

Gender-Based Violence (GBV) Awareness for EAL Learners: **LESSON PLAN & TEACHER'S NOTES**



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I. SCOPE


This gender-based violence (GBV) lesson plan with materials will equip you to teach, skill-build, and assess the below productive tasks:

 **Speaking:** Expressing feelings

 **Writing:** Copying a list (CLB 1/2) / Writing a text (CLB 3/4)

To this end, there are lessons and activities on vocabulary and spelling (feelings, options), grammar (feel, feels, felt), and pronunciation (syllable stress, word stress).

There are also skill-using activities that will give learners the opportunity to learn more about GBV while completing real-world receptive tasks:

 **Listening:** Understanding advice (CLB 1/2) / a PSA (CLB 3/4)

 **Reading:** Understanding a poster

However, you're not just teaching language, but raising awareness of different kinds of GBV, depending on which lesson you choose:

- **Financial:** Ada's Story
- **Physical:** Mila's Story
- **Psychological:** Rana's Story
- **Sexual:** May's Story
- **Workplace Bullying and Harassment:** Marco's Story
(Note: This lesson is more challenging, both in terms of language and conceptually as it takes place at the workplace and involves gender identity and expression, so it works better for CLB 3/4.)

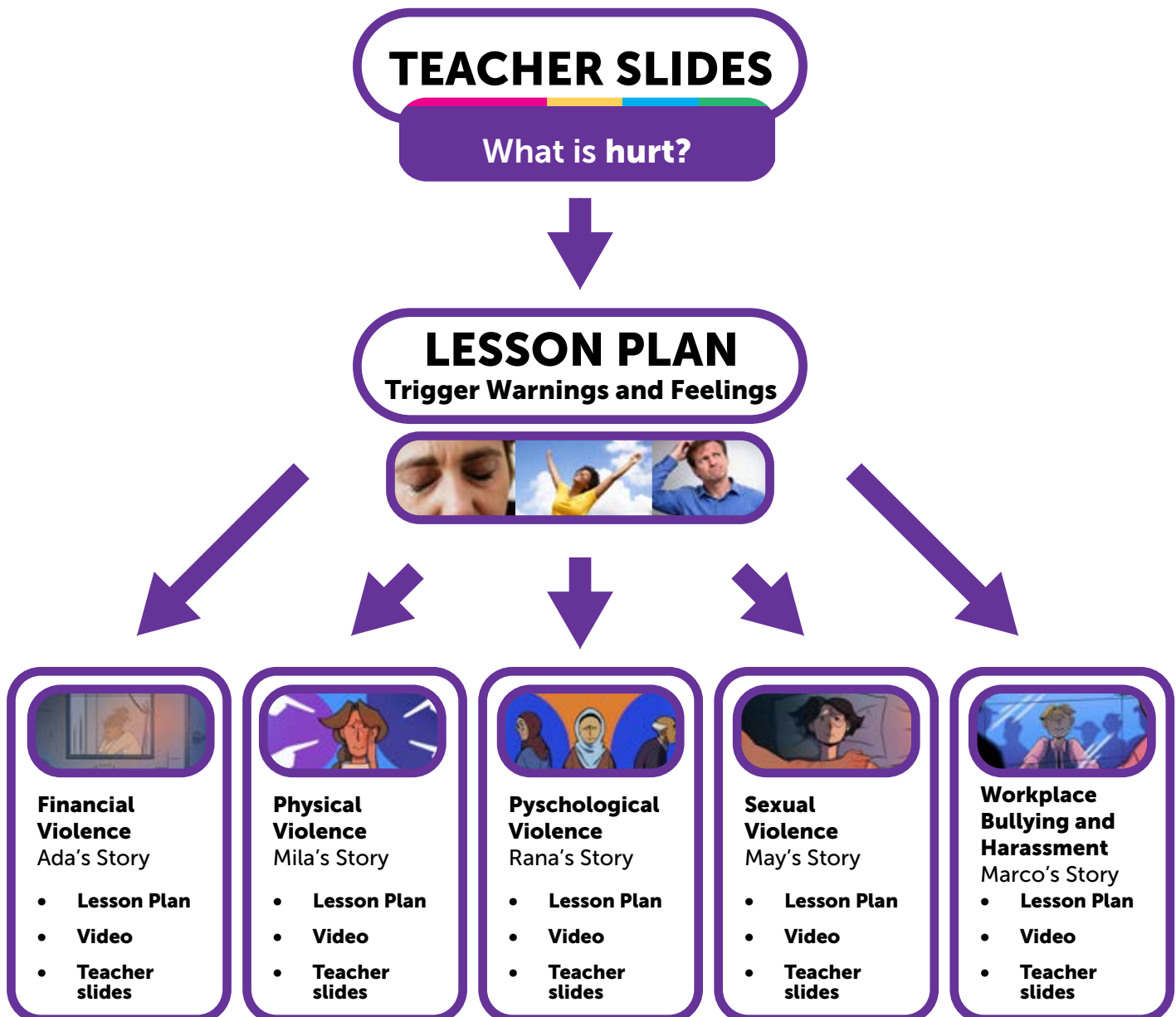
Additionally, you're introducing:

- Canadian culture (laws, attitudes, and values, indirectly and without using these words)
- Concepts (GBV and trigger warnings without using these words)
- Feelings and empathetic responses
- Life skills and community resources (how to get help)

II. SEQUENCE

Choose ONE story. Next, do the teacher slides on hurt. Then, use the materials for the trigger warnings and feelings. Finally, do the GBV picture story of your choice that includes the materials, video, and teacher slides.

Feel free to do a second story for additional awareness raising and skill-building, but note that they all end with very similar assessments.



III. TIMING

How long the full lesson takes will depend on the level of learners, factors (low literacy, culture, trauma, etc.) that may make the material more challenging, and the number of optional activities you choose to do.

At the very least, and only if it's a high stage I class (CLB 3 or 4) where learners don't have literacy issues and already have prior knowledge of some of the language (e.g. feelings) and you use only the core activities, plan for one full LINC class (2.5-3 hours) for awareness-raising and skill-building, with parts of other classes for skill-using and assessment to give learners time to reflect, absorb and practise.

More realistically and for best practices, 2 full LINC classes (5-6 hours) + extra for skill-using and assessment are recommended to give more time for skill-building activities and more space for reflection and discussion.

Low stage 1 (CLB 1 or 2) and literacy classes might even require 3 full LINC classes (7.5-9 hours) + extra for skill-using and assessment.

As a rule of thumb for lesson planning, assume that each SB activity will take at least 15 minutes.

Activities have been divided into **CORE** and **OPTIONAL**. It's strongly recommended to do ALL core activities.

First-Language Explanations

At any point throughout the lesson, if you feel that some learners are not grasping the idea of GBV or wants to confirm that all learners understand, you can show the trigger warning statement to learners in their first languages on paper or on a screen. See **Appendix** at the end of this document.

IV. DETAILS

Trigger Warnings

Purpose:

- Introduce the idea that “hurt” can be both physical and emotional
- Provide a trigger warning before beginning the language lesson
- Introduce the concept and language of trigger warnings, a necessary and recurring idea in the CHECK-INS throughout the lesson for ALL levels
- Personalize and apply the concept and language of trigger warnings in different situations
- Enable learners to express their comfort level throughout the lesson
- Allow instructors to gauge learner comfort now and throughout the lesson
- Ensure trauma-informed teaching
- Skill-build toward speaking assessment

Show Slides: What is hurt?

Use gestures and body language to convey that hurt can be both physical (e.g. arm, leg) and emotional (e.g. mind, heart, sad feelings). Clearly explain that today’s lesson is about hurt and give instructions on what to do if learners need a break. If at any point you feel that some or all learners are not grasping the concept, you can:

1. Show the trigger warning statement to learners in their first languages on paper or on a screen. See Appendix at the end of this document.
2. If absolutely necessary for understanding, you can **Show Optional Slides: Different kinds of violence,** but note that these images can be triggering.

IV. DETAILS

CORE INTRO • Sharing Information (CLB 1+)

Explain the concept using facial expressions (happy vs. sad/angry/scared) and body language (thumbs up vs. thumbs down, nodding vs. shaking head, etc.).

Teach and model language by saying questions, answers, and dialogues multiple times. Learners can listen to you and repeat to practise pronunciation, intonation, and tone. After that, have learners practise example dialogues multiple times to prepare for the following speaking activity.

