give up" a part of themselves in order to conform to cultural norms.
playing the Go Girls game	Playing the Go Girls game refers to the action of understanding Go Girls concepts and themes and being able to articulate these ideas in class, but not acting on these ideas in everyday behaviour. An example of this would be if a student understands

	that for conflict management it is not helpful to play the "guess what's in my head" game, yet continues to do this in her personal relationships.
activism	Activism is any intentional action to bring about social or political change, that stems from a variety of political orientations and takes a wide range of forms, from writing to newspapers or politicians, political campaigning, economic activism (such as boycotts or preferentially patronizing preferred businesses), rallies, blogging, marches, strikes, or even guerrilla tactics. In some cases, activism has more to do with persuading people to change their behavior directly.

GRADE 7

TOPIC 7.1: Developing a Strong Self-image

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and appreciation for themselves as strong individuals within a diverse community.
- Critically analyze representations of *femininity* and *masculinity* in the media to develop an understanding of *socialization* and the impact on individuals
- Demonstrate an understanding of the value of positive body image and develop their appreciation and acceptance of their own bodies

TOPIC 7.2: Managing Relationships

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies and skills that will help them create and maintain healthy relationships with their peers.
- Review techniques and language explored in previous grades (i.e., *asking for what you need*, "I feel" statements, *social currency*, *power hierarchies*)
- Analyze and critically deconstruct the different ways that individuals and groups use the concept of *divide and conquer* to gain power in relationships and *marginalize* others

TOPIC 7.3: Developing Strategies for Resiliency

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies to cope with a variety of challenging situations in healthy and productive ways.
- Review the difference between *playing the Go Girls game* and living the values and attitudes of the curriculum
- Develop their individual "voice" by creating and sharing with others their *personal belief inventory* using one or several communication modes (e.g., art, drama, technology, written, oral)
- Develop understanding and appreciation of self-advocacy, academic and social independence (i.e., independent problem solving skills, asking for what you need, accessing help and resources)

TOPIC 7.4: Connecting Curricula

SPECIFIC OUTCOMES:
Students will…
Engage in critical inquiry to build and extend their understanding of Go Girls themes within the context of other subject areas.

- Develop an understanding and appreciation for the importance of a *historical perspective* that includes multiple viewpoints
- Examine aboriginal, French and English gender roles in early Canada
- Explore the effects of colonization on gender roles and culture, specifically how *isolation* impacted the lives of women
- Develop an understanding and recognition of the importance of the women's suffrage movement in the western world, specifically how *collaboration* played a key role
- Engage in opportunities to explore various historical and contemporary role models to provide images of successful women (e.g., guest speakers, case studies, biographies)

Glossary of Terms and Concepts – Grade 7

The following terms and concepts are contained within the specific outcomes in the grade, are provided to facilitate a better understanding and more effective application of the concepts presented, and to provide direction for accessing additional resources.

femininity	Femininity refers to the qualities and behaviors judged by a particular culture to be ideally associated with or especially appropriate to women and girls. For example, traditional attributes of femininity in western culture could include passivity, dependence, physical attractiveness, fragility and an expectation of a nurturing quality. A culture that promotes strict adherence to these culturally constructed traits can have negative effects on the self-esteem of individuals who do not fit these traits, but identify as a woman or girl. Also, throughout history, adhering to these traits affected the ability of women to be financially independent, as the qualities of people who worked outside of the home did not match traditional feminine qualities.
masculinity	Masculinity refers to the qualities and behaviors judged by a particular culture to be ideally associated with or especially appropriate to men and boys. For example, traditional attributes of masculinity in western culture could include aggressiveness, physical strength, independence and an ability to financially provide for one's family. A culture that promotes strict adherence to these culturally constructed traits can have negative effects on the self-esteem of individuals who do not fit these traits, but identify as a man or boy. Jackson Katz suggests in his documentary, *Tough Guise* that the masculine stereotypes presented (and valued) in the media have contributed to the increasing incidents of violence among young men.
socialization	Socialization is the process of being raised within a culture and acquiring the characteristics of a specific group. For the individual it provides the resources necessary for acting and participating within their society. For the society, inducting all individual members into its moral norms, attitudes, values, motives, social roles, language and symbols is the 'means by which social and cultural continuity are attained'.
asking for what you need	Asking for what you need refers to being able to communicate clearly in support of advocating for what you need in a social or academic situation with another person. For example, if a student does not understand a math concept as it was taught in class, she

