

# BEYOND

# INTERSECTIONS...

**EQUITY, DIVERSITY & SOCIAL JUSTICE**

**K-12 STRATEGY TOOLKIT**

**SUPPORTING INCLUSIVE SCHOOLS**



Acknowledgements...

Thank you to the writing team for your time, collaboration, and efforts in putting together this strategy toolkit.

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**This document has been reviewed for equity.**

Setting the context for transformation...

Beyond Intersections is a toolkit designed to build capacity in creating inclusive spaces and transforming teaching practice, the K-12 strategies support educators in teaching for equity, diversity and social justice using the equity frameworks outlined by your board and the Ministry of Education's Equity, and Inclusive Education Strategy.

What is a SOCIAL JUSTICE framework? - A social justice framework focuses on how people, policies, practices, the hidden curriculum (forms of bias in curriculum texts, lack of representation of diversity within the school building), and institutions can create oppression or liberation.

**Hidden curriculum:** Unstated norms, values, and beliefs that are transmitted to students through the underlying educational structure. (<http://www.education.com/definition/hidden-curriculum/>)

***Social Justice is a way of seeing, interacting, and taking action on an individual, group, and/or community level, aimed at removing barriers to equity and human rights, while enhancing freedom and inclusion for all.***

It is a concept premised upon the belief that each individual and group within society is to be given equal opportunity, fairness, civil liberties and participation in the social, educational, economic, institutional and moral freedoms and responsibilities valued by the society. **Social Justice Issues are linked to lived experiences caused by forms of oppression (institutional, interpersonal, internalized p. 5).**

**'Oppression' refers to the social dynamics that may create experiences of privilege or unjust impositions or restraints in our society.** In other words people who identify with the dimensions of diversity may experience systemic or unintentional barriers to inclusion - become marginalized, discriminated against or disadvantaged. **The forms of oppression include but are not limited to; ageism, ableism, classism, colonialism, heterosexism and homophobia, racism, religious phobias, anti-Semitism, and xenophobia (fear of foreigners/foreign languages).**

**INCLUSIVE EDUCATION -** *An inclusive education is based on the principles of acceptance and inclusion for all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. It is also the process of actively working to acknowledge and shift power towards inclusiveness, accessibility, equity and social justice.*

***"Diversity need not mean adversity. Our bonds transcend our differences..."***

***– David Gerwitzman, Holocaust survivor***

## DIMENSIONS OF DIVERSITY:

Please read the following and reflect upon possible existing biases and ways to be inclusive within your school and community.

dimensions of diversity including, but not limited to...	social group identity *one or more may apply in each box	social justice issues creating barriers to inclusion
ABILITY: physical/intellectual dimension of diversity	<b>including but not limited to: able bodied, gifted, diverse intellectual or physical ability</b>	Ableism: discrimination against people with different levels of physical and intellectual ability
AGE: being young or old – a dimension of diversity	<b>including but not limited to: infant, Youth, Adult, Elderly</b>	Ageism: discrimination against youth and the elderly
GENDER: Visible/physical gender at birth, biological sex  GENDER IDENTITY: self-identifying as male or female	<b>including but not limited to: female, male, transgender (male to female or female to male)</b>	Sexism: attitudes or behavior based on traditional stereotypes of sexual roles, discrimination or devaluation based on a person's gender, as in restricted job opportunities; especially, such discrimination directed against women
LANGUAGE: a system of words commonly used by people from the same community or geographic area	<b>including but not limited to: English Language Learner, A person who is new to the country, bilingual</b>	Xenophobia: unreasonable fear of foreigners & strangers, or anything foreign and strange  Classism: a biased or discriminatory attitude based on differences in social and economic conditions or circumstances