CORE SPEAK • Okay or Not Okay? (CLB 1+)

Only do this when learners are comfortable with example dialogues. Teach and model vocabulary and pronunciation of new questions. Have learners listen to and repeat questions as a whole class and then practise dialogues with the new questions in partners or small groups. Circulate to monitor the learners' ability to apply the dialogue to different questions.



I'm okay with this topic.



I'm NOT okay with this topic.

IV. DETAILS

Feelings

Purpose:

- Provide an accessible and necessary gateway to the topic of GBV for ALL levels
- Enable learners to both understand the GBV story and express their feelings about it
- Enable learners to express their feelings during the trigger warning **CHECK-INS** throughout the lesson in both discussion and reflection activities
- Allow instructors to gauge learners' feelings now and throughout the lesson
- Ensure trauma-informed teaching
- Introduce the grammatical structure: subject + feel/s + adjective
- Personalize and apply feelings vocabulary in different situations
- Skill-build toward speaking assessment

CORE WORDS • Feelings (CLB 1+)

Model and teach feelings vocabulary through pictures, facial expressions and body language. Have learners listen and repeat for pronunciation and syllable stress as a whole class.

OPTIONAL

Facilitate as many or as few vocabulary practice activities as necessary for your learners and levels:

FLASHCARDS • Feelings (CLB 1+) – Activity Options:

- Cut both vertically and horizontally to have learners match words to pictures in small groups
- Just cut horizontally and fold so that pictures and words are on opposite sides of the cards to have learners test themselves by looking at the picture, guessing the word, and then turning the card to the word to check their answer individually or in small groups
- You can have learners cut their own cards in whatever way they'd like to practise fine motor skills (literacy learners) and foster learning autonomy (all levels)

IV. DETAILS

Feelings

MATCH • Feelings (CLB 1+)

WORDSEARCH • Feelings (CLB 1+)

TRACE • Feelings (CLB 1+)

WRITE • Feelings (CLB 1+)

LISTEN • Feelings (CLB 1+):

- Say whatever 3 feelings words you want learners to listen to and identify. You can say the feeling words multiple times and do the activity multiple times with different words for extra listening practice.

CORE

SPEAK & WRITE • How do you feel? (CLB 1+)



Teach and model structure: I feel + adjective. Have learners practise both speaking in partners or small groups (to facilitate future discussion) and writing individually or in partners (to facilitate private reflection).

OPTIONAL

LISTEN • How do you feel? (CLB 1+)



Say 3 “I feel” sentences of your choice for learners to listen to and identify. You can say the sentences more than once and do the activity multiple times with different sentences for extra listening practice.

IV. DETAILS

Feelings

CORE CHECK IN • Are you okay? How do you feel?

This same sheet appears at important points throughout the lesson to check learner comfort with the material for trauma-informed teaching.

You can circulate as learners privately point at, say, circle, and/or write their answers.

How do you feel? **Circle** or write



I feel



What can I do if a learner is not okay?

If a learner says they are not okay, gauge whether their situation requires a short, temporary break (e.g. washroom, water, fresh air, walk), after which they can return to the class, or a permanent break in a separate room with alternative independent learning activities (e.g. vocabulary/grammar review sheet or cards from a previous class, letter writing practice sheets, a video or online activity on another topic that the learner can do independently on their phone). This is where a volunteer or classroom assistant can be especially useful in providing support for a split-up class.

IV. DETAILS

Feelings

OPTIONAL EXTENSION FOR CLB 3+

Expand their feelings vocabulary with the additional feelings words provided. Teach and model structure: He/She feels + adjective.

FLASHCARDS • Feelings (CLB 3+)

- Same activity options as CLB 1+ activity above.

MATCH • Feelings (CLB 3+)

WORDSEARCH • Feelings (CLB 3+)

TRACE • Feelings (CLB 3+)

WRITE • Feelings (CLB 3+)

SPEAK & WRITE • Feelings (CLB 3+)

LISTEN • How do you feel? (CLB 3+)

- Same activity options as CLB 1+ activity above, just replace “I feel” with “He feels” and “She feels.”



bored



excited



surprised

CORE WRITE • I feel ____ when... (CLB 1+)

Important to help learners understand and apply feelings on a deeper and more personalized level by connecting them to common real-world experiences. Do as a speaking and writing activity in partners or small groups, making it clear that each learner’s answers might be different.

OPTIONAL EXTENSION FOR CLB 3+

Have learners do WRITE | I feel ____ when... (CLB 3+) individually or in partners for more of a challenge and to teach the conjunction “when.”

IV. DETAILS

_____ 'S STORY

Purpose:

- introduce learners to the concept of GBV through pictures and storytelling
- practise listening and reading for main ideas, specific details, and key vocabulary (e.g. feeling words)
- provide a concrete example of GBV to enable learners to think about and discuss the issue, as well as their feelings and opinions on it, in a safe and hypothetical way
- provide an open-ended problem scenario for learners to freely brainstorm solution

CORE REFLECT • How did you feel when you came to Canada?

Important to do as an individual writing or partner/group discussion activity to connect the story to the learners' personal experiences. This is where a volunteer or classroom assistant can be especially useful in providing monitoring and facilitation.



**How did you feel
when you came to
Canada?**

OPTIONAL EXTENSION FOR CLB 3+

Ask learners why they felt this way and review "because" structure.

IV. DETAILS

_____ 'S STORY

CORE PREDICT • How does ___ feel?

Important to do as an individual writing or partner/group discussion activity to enable learners to predict the content of the story and practise using feelings vocabulary. This is where a volunteer or classroom assistant can be especially useful in providing monitoring and facilitation.



How does she feel?

OPTIONAL EXTENSION FOR CLB 3+

Ask learners why they felt this way and get them to answer with “because” structure.

IV. DETAILS

_____ 'S STORY

Play Video _____'s Story



1. **CORE** Play the Look + Listen part of the video where learners hear the story and see the pictures without the words. Repeat as many times as necessary.

CORE READ & LISTEN • Mila's Story: Yes or No?

Have learners do the worksheet individually or discuss in partners/groups. You can ask these questions verbally with thumbs up/down for literacy and CLB 1 learners.

2. **CORE** Play the **LISTEN & READ** part of the video where learners hear the story and see the pictures and words. Repeat as many times as necessary. If needed (especially for literacy and CLB 1 learners), repeat the yes/no questions verbally or with the worksheet.
3. **CORE** Play the **READ OUT LOUD** part of the video where learners see the pictures and words but don't hear the story. Have learners read out loud all together. If necessary (especially for literacy and CLB 1 learners), repeat the yes/no questions verbally or with the worksheet.

IV. DETAILS

YOUR IDEAS & HOW TO GET HELP

Purpose:

- Introduce learners to community resources for GBV
- Discuss feelings and opinions about the GBV scenario in a safe and hypothetical way
- Brainstorm options in an open and judgment-free environment
- Skill-build toward writing assessment

CORE SPEAK & WRITE • _____'s Story - Your Ideas (CLB 1+)



Have learners discuss and complete the worksheet in partners or small groups. This is where a volunteer or classroom assistant can be especially useful in providing monitoring and facilitation.

Write on the board: "What can ____ do?" Elicit ideas from learners.

Show Slides: What can _____ do?

CORE

Show learners each slide with just the picture and not the text first. Ask what it is to elicit the answer. Then show the slide with the text. Explain the concept in more detail. Have learners listen and repeat to practise pronunciation. Then go to the next slide until the end.

At the end, there is an example of the slides filled in with information applicable to a specific province (BC), city and school location (Surrey), and settlement organization (MOSAIC). For instance, the closest hospital and police station to the school, counselling and legal advice programs provided by the settlement organization, the provincial trauma phonenumber, and the provincial link to sheltersafe.ca.

If you are able, customize these slides with information specific to your province, city, school location, and settlement organization using the online resources provided in the **Teacher Guide**. If you are unable to fill in this information yourself due to a lack of knowledge of local services, it would be a good opportunity to invite a settlement worker, counsellor, or police officer as a guest speaker to explain the options in your region.

IV. DETAILS

_____ 'S STORY

CORE READ & LISTEN • _____'s Story (CLB 1+)

Have learners read and discuss in groups:

- As an uncut page. OR
- As cards cut horizontally to sequence events. OR
- As cards cut both horizontally and vertically for both sequence and matching the pictures to the words (meaning).

If necessary (especially for literacy and CLB 1 learners), repeat the yes/no questions verbally or with the worksheet.

CORE READ • _____'s Story: W/H Questions (CLB 3+)

The W/H questions are only for CLB 3+. Have learners do the worksheet individually or in partners/groups.

OPTIONAL Do as many or as few reinforcement activities as your learners/levels need:

PARTNER CLOZE • _____'s Story (CLB 1+)

- Put learners in partners. Give one partner the A version of the cloze and the other partner the B version of the cloze. Have learners read the story out loud to each other, not showing each other their sheet. They help each other fill in the blanks by saying and spelling their missing words for each other. Circulate to monitor for communication breakdowns.

RETELL • _____'s Story (CLB 3+)

- Put learners in partners. Have learners retell the story to each other in their own words using the pictures for reference. Circulate to monitor language: Are they able to retell the story in complete sentences and in their own words without looking at the story text? Are they using some new vocabulary, e.g. for feelings? Afterwards, as a whole class, review and correct common issues or gaps as needed.

IV. DETAILS

YOUR IDEAS & HOW TO GET HELP

CORE WORDS • What can _____ do? (CLB 1+)

Give learners the WORDS sheet for reference.

OPTIONAL Facilitate as many or as few vocabulary practice activities as necessary for your learners and levels:

FLASHCARDS • What can _____ do? (CLB 1+) Activity Options:

- Cut both vertically and horizontally to have learners match words to pictures in small groups
- Just cut horizontally and fold so that pictures and words are on opposite sides of the cards to have learners test themselves by looking at the picture, guessing the word, and then turning the card to the word to check their answer individually or in small groups
- You can have learners cut their own cards in whatever way they'd like to practise fine motor skills (literacy learners) and foster learning autonomy (all levels)

MATCH • What can _____ do? (CLB 1+)

TRACE • What can _____ do? (CLB 1+)

WRITE • What can _____ do? (CLB 1+)

LISTEN • What can _____ do? (CLB 1+)

CORE SPEAK & WRITE 2 • _____'s Story – Your Ideas (CLB 1+)



Teach grammar: Mila + can + base verb to facilitate discussion of options in complete sentences.

Have learners discuss and complete the worksheet in partners or small groups. This is where a volunteer or classroom assistant can be especially useful in providing monitoring and facilitation.

IV. DETAILS

YOUR IDEAS & HOW TO GET HELP

CORE SPEAK • _____'s Story – Your Ideas (CLB 3+)

Extra activity for CLB 3+. Teach word stress (content vs. function words). Model sentences and have learners listen and repeat to practise pronunciation, word stress, and intonation.

Have learners practise pronunciation and discuss and complete the worksheet in partners or small groups. This is where a volunteer or classroom assistant can be especially useful in providing monitoring and facilitation.

OPTIONAL Show Optional Slides: Different kinds of violence:

If you want to end the lesson with a closing idea, show and explain these optional slides.

IV. DETAILS

PBLA SKILL-USING AND ASSESSMENT ACTIVITIES

Purpose:

- Assess learners' understanding of the concepts and language learned.
- Give learners further opportunities to independently apply their learning in real-world tasks.
- Enable learners to reflect on their learning and their teacher's feedback.
- Provide artifacts for PBLA portfolios.
- Provide additional information about community resources (how to get help) in a public service announcement (CLB 3/4 listening) and checklist on what take when leaving an abusive situation (CLB 1/2 and CLB 3/4 reading).
- For Workplace Bullying and Harassment: Marco's Story only, provide additional information about what to do in a workplace bullying and harassment situation in a public service announcement (listening) and poster (reading)

You can do as many or as few skill-using and assessment activities as desired. Listening and reading artifacts are marked as "skill-using" as the lesson did not focus on skill-building listening and reading skills and strategies. Speaking and writing artifacts are marked as "assessment" as the lesson focused on skill-building the necessary vocabulary, grammar, and functions to successfully complete the tasks.

CLB 1/2 Listening Skill-Using • I can understand advice (1.3, 2.3)

Do as a whole class. Give each learner an assessment worksheet. Give instructions using CCQs and go through assessment questions. Read the script 2-3 times. Collect for marking.

*For **Workplace Bullying and Harassment: Marco's Story**, the task is a PSA video about workplace sexual harassment (Source: AWES) instead of a teacher-read script.

IV. DETAILS

PBLA SKILL-USING AND ASSESSMENT ACTIVITIES

CLB 3/4 Listening Skill-Using • I can understand a public service announcement (3.3, 4.3)

Do as a whole class. Give each learner an assessment worksheet. Give instructions using CCQs and go through assessment questions. Play the video 2-3 times. Collect for marking.

*For **Workplace Bullying and Harassment: Marco's Story**, the task is a PSA video on workplace sexual harassment (Source: AWES). For all other lessons, the task is a PSA video on services and support for domestic violence (Source: Neighbours, Friends and Families).

CLB 1/2 Speaking Assessment • I can talk about my feelings. (1.4, 2.4)

Take each learner aside to do individually, one at a time, while the rest of the class is working on another activity. Give instructions using CCQs. Ask the learner the questions and make notes on the assessment sheet as they speak.

CLB 3/4 Speaking Assessment • I can talk about my feelings. (3.4, 4.4)

Take each learner aside to do individually, one at a time, while the rest of the class is working on another activity. Give instructions using CCQs. Ask the learner the questions (for the last 2 questions, use scenarios from the "I feel ___ when..." activities) and make notes on the assessment sheet as they speak.

CLB 1/2 Reading Skill-Using • I can read a poster. (1.4, 2.4)

Do as a whole class. Give each learner an assessment worksheet. Give instructions using CCQs and go through assessment questions. Give learners 20-30 minutes to complete. Collect for marking.

*For **Workplace Bullying and Harassment: Marco's Story**, the task is an adapted poster on workplace sexual harassment (Source: AWES). For all other lessons, the task is a simplified poster on what to take when leaving an abusive situation (Source: Neighbours, Friends and Families).

IV. DETAILS

PBLA SKILL-USING AND ASSESSMENT ACTIVITIES

CLB 3/4 Reading Skill-Using • I can read a poster. (3.3, 4.3)

Do as a whole class. Give each learner an assessment worksheet. Give instructions using CCQs and go through assessment questions. Give learners 20-30 minutes to complete. Collect for marking.

*For **Workplace Bullying and Harassment: Marco's Story**, the task is an authentic poster on how to help an abused coworker (Source: Neighbours, Friends and Families). For all other lessons, the task is an authentic poster on what to take when leaving an abusive situation (Source: Neighbours, Friends and Families).

CLB 1/2 Writing Assessment • I can copy a list (1.2, 2.2)

Do as a whole class. Give each learner an assessment worksheet. Give instructions using CCQs. Give learners 20-30 minutes to complete. Collect for marking.

CLB 3/4 Writing Assessment • I can write a text to a friend (3.1, 4.1)

Do as a whole class. Give each learner an assessment worksheet. Give instructions using CCQs. Give learners 20-30 minutes to complete. Collect for marking.

V. APPENDIX

FIRST-LANGUAGE EXPLANATIONS

English

This is an example of abuse. Even though these stories aren't real, this kind of abuse happens **every day** to people from **every culture** and **every country**. If this is happening to you or someone you know, please tell your teacher. They can help you find help. You are not alone.

Arabic

هذا مثال على الإساءة والعنف. رغم أن هذه القصص ليست حقيقية، إلا أن هذا النوع من الإساءة والعنف يحدث كل يوم لأشخاص من كل ثقافة وكل بلد. إذا كان هذا يحدث لك أو لشخص تعرفه، فالرجاء التواصل مع معلمك أو معلمتك. يمكن أن يساعدكم في العثور على الدعم المناسب. لست وحدك.

Bengali

এটি এবিউজ (উৎপীড়ন) এর একটি উদাহরণ। যদিও এই গল্পগুলি সত্য নয়, এই ধরনের উৎপীড়ন সকল দেশে সকল সংস্কৃতিতে প্রতিদিনই ঘটে। যদি এইধরনের ঘটনা আপনার বা আপনার পরিচিত কারো সাথে ঘটে, তাহলে অবিলম্বে আপনার শিক্ষককে জানান। তারা আপনার জন্য সাহায্যের ব্যবস্থা নিবেন। আপনি এই পরিস্থিতিতে একা নন।

Dari

این یک مثال سوء استفاده است. درحالیکه این داستان ها واقعی نیستند، این نوع سوء استفاده هر روز برای مردم از هر کشور و هر کلتور اتفاق میافتد. اگر این برای شما یا کسی که شما میشناسید اتفاق میافتد، لطفاً به معلم تان بگویید. آنها میتوانند به شما در یافتن کمک کمک کنند. شما تنها نیستید.

V. APPENDIX

FIRST-LANGUAGE EXPLANATIONS

Simplified Chinese

这是一个虐待的例子。尽管这些故事并不是真实的，但这种虐待每天都发生在来自不同文化和国家的人身上。如果这正发生在你或你认识的人身上，请联系你的老师。他们可以帮助你找到支持和帮助。你并不孤单。

Traditional Chinese

這是一個虐待的例子。儘管這些故事並不是真實的，但這種虐待每天都發生在來自不同文化和國家的人身上。如果這正發生在你或你認識的人身上，請聯絡你的老師。他們可以幫助你找到支援和協助。你並不孤單。

Farsi/Persian

این یک نمونه از سواستفاده است.
حتی اگر این مثال ها واقعی نباشند،
چنین سواستفاده هایی هر روز برای افرادی از همه فرهنگ ها و کشورها اتفاق می افتد.
اگر این موضوع برای شما یا کسی که شما میشناسید رخ میدهد، لطفا با معلم خود صحبت کنید.
آنها میتواند به شما کمک کنند تا حمایت و کمک لازم را پیدا کنید.
شما تنها نیستید.

V. APPENDIX

FIRST-LANGUAGE EXPLANATIONS

French

Si vous ou quelqu'un de votre entourage est victime de maltraitance physique, émotionnelles ou même sexuelle s'il vous plaît parlez-vous en à votre professeur , il pourra vous aider à trouver du soutien.

Ce genre de maltraitance se produit quotidiennement et touche des personnes de toutes cultures et de tous les pays.

N'oubliez pas que vous n'êtes pas seul.

Korean

이것은 학대의 예시입니다. 이 이야기들은 실화는 아니지만 이러한 종류의 학대는 모든 문화와 모든 나라의 사람들에게 매일 일어나고 있습니다. 만약 이런 일이 당신이나 당신이 알고 있는 사람에게 일어나고 있다면 교사에게 말씀해 주세요. 교사는 당신이 도움을 받을 수 있도록 도와줄 수 있습니다. 당신은 혼자가 아닙니다.

Hindi

यह दुर्व्यवहार का एक उदाहरण है। भले ही ये कहानियाँ सच न हों, लेकिन इस तरह का दुर्व्यवहार हर दिन हर संस्कृति और हर देश के लोगों के साथ होता है। अगर आपके साथ या आपके किसी जानने वाले के साथ ऐसा हो रहा है, तो कृपया अपने टीचर से बात करें। वे आपको मदद दिलाने में मदद कर सकते हैं। आप अकेले नहीं हैं।

V. APPENDIX

FIRST-LANGUAGE EXPLANATIONS

Pashto

دا د ناوړه گټه اخیستنې یوه بیلگه ده. که څه هم دا کیسې ریښتینې نه دي، دا ډول ناوړه گټه اخیستنه هره ورځ د هر کلتور او هر هیواد خلکو سره پېښیږي. که دا ستاسو یا ستاسو د پیژندل شوي چا سره پېښیږي، مهرباني وکړئ خپل ښوونکي ته وواياست. دوی کولی شي تاسو سره د مرستې موندلو کې مرسته وکړي. تاسو یوازې نه یاست.

Polish

To jest przykład znecania się i przemocy. Mimo że te historie nie są prawdziwe, ten rodzaj przemocy zdarza się codziennie ludziom w każdej kulturze i w każdym kraju. Jeżeli przydarza się to tobie lub komus kogo znasz, powiedz o tym swojemu nauczycielowi. Oni pomogą ci znaleźć pomoc. Nie jesteś sama. Nie jesteś sam.

Punjabi

ਇਹ ਦੁਰਵਿਵਹਾਰ ਦੀ ਇੱਕ ਉਦਾਹਰਨ ਹੈ। ਭਾਵੇਂ ਇਹ ਕਹਾਣੀਆਂ ਅਸਲ ਨਹੀਂ ਹਨ, ਇਸ ਤਰ੍ਹਾਂ ਦਾ ਦੁਰਵਿਵਹਾਰ ਹਰ ਸੱਭਿਆਚਾਰ ਅਤੇ ਹਰ ਦੇਸ਼ ਦੇ ਲੋਕਾਂ ਨਾਲ ਹਰ ਰੋਜ਼ ਹੁੰਦਾ ਹੈ। ਜੇਕਰ ਇਹ ਤੁਹਾਡੇ ਨਾਲ ਜਾਂ ਤੁਹਾਡੇ ਕਿਸੇ ਜਾਣਕਾਰ ਨਾਲ ਹੋ ਰਿਹਾ ਹੈ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਅਧਿਆਪਕ ਨਾਲ ਸੰਪਰਕ ਕਰੋ। ਉਹ ਮਦਦ ਲੱਭਣ ਵਿੱਚ ਤੁਹਾਡੀ ਮਦਦ ਕਰ ਸਕਦੇ ਹਨ। ਤੁਸੀਂ ਇਕੱਲੇ ਨਹੀਂ ਹੋ।

V. APPENDIX

FIRST-LANGUAGE EXPLANATIONS

Russian

Это пример жестокого обращения. Хотя эти истории не являются реальными, подобное жестокое обращение происходит **каждый день** с представителями **каждой культуры** и **каждой страны**. Если это происходит с Вами или с кем-то из Ваших знакомых, обратитесь к своему преподавателю. Вам помогут найти необходимую поддержку. Вы не одиноки.

Spanish

Este es un ejemplo de abuso. Aunque estas historias son ficticias, este tipo de abuso pasa día a día a personas sin importar cultura ni país de origen. Si esto te ocurre a ti o a alguien que conozcas, acércate a tu instructor. Ellos pueden ayudarte a encontrar ayuda. No estás solo(a).

Swahili

Ikiwa wewe ao umoja wa mazingira yako amekuwa mwathiriwa wa unyanyasaji ki saikolojiya, wa kimwili, ki hisiya ao hata kingono. Tafazali jisikiye uhuru na uongeye na mwalimu wako anaweza kukusaidiya kwa kupata suluhisho.

Unyanyasaji wa ahina izo hutokeya kila siku na ugusa watu tofauti katika tamaduni zote nakwa inchi zote.

Usisahawu kama hawuko peke yako.

Tagalog

Ito ay isang halimbawa ng pang-aabuso. Bagama't ang mga istoryang naka saad ay hindi totoo, ang ganitong uri ng pang-aabuso ay nangyayari **araw-araw** sa mga tao mula sa iba't **ibang kultura** at **bansa**. Kung ito ay nangyayari sa iyo o sa isang taong kilala mo, maaaring lumapit sa iyong guro. Matutulungan ka nilang makahanap ng tulong. Hindi ka nag-iisa.

V. APPENDIX

FIRST-LANGUAGE EXPLANATIONS

Tigrinya

እዚ ናይ ግፍፍ ኣብነት እዩ። እንተኾነ እዞም ዛንታታት ሓቂ ኣይኮኑን ዋላ እኚ እንተተባህለ፣ እዚ ዓይነት ግፍፍ ንኲሎም ደቂ ሰባት ኣብ ኩሉ ባህሊን ኣብ ኩሉ ሃገርን ኣብ መዓልታዊ ዝርእ ጉዳይን እዩ። ስከዚ እዚ ግፍፍ ንኣኹ ወይ ንእትፈልጦ ሰብ የጋጥም/ይፈጠር እንተሎ፣ ምስ መምህርካ ምዝራብ ወይ ምልዛብ ጽቡቕ ኢዩ። እዚ ከኣ ሓገዝ ንምርካብ ክሕግዝካ ይኸእል። በይንኻ ኣይኮንካን።

Ukrainian

Це приклад насильства. Хоча ці історії не є реальними, таке насильство трапляється **кожного дня** з представниками **кожної культури** і **кожної країни**. Якщо це трапляється з Вами або кимось із Ваших знайомих, зверніться до свого викладача. Вам допоможуть знайти необхідну підтримку. Ви не самотні.

Urdu

یہ زیادتی کی ایک مثال ہے۔

اگرچہ یہ کہانیاں حقیقی نہیں ہیں، اس قسم کی زیادتی ہر کلچر اور ہر ملک کے لوگوں

کے ساتھ ہر روز ہوتی ہے۔ اگر یہ آپ کے ساتھ یا آپ کے کسی جاننے والے کے ساتھ ہو

رہا ہے، تو براہ کرم اپنے استاد کو بتائیں۔ وہ مدد تلاش کرنے میں آپ کی مدد کر سکتے

ہیں۔ آپ اکیلے نہیں ہیں۔