	might ask her teacher for help understanding the concept. An ability to do this effectively is associated with a feeling of empowerment and independence.
social currency	Social currency refers to information or behaviour that can be used to gain social power or value within a group of people. For example, gossip, secrets and other types of socially important information can give an individual power in a social circle. This can be problematic in a social group because it can become a competition to have the most social currency within a group of people.
power hierarchies	Power hierarchies refer to a structuring of social statuses and roles within a group of people or society, ranked according to differentiations of power, as defined by that group of people.
divide and conquer	Divide and conquer in a social context, is a specific strategy used to gain power or control over individuals or a group of people. It is the action of a person or group to encourage by manipulation or force a divide among other individuals or groups, in order to gain power or control. Historically this has been used in both interpersonal relationships such as friendships and in larger societal institutions. Some feminists argue that western cultural norms and values that place women in competition with each other serve this purpose.
marginalize	To marginalize is to treat a person, group or concept as insignificant or peripheral; relegate to a lower or outer edge of social standing, as of specific groups of people; marginalization involves people being denied degrees of power; marginalization has the potential to result in severe material deprivation, and in its most extreme form can exterminate groups.

playing the Go Girls game	Playing the Go Girls game refers to the action of understanding Go Girls concepts and themes and being able to articulate these ideas in class, but not acting on these ideas in everyday behaviour. An example of this would be if a student understands that for conflict management it is not helpful to play the "guess what's in my head" game, yet continues to do this in her personal relationships.
personal belief inventory	Personal belief inventory refers to some sort of a representation of one's self-examination of personal values and beliefs. This may be through visual arts, technology, dramatic interpretation, speaking or writing. This inventory will be dynamic throughout a student's life, as she is always re-examining her own personal beliefs and value set.
historical perspective	Within the academic field of history, historical perspective recognizes that history as it has been traditionally told may not be entirely accurate due to the absence of the perspectives of marginalized groups. Taking up multiple viewpoints can often involve is the critical reexamination of historical facts, with either newly discovered information or a reinterpretation of existing information.
isolation	Isolation is a state of seclusion whereby lack of contact with people is sustained for a period of time. For humans, who are often described as gregarious beings, long-term isolation is often seen as undesirable, causing loneliness or reclusion resulting from inability to establish relationships. In Betty Friedan's 1963 publication, *The Feminine Mystique* she identified "isolation" and subsequent feelings of disconnectedness as one of the main consequences of the popular notion that women of that time could only find fulfillment through childbearing and homemaking in a nuclear family environment.
collaboration	Collaboration is a recursive process where two or more people work together toward an intersection of common goals — for example, an intellectual endeavor that is creative in nature — by

	sharing knowledge, learning and building consensus. Teams that work collaboratively can obtain greater resources, recognition and reward when taking on a variety of challenges and projects.

GRADE 8

TOPIC 8.1: Developing a Strong Self-image

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and appreciation for themselves as strong individuals within a diverse community.

- Critically analyze and deconstruct a variety of cultural messages regarding traditional notions of *femininity* and *masculinity* to develop an understanding of their influence on individuals (e.g., popular culture, fairytales, literature)
- Explore the concept and impact of *heterosexism* in mainstream western culture to develop an appreciation for diversity
- Critically analyze norms and values associated with the cultural construction of *beauty* and develop an understanding of the limitations this creates for women and girls
- Demonstrate an understanding of the value of positive body image and develop their appreciation and acceptance of their own bodies

TOPIC 8.2: Managing Relationships

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies and skills that will help them create and maintain healthy relationships with their peers.

- Review techniques and language explored in previous grades (e.g., *asking for what you need*, *thinking errors*, *assumptions*)
- Explore the *rights and responsibilities* of individuals and groups associated with different types of relationships (i.e., parents, teachers, friends, romantic partners, sexual partners)

TOPIC 8.3: Developing Strategies for Resiliency

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies to cope with a variety of challenging situations in healthy and productive ways.

- Develop their individual "voice" in small group discussion by communicating ideas, personal opinions, and beliefs in an informed, organized and persuasive manner
- Develop an appreciation for the importance of exploring a variety of strategies to support financial planning and independence for the future
- Identify and describe symptoms, effects, treatments and prevention of eating disorders (i.e., bulimia nervosa, anorexia nervosa, binge eating disorder)
- Identify and describe behaviours, consequences and prevention of *disorderly eating* (i.e., fad diets, negative self-talk, self-judgment, unhealthy comparisons to others, weight fixation)
- Develop their individual voice by participating in an activism-based inquiry project impacting one or several communities (e.g., home, school, municipal, national, international, global)

