



Best Foot Forward – Gender Based Violence Teaching Framework and Ideas

She's Someone!

Goals:

- Develop understanding of Gender Based Violence (GBV), its impacts and its various forms in various contexts including Australia.
- Learn about programs that support young women and young men to recognize, address, prevent and respond to GBV.
- Learn about how everyone can take action to challenge the GBV that happens within in their sphere of influence.
- Reflect on GBV in response to Catholic Social Teaching.

Potential Curriculum Links

Australian Curriculum:

- All General Capabilities
- Learning Areas: Geography, Economics, Technologies, Religious Education
- Potential for: The Arts, English, Mathematics

Art (Pedagogy) of Justice and Peace – EREA Justice and Peace Framework

EREA Justice and Peace Framework

- Head – Reading the Signs of the Times
- Heart – Nurturing Gospel Compassion
- Hands – Undertaking Prophetic Action
- Feet – Moving to Solidarity

Pedagogical Approach

It is recommended that selected teaching approaches encourage the development of curiosity, creativity, compassion and courage through collaborative and engaging learning opportunities supported by contemporary use of digital technologies and directed by student voice and agency.

Potential Inquiry-Based Learning & Project Based Learning Questions:

Inquiry-based Learning Questions:

- What is Gender Based Violence and what does it look like in Australia and in other countries?
- What is different about GBV compared to other forms of violence?
- Why is GBV a barrier to women and girls accessing education?
- In what ways do organisations try to prevent GBV occurring?



PBL Project Driving Question:

How can I influence those around me to challenge Gender Based Violence in all its forms?

Project Launch:

- The Justice Desk Program videos:
 - [The Mbokodo Club](#)
 - [Ntsika ye Themba Project](#)
- Best Foot Forward Video: <https://bestfootforward.org.au/>
- Hearing first-hand from a program participant (contact Jason Bongers at Edmund Rice Foundation Australia (ERFA) jbongers@edmundrice.org)
- An appeal for help from Jason Bongers/Bren Arkinstall/Emily Faller (ERFA) either live via zoom or pre-recorded.

Culminating Event/product...

- Taking action within my community and/or international to challenge Gender Based Violence i.e. She's Someone campaign
- Developing a project to support GBV initiatives locally or globally i.e. BFF campaign etc

Unit Structure:

Introductory Reflections/Activities

Phase 1:	The Challenge	(Head)
Phase 2:	The Potential Solutions	(Heart)
Phase 3:	How we can support	(Hands)
Phase 4:	Reflection	(Feet)

Potential Teaching & Learning Activities by Phases: [Introductory Reflections/Activities](#)

The world is not as it should be!

- Edmund looking out his window:
 - What was the 'agenda of his world'?

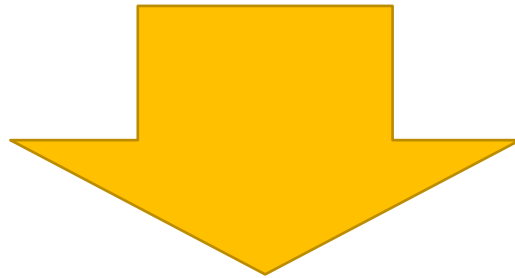
"It is the agenda of the world that sets the mission direction of the Church" (Christian Brothers

Chapter 2014 Nairobi) – and indeed our Edmund Rice Schools.

- Us looking out our windows:
 - What do we see?



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- What is the agenda of our world?
 - What is not right in our world today?



Phase 1: The challenge

What is Gender Based Violence?

[Inspiration: What is Gender Based Violence? - YouTube](#)

Facts and statistics – with a focus on human development and ecological sustainability

Topics for research: Gender Based Violence – causes, forms, COVID 19 impacts, inequality, injustice, poverty, power, gender norms

- [ERFA GBV Information Sheet](#)
- [ERFA GBV Information Sheet Worksheet](#)

- What is GBV?
 - [Wangu Kanja foundation - video & questions](#)
- How has COVID 19 impacted GBV?
 - [In the Trenches – COVID 19 Data Analysis 2020](#)
- What does GBV look like in Australia?
 - [The link between gender inequality and violence against women - Our Watch](#)
 - [Quick facts | Our Watch | Preventing violence against women - Our Watch](#)
 - [Rigid-Gender-Roles-tipsheet-online.pdf \(partnersinprevention.org.au\)](#)

Research Questions:

- What are the impacts of GBV on individuals and on society?
- Why can it be hard for survivors of GBV to seek help or speak out?
- What does taking a Rights-Based approach mean for this issue? Which rights directly and indirectly apply to this issue?
(<https://www.un.org/en/universal-declaration-human-rights/> or https://www.civicsandcitizenship.edu.au/verve/_resources/FQ2_Simplified_Version_De c.pdf)