RACE: an historic social construct, commonly understood as genetically transmitted similarities and differences sometimes visible in physical appearance	<b>including but not limited to: a person who identifies with one or more racialized groups</b>	Racism: ideas that one race/culture is better than another, and/or acts of discrimination based on ideas about race
RELIGION: a set of beliefs, related practices and observances, linked to a specific faith	<b>including but not limited to: affiliation with a diverse religion or religions, faith based practices and observances</b>	Xenophobia: unreasonable fear of newcomers and strangers, or anything foreign and strange
SEXUAL ORIENTATION: a term used to describe an individual's sexual, psychological, and emotional feelings of attraction towards another person	<b>including but not limited to: bi-sexual, gay, heterosexual, lesbian, transgender, two spirited, questioning</b>	Homophobia: unreasonable fear towards a person who identifies as being LGBTQ  Heterosexism: a discriminatory attitude or action which privileges heterosexuality
SOCIO-ECONOMIC STATUS: social standing of class of a family or group	<b>Including but not limited to: middle class, working class, upper class, upper middle class, lower middle class, working poor, unemployed poor</b>	Classism: a biased or discriminatory attitude based on differences in social and economic class

**Which social group identities do you identify with?**

**What lived experiences have created the life you CURRENTLY live?**

Barriers to inclusion can result in any of the following forms of oppression:

**Institutional Oppression: The network of institutional structures, policies, and practices that create advantages and benefits for some, and discrimination, oppression, and disadvantages for others. (Institutions are the organized bodies including but not limited to companies, governmental bodies, prisons, schools, non-governmental organizations, families, and religious institutions, among others).**

**Interpersonal Oppression: Interactions between people where people use oppressive behavior, insults or violence. A marginalized individual or group may also oppress another marginalized group.**

**Internalized Oppression: The process by which a member of an oppressed group comes to accept and live out the inaccurate myths and stereotypes applied to the group by its oppressors.**

**INTERSECTIONALITY:** The overlapping relationship (intersection) of one part of an individual's identity to another part of their identity or lived experience ...resulting in the existence of invisible privilege and/or barriers to inclusion and/or oppression in the form of discrimination, based on personal identity and social group identity membership (example: religion, socio-economic status & sexual orientation, race & physical or intellectual ability). **Intersectionality is experienced as a system of oppression that supports the domination of one group over another.** Understanding systems of oppression is a key component of becoming an ally, and seeking social justice, while creating safer, more inclusive spaces for all.

**PLEASE CONSIDER: What barriers to inclusion exist because of the intersections of identity?**

- ⦿ for myself
- ⦿ for peers/students in my school, staff, parents, community
- ⦿ in classrooms, hallways, schools, playground

*“Homophobia is like racism and anti-Semitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood.”*

*- Coretta Scott King*





**BEYOND  
INTERSECTIONS...**

**TRANSFORMING FOR EQUITY  
ASSESS YOUR PRACTICE...**



## School Leadership, Emotional Intelligence and Cultural Proficiency

Does a relationship exist between Emotional Intelligence and Cultural Proficiency?

The question is a good one. Can a person be Culturally Proficient as outlined by Campbell Jones, Lindsey, Nuri-Robins, Roberts and Terrell in the *Cultural Proficiency Series* without skills related to emotional intelligence? In fact the two concepts are both similar and parallel by starting with SELF.

***“Culturally proficient leadership is . . . anchored in the belief that a leader must clearly understand one’s own assumptions, beliefs, and values about people and cultures different from one’s self in order to be effective in cross-cultural settings.”***

**(Terrell & Lindsey, *Culturally Proficient Leadership*, p. 5)**

In their training materials, the Institute for Health and Human Potential describes emotional intelligence as:

**Self-awareness and emotional management; skillfully managing yourself in difficult moments combined with emotional connection; skillfully connecting with others.**

The importance for school leaders is clearly outlined in the Revised Ontario Leadership Framework (Draft). The Ontario Leadership Congress 2012 in their work, “Key Concepts from the Revised Ontario Leadership Framework” state, “Being an effective leader . . . entails . . . discerning the expectations of others, appreciating their points of view, finding common ground among competing interests and creating a sense of shared purpose. . . . The capacity to do this kind of work depends on leaders’ “social intelligence”, “social appraisal skills” or “emotional intelligence”, concepts treated as largely similar in the Ontario Leadership Framework and referred to subsequently as Social Resources.” (p. 7)