TOPIC 8.4: Connecting Curricula

SPECIFIC OUTCOMES:
Students will…
Engage in critical inquiry to build and extend their understanding of Go Girls themes within the context of other subject areas.
- Examine the historical roots and origins of socially constructed western *institutions* dating back to the European Renaissance, and their impact on the lives of women and girls (i.e., marriage, family, motherhood)
- Explore the causes and effects of witch-hunts during the European Renaissance and make connections to contemporary examples of *scape-goating*
- Develop an understanding and recognition of the importance of the women's movement in North America during the 1970s, specifically how *social activism* played a key role
- Engage in opportunities to explore various historical and contemporary role models to provide images of successful women (e.g., guest speakers, case studies, biographies)

Glossary of Terms and Concepts – Grade 8

The following terms and concepts are contained within the specific outcomes in the grade, are provided to facilitate a better understanding and more effective application of the concepts presented, and to provide direction for accessing additional resources.

femininity	Femininity refers to the qualities and behaviors judged by a particular culture to be ideally associated with or especially appropriate to women and girls. For example, traditional attributes of femininity in western culture could include passivity, dependence, physical attractiveness, fragility and an expectation of a nurturing quality. A culture that promotes strict adherence to

	these culturally constructed traits can have negative effects on the self-esteem of individuals who do not fit these traits, but identify as a woman or girl. Also, throughout history, adhering to these traits affected the ability of women to be financially independent, as the qualities of people who worked outside of the home did not match traditional feminine qualities.
masculinity	Masculinity refers to the qualities and behaviors judged by a particular culture to be ideally associated with or especially appropriate to men and boys. For example, traditional attributes of masculinity in western culture could include aggressiveness, physical strength, independence and an ability to financially provide for one's family. A culture that promotes strict adherence to these culturally constructed traits can have negative effects on the self-esteem of individuals who do not fit these traits, but identify as a man or boy. Jackson Katz suggests in his documentary, *Tough Guise* that the masculine stereotypes presented (and valued) in the media have contributed to the increasing incidents of violence among young men.
heterosexism	Heterosexism is a set of beliefs and attitudes based on the presumption that everyone is heterosexual or that heterosexual people and relationships are superior to homosexual and bisexual people and relationships. As a predisposition toward heterosexuals and heterosexuality, heterosexism has been described as being encoded into and characteristic of the major social, cultural, and economic institutions of our society.
beauty	Beauty is a socially and culturally constructed concept that presents a standard of comparison, that can cause resentment and dissatisfaction when not achieved. Researchers have found that good looking students get higher grades from their teachers than students with an ordinary appearance, attractive patients receive more personalized care from their doctors, and handsome criminals receive lighter sentences than less attractive convicts. One study found that people low in physical attractiveness earn 5 to 10 percent less than ordinary looking people, who in turn earn 3 to 8 percent less than those who are considered good looking. In Naomi Wolf's 1991 publication, *The Beauty Myth: How Images of Beauty are Used Against Women*, beauty is examined as a

	demand and as a judgment upon women. Wolf argues that women in Western culture are damaged by the pressure to conform to an idealized concept of female beauty. She argues that the beauty myth is political, a way of maintaining the social order and keeping women under control by the weight of their own insecurities.
asking for what you need	Asking for what you need refers to being able to communicate clearly in support of advocating for what you need in a social or academic situation with another person. For example, if a student does not understand a math concept as it was taught in class, she might ask her teacher for help understanding the concept. An ability to do this effectively is associated with a feeling of empowerment and independence.
thinking errors and assumptions	Thinking errors refer to irrational patterns of thinking that cause a person to feel bad, and sometimes act in self-defeating ways. An example of one type of thinking error would be to over generalize situations. So if a person were to make one mistake, they might think "I am so stupid." An assumption refers to a preconceived idea or statement that is accepted by an individual or group as true without proof or demonstration. An example of this would be for one person to assume that another person does not like them. Assumptions are often specific situations of thinking errors.

rights and responsibilities	Rights and responsibilities in this context refer to the powers or privileges and duties or obligations that each party of a relationship agree is important. For example, "feeling physical and psychological safety" would be a right that is essential in a friendship, and "providing a sense of physical and psychological safety" would be a responsibility of friendship.
disordered eating	Disordered eating is a term that is used to describe a wide variety of irregularities in eating behaviour that do not warrant a diagnosis of a specific eating disorder. Individual cases of disordered eating may involve problems with food and body