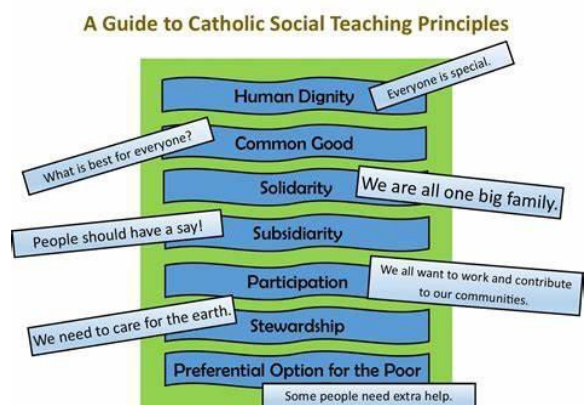
Phase 2 – The potential solutions

Sustainable Development Goals

- What are they? Who developed them and why? Which ones am I already benefitting from? Which ones relate to Gender Based Violence?
- Sustainable Development Goals Resources
 - UN Sustainable Development (includes in each goal, implications of COVID-19) <https://sdgs.un.org/>
 - The Global Goals for Sustainable Development <http://www.globalgoals.org/>
 - The SDG and Laudato Si' https://www.caritas.org.au/docs/default-source/publications-and-reports/ci_sustainable_development_goals_en_web.pdf?sfvrsn=17c8e20_2

Catholic Social Teachings

- What are they? Which ones relate to the issue of Gender Based Violence?
 - Human Dignity
 - Common Good
 - Solidarity
 - Subsidiarity
 - Participation
 - Stewardship
 - Preferential Option for the Poor



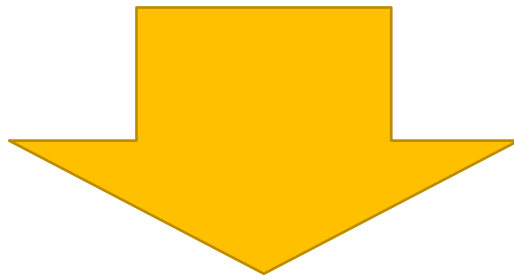
Introduction to Edmund Rice Foundation (ERFA)

- Who is the Edmund Rice Foundation Australia and how are they part of the Edmund Rice mission?
 - ERFA Video (https://www.youtube.com/watch?v=BA_UnJH3AOM)
 - Impact Report (<https://erf.org.au/our-work/impact/>)
 - What are the principles and steps of Community Development?
- Brief overview of the global ER movement (Brothers, Schools, Projects etc) (<http://edmundrice.net/>)



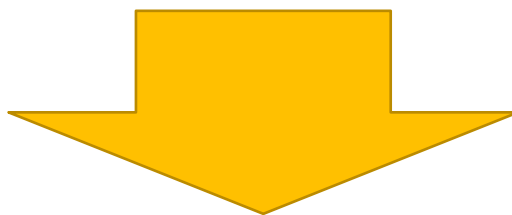
The Justice Desk (TJD) Projects – supported by the Best Foot Forward Campaign

- How does TJD go about addressing GBV in the South African community?
- How are these responses examples of a Rights Based Approach?
 - [The Mbokodo Club](#)
 - [Ntsika ye Themba Project](#)



Phase #3 – How can we get involved?

- Level 1: Action:
- Reflect upon what you do and say that may, unintentionally, perpetuate gender inequality.
 - Make a list of ways you could respond if you witness others saying or doing something that perpetuates gender inequality or GBV.
 - Contribute to the BFF campaign to support GBV projects
- Level 2: Awareness Raising – Develop a communication (video, speech, newsletter article, artwork, social media post series) that develops awareness of Gender Based Violence as a local and global issue and find a way to share it with your school/local community
- Level 3: Advocacy – Learn about and work with your teachers and Justice/Advocacy Student group to put the She's Someone Campaign into action
- She's Someone Campaign PDF
 - She's Someone Slides
 - She's Someone Poster Quotes





Phase #4 – Reflection

- Reflection:
 - What have I learnt?
 - Has it changed the way I think/feel about this issue or any other issue?

 - What action, if any, did I feel I should take after learning about this issue?
 - What was it that prompted that action?
 - What can I continue to do to contribute to local and global change?
 - How does this issue relate to my beliefs and values?
 - Were my beliefs or values challenged while learning about this topic?
And if so, how did I respond to that?
 - How do I relate this issue to my understanding of God's love and Catholic Social Teaching?