



# TEACHING RESPECT FOR WOMEN-THE POWER IS IN DAD'S HANDS

## ELEMENTARY RESOURCES



A student places a candle at a vigil for the victims of the recent killing rampage near Los Angeles, California.

### BACKGROUND INFORMATION

- On May 23, 2014, 22-year-old Elliot Rodger went on a rampage, killing six people with knives and guns, and wounding 13 others in Isla Vista, California. Two of the dead and most of the wounded were women. In letters and YouTube videos released before the attack, the killer expressed his hatred for all women because women rejected him romantically.
- In Canada, on December 6, 1989, Marc Lepine brought a rifle to the college École Polytechnique in Montreal. He killed 14 female engineering students, saying he was “fighting feminism.” Like Rodger, Lepine wrote letters expressing his hatred for women, saying they were taking men’s jobs and men’s place in society.
- According to Statistics Canada, half of all Canadian women have experienced physical or sexual abuse. Police reports show that, in 2011, 173,600 Canadian women were victims of violent crime—higher than the rate of violent crime against men.
- Women are 11 times more likely than men to experience sexual violence.
- On an average night, 3000 women across Canada will sleep at women’s shelters to escape abuse from their husband or partner.
- Young women between 15 and 24 are most at risk for becoming victims of violent crime.

### NOTE TO EDUCATORS

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects.

Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. The activity is structured to introduce students to the issues, then allow them to explore and apply their learnings. Students are encouraged to further reflect on the issues.

### KEY TERMS

**Misogyny**—Hatred towards or prejudice against women.

**Feminism**—Advocating for rights and equality for women.

**Homage**—Praise or celebration of a person and their accomplishments.

## THEMES AND COURSE CONNECTIONS

- Themes: Women's Rights, Values and Ethics, Global Issues, Local Issues
- Course Connections: Language, Social Studies, History

## MATERIALS

- Student journals and writing utensils

## SPECIFIC EXPECTATIONS AND LEARNING GOALS

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in oral, visual or text form.
- Demonstrate the ability to think critically.
- Develop, express and defend a position on an issue.

## DISCUSS

1. Did you hear about the mass killing in California? If so, where did you learn about it? Did you discuss it with friends or with your family?
2. What do you think of the "social media storm" this event caused? Are you surprised people defended the killer or felt some empathy for him?
3. Is social media a good place to have such a debate? What are pros and cons of expressing your opinions about violence against women on social media?
4. Do you agree with the column that murderers like the ones in California and at the École Polytechnique are "an extreme expression of attitudes that are all too prevalent"? Explain.
5. Albert Dubreuil began to understand his role as a father of young boys is to be a positive role model for them. Do you agree that that is the best way to teach respect for women? Discuss.

## DIVE DEEPER

Using their journals, ask students to write down their feelings and opinions about the "opposite" gender. Allow sufficient time to ensure students give this task serious thought. Students may want to consider the following questions in their essays:

- In what ways are you different from other students in your class?
- How are you the same as other students in your class?
- Is friendship with the other gender different from same gender friendship? How and why?
- Do you change your actions and activities when you're in the presence of the other gender? How and why?

Separate students according to gender for presentation of essays. Each student reads his/her paper to their group. Allow the listening students to respond to each reader, discussing the different viewpoints raised.

Bring the class back together. Have students volunteer to read their essays. Allow free discussion. Ask students to consider the following:

- Was the discussion different with the whole class present? Why or why not?
- At the end of the discussion, ask students for positive statements about the other gender and record them on the front board. Point out commonalities.

## ADDITIONAL RESOURCES

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