	image, and/or an obsession with weight or weight-loss. The recognition that some people have eating problems that do not fit into the scope of regular specific eating disorders makes it possible for a larger proportion of people who have eating problems to receive help.
institutions	Institutions are structures and mechanisms of social order and organization, reflecting human psychology, culture, habits and customs that govern the behavior of a set of individuals. Institutions are identified with a social purpose and permanence, transcending individual human lives, and enforcing of rules governing cooperative human behavior. The development and functioning of institutions in society (such as marriage) may arise, develop and function in a pattern of social self-organization, which goes beyond the conscious intentions of the individual humans involved.
scape-goating	The term scape-goat is widely used as a metaphor, referring to someone who is blamed for misfortunes, generally as a way of distracting attention from the real causes.
activism	Activism is any intentional action to bring about social or political change, that stems from a variety of political orientations and takes a wide range of forms, from writing to newspapers or politicians, political campaigning, economic activism (such as boycotts or preferentially patronizing preferred businesses), rallies, blogging, marches, strikes, or even guerrilla tactics. In some cases, activism has more to do with persuading people to change their behavior directly.

GRADE 9

TOPIC 9.1: Developing a Strong Self-image

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and appreciation for themselves as strong individuals within a diverse community.

- Identify and describe beliefs and behaviours associated with their *true self vs. false self*
- Develop an understanding of possible social pressures associated with conforming to gender stereotypes in mixed-gendered settings and explore a variety of strategies for maintaining their true selves
- Develop an understanding of the importance of *personal agency* in everyday decision-making
- Explore options for accessing support and resources around decision-making for high school and career options for the future

TOPIC 9.2: Managing Relationships

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies and skills that will help them create and maintain healthy relationships with their peers.
- Review techniques and language explored in previous grades (i.e., *asking for what you need*, *social currency*, *power hierarchies, divide and conquer*)
- Develop an understanding of the ways in which power and *privilege* influence interpersonal relationships and institutional processes
- Develop their individual "voice" in communication with people in positions of *power and/or authority* by expressing ideas, personal opinions, and beliefs in an informed, organized, appropriate, responsible and persuasive manner

TOPIC 9.3: Developing Strategies for Resiliency

SPECIFIC OUTCOMES:
Students will…
Demonstrate an understanding and ability to apply strategies to cope with a variety of challenging situations in healthy and productive ways.
- Develop an understanding of a variety of coping strategies and self-soothing techniques (e.g., relaxation, positive self-talk, journaling, exercise, seeking support)
- Develop an ability to recognize dysfunctional relationships with a variety of people and groups
- Identify and describe the personal and societal consequences of violence against women
- Develop their individual "voice" by creating and sharing with others their *personal belief inventory* using one or several communication modes (e.g., art, drama, technology, written, oral)

TOPIC 9.4: Connecting Curricula

SPECIFIC OUTCOMES:
Students will…

Engage in critical inquiry to build and extend their understanding of Go Girls themes within the context of other subject areas.

- Develop an understanding of the issue of *equal pay for women* and *pay equity* in the United States and Canada
- Examine current practices of social *activism* associated with *gender equity* and the *interconnectivity* of related ideologies (i.e., *sexism, classism, racism, heterosexism*)
- Engage in opportunities to explore various historical and contemporary role models to provide images of successful women (e.g., guest speakers, case studies, biographies)

Glossary of Terms and Concepts – Grade 9

The following terms and concepts are contained within the specific outcomes in the grade, are provided to facilitate a better understanding and more effective application of the concepts presented, and to provide direction for accessing additional resources.

true self vs. false self	In Mary Pipher's 1994 publication, *Reviving Ophelia: Saving the Selves of Adolescent Girls,* she identifies the true self: a subself that consistently makes healthy, balanced minor and major decisions and positive life choices. She suggests that during

	adolescence girls feel pressure to sacrifice parts of themselves that the culture defines as "un-feminine" and in the process they discard their true selves and acquire false selves. Pipher suggests that acquiring a false self eventually leads to constant thoughts of failure to meet others' expectations, negative self-image, depression and sometimes even self punishment and abuse.
personal agency	Personal agency is the capacity for human beings to make choices. In the context of Go Girls, agency refers to the desire and capability of girls to make choices in their lives and benefit from feelings of empowerment that accompany independent decision making.
asking for what you need	Asking for what you need refers to being able to communicate clearly in support of advocating for what you need in a social or academic situation with another person. For example, if a student does not understand a math concept as it was taught in class, she might ask her teacher for help understanding the concept. An ability to do this effectively is associated with a feeling of empowerment and independence.
social currency	Social currency refers to information or behaviour that can be used to gain social power or value within a group of people. For example, gossip, secrets and other types of socially important information can give an individual power in a social circle. This can be problematic in a social group because it can become a competition to have the most social currency within a group of people.
power hierarchies	Power hierarchies refer to a structuring of social statuses and roles within a group of people or society, ranked according to differentiations of power, as defined by that group of people.
divide and conquer	Divide and conquer in a social context, is a specific strategy used to gain power or control over individuals or a group of people. It is the action of a person or group to encourage by manipulation or