## Reflecting on Emotional Intelligence...

### Key Emotional Intelligence Concepts

1. As a school leader, do your intentions match the impact you have in your environment?
  - we judge ourselves by our intention
  - others judge us by our impact
2. How can you improve your active listening skills?
3. What kinds of questions do you ask of yourself and of others?
  - non-triggering questions keep the thinking part of the brain (neo-cortex) working and minimizes the effects of the emotional brain or fight or flight response
  - manage body language and tone to keep questions consistentExamples of non-triggering questions:
  - What did you feel in that moment?
  - What was your intention?
4. What can you do to build a bridge of understanding?
  - view every situation from the other person's point of view first
  - understand their INTENTION
  - fully investigate and understand a situation BEFORE looking for a solution

*"I am playing with my SELF, I am playing with the world's soul, I am the dialogue between my SELF, and el espiritu del mundo. I change my SELF, I change the world."*

*– Gloria Anzaldua*

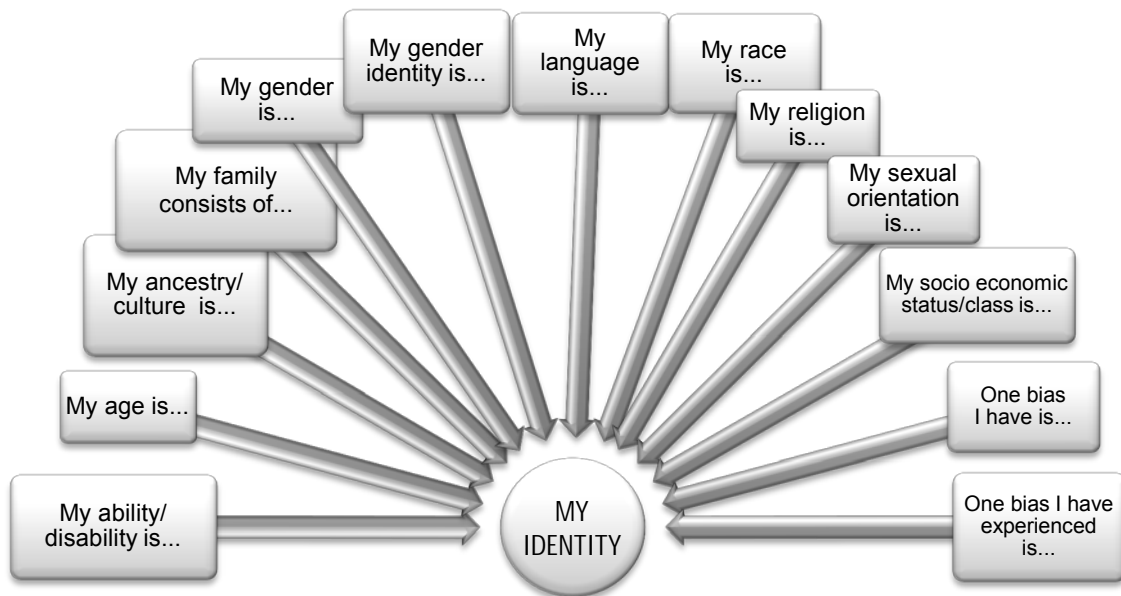
## Reflecting on Identity...

Suggested Use:

Use this activity to deepen your understanding of your own identity and the diversity within your community

This reflection activity is meant to be used by school leaders during a staff meeting or team planning session to inform:

- school improvement planning
- understanding the existing culture and possible barriers within the school
- school equity and social justice leadership groups (administrators, SCC, teachers, students)



### **INTERSECTIONALITY...**

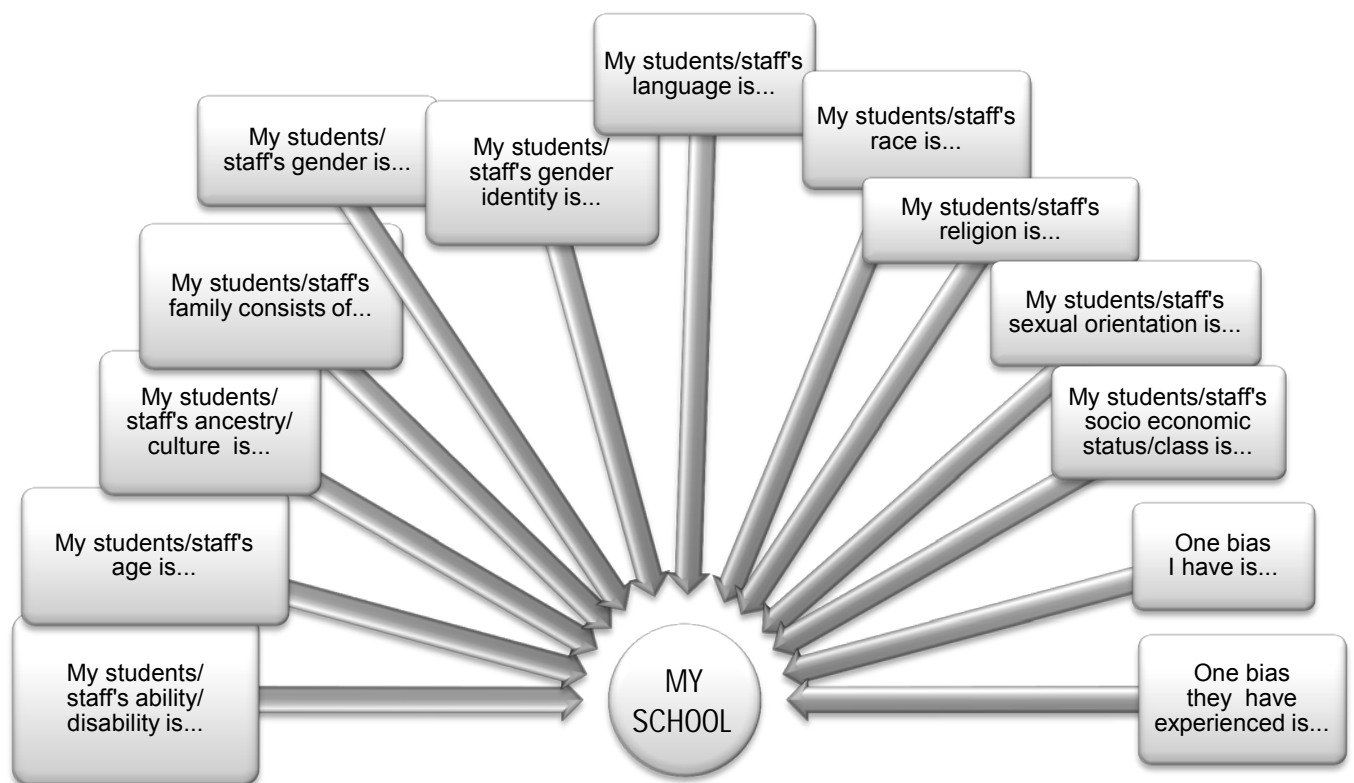
The relationship (intersection) of one part of an individual's identity to another part of their identity or lived experience ...resulting in the existence of barriers based on invisible privilege and/or oppression... (Including, but not limited to: religion, socio-economic status & sexual diversity, race & physical or intellectual ability)

Reflection: Intersections of my social identity...

**What personal biases exist because of the intersections of identity?**

**What issues and barriers to inclusion do I face?**

Reflecting on the Identity of students, staff, parents...



Reflection: Intersections of my students', staff's, parents' social identity...

**What biases exist because of the intersections of identity?**

**What issues and barriers to inclusion do students, staff, and/or parents face?**

**How can you use this activity in your school?**

## Thinking about My Practice

How will I encourage and support personal transformation in collaboration with my students?



Agency: ***How can I become more comfortable with my social identity and its impact on my teaching practice?***

I reflect on and understand where I am now in my teaching practice.

Awareness: ***What systemic and attitude based barriers exist regarding students and staff?***

I take time to build community and become aware/understand equity issues and invisible barriers.

Ally/Alliance: ***How can I become an ally for marginalized students, staff, and parents?***  
(refer to dimensions of diversity p.4 and social justice framework p.3)

I build inclusion into my daily practice through the implementation of Culturally Relevant strategies, and authentic learning opportunities; and support critical literacy to understand the impact of social justice issues related to all dimensions of diversity.

Action: ***What lasting social change(s) will I create and support?***

I create and ACT on ACTION plans in my classroom and daily life to support equity and social justice.



**BEYOND  
INTERSECTIONS...**

**BUILDING COMMUNITY...**

## 7 Principles of Caring Communities

- 
- Engage empathy & support open dialogue
  - Tell your story & listen with an open mind
  - Challenge yourself to feel uncomfortable
  - Believe in & reinforce the importance of forgiveness
  - Acknowledge privilege & forms of bias
  - Listen with the mind & speak from the heart
  - Support ongoing conversations to build community & social change

Reflecting on your practice...	
How would you respond to the <b>7 Principles of Caring Communities?</b>	
<b>Engage EMPATHY &amp; Support open dialogue</b>	
How have you engaged student/staff empathy?	
How have you supported open, honest dialogue?	
<b>TELL your story &amp; LISTEN with an open mind</b>	
Have you had an opportunity to tell your story (share your experiences of inclusion and/or exclusion)?	
Have you listened to students, staff, and parents with an open mind?	
<b>CHALLENGE yourself to feel uncomfortable</b>	
How do you respond when you feel uncomfortable?	
<b>Believe in &amp; reinforce the importance of forgiveness</b>	
Have you been able to forgive others when you felt challenged?	
How have you reinforced the importance of forgiveness?	
<b>Acknowledge privilege &amp; forms of bias</b>	
Have you acknowledged privilege and forms of bias that have an impact on student engagement and teaching practice?	
<b>LISTEN with the mind &amp; speak from the heart</b>	
Have you been able to listen objectively and communicate from a place of true intention?	
<b>Support ongoing conversations to build community &amp; positive social change</b>	
How have you supported courage, community, teamwork, and social change?	

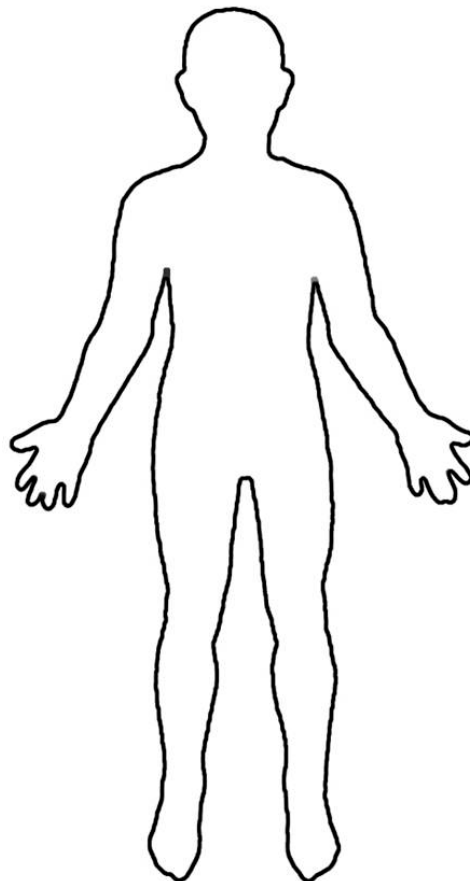


Safe Space Agreements: **All voices are valued and respected! All stories, social realities, and past/lived experienced matter!**

Suggested use:

At the beginning of the year, or before starting a new initiative, have students and staff collaborate to establish guidelines for communication... (create a body outline to post in the classroom, equity group, or school)

- **Inside The Body:** Write and draw everything that you expect to experience inside a safe space
- **Outside The Body:** Write and draw everything that can be experienced outside a safe space
- **As a group:** Establish and post at least four guidelines for communication in a safe space
- **Create a Safe Space agreement or poster for your classroom, group, and/or school**



## Community Circle Strategies...

*“There is more than a verbal tie between the words – common, community, and communication...” – John Dewey, 1916*

### **COMMUNITY CIRCLES:**

The community circle provides a face to face communication model, to support equitable opportunities for communication and participation. It values all members, while removing the hierarchy and power dynamic of having one member/teacher advisor standing above group members. The community circle also reinforces perspectives of community building, the importance of indigenous and diverse world views, and the historical practices of racialized/marginalized groups.

- establish a quiet meeting area if possible
- establish the norms for communication in a safe space
- allow each student to talk and to have the right to pass and at the end, allow the students who passed an opportunity to speak
- form a circle so that everyone is on the same level
- the opening to the circle should face East whenever possible to recognize Aboriginal heritage
- have students suggest a quote or goal setting question for the day
- use questions to encourage all students to share their thoughts (examples: during attendance and icebreakers)

**The Talking Piece:** *Historically used by Aboriginal and