	force a divide among other individuals or groups, in order to gain power or control. Historically this has been used in both interpersonal relationships such as friendships and in larger societal institutions. Some feminists argue that western cultural norms and values that place women in competition with each other serve this purpose.
privilege	Privilege is a sociological concept which describes advantages enjoyed by certain groups of persons beyond what is commonly experienced by other groups of people in the same social, political, and economic spaces (nation, community, workplace, income, etc.). The two most common forms of privilege are white privilege and male privilege. It differs from sexism, racism or prejudice in that a person benefiting from privilege does not necessarily hold sexist or racist beliefs or prejudices themselves. Often, the person benefiting is unaware of his or her privilege.
power and/or authority	Power is a measure of a person's ability to control the environment around them, including the behavior of other persons. The term authority is often used for power perceived as legitimate by the social structure. Power manifests itself in a relational manner: one cannot meaningfully say that a particular social actor "has power" without also specifying the role of other parties in the social relationship. The exercise of power is widely considered endemic to humans as social beings.
personal belief inventory	Personal belief inventory refers to some sort of a representation of one's self-examination of personal values and beliefs. This may be through visual arts, technology, dramatic interpretation, speaking or writing. This inventory will be dynamic throughout a student's life, as she is always re-examining her own personal beliefs and value set.

equal pay for women	Equal pay for women is an issue involving pay inequality between men and women. Pay equality, or equal pay for equal work, refers to the requirement that men and women be paid the same if performing the same job in the same organization. For

	example, a female electrician must be paid the same as a male electrician in the same organization. Reasonable differences are permitted if due to seniority or merit.
pay equity	Pay equity, in the Canadian context, means that male-dominated occupations and female-dominated occupations of comparable value must be paid the same if within the same employer. The Canadian term pay equity is referred to as "comparable worth" in the US. For example, if an organization's nurses and electricians are deemed to have jobs of equal importance, they must be paid the same.
gender equity	Gender equity means fairness and justice in the distribution of benefits and responsibilities between women and men. An important distinction needs to be made between equity and equality. Equality emphasizes treating people the same, but does nor accommodate significant differences which may already exist and therefore affect the outcomes of "equal" treatment. Theoretically, girls in schools have the same access to courses and school programs as boys, and yet some environments are not conducive to girls feeling comfortable, encouraged, having instruction which reflects their experiences/points of view, getting the level of attention and access to equipment which they need. Equity would recognize difference and accommodate it in order to prevent the continuation of inequitable status quo.
interconnectivity	Contemporary notions of the social movement towards gender equity in the west, center around the belief that until traditional power hierarchies are broken down, no one movement will be successful. Bell Hooks, American author, feminist, and social activist, has focused on the interconnectivity of race, class, and gender and their ability to produce and perpetuate systems of oppression and domination. Hooks argues that systems of oppression are not isolated and must be addressed simultaneously by those who seek to eradicate oppression and domination in society. This theory has been adopted as one of the central values of third-wave feminism.

sexism	Sexism is a belief or attitude that one gender or sex is inferior to or less valuable than the other and can also refer to a hatred or distrust towards either sex as a whole (see also misogyny), or creating stereotypes of masculinity for men or femininity for women. It is also called male and female chauvinism. Sexism can refer also to any and all systemic differentiations based on the gender of a person, not based on their individual merits. In some circumstances this type of sexism may constitute sex discrimination, which in some forms is illegal in some countries.
classism	Classism is the systematic oppression of subordinated classes of people by the dominant class. It includes individual attitudes and behaviors, systems of policies and practices that are set up to benefit the upper classes at the expense of the lower classes. Classism is grounded in a hierarchy belief system that ranks people according to socioeconomic status, family lineage, and other class related divisions. This system leads to a drastic income and wealth inequality.
racism	Racism, by its simplest definition, is discrimination based on the racial groups to which people belong. People with racist beliefs might believe in the superiority of certain races, and may feel hatred towards certain groups of people according to their racial groups. In the case of institutional racism, certain racial groups may be denied rights or benefits, or get preferential treatment.
heterosexism	Heterosexism is a set of beliefs and attitudes based on the presumption that everyone is heterosexual or that heterosexual people and relationships are superior to homosexual and bisexual people and relationships. As a predisposition toward heterosexuals and heterosexuality, heterosexism has been described as being encoded into and characteristic of the major social, cultural, and economic institutions of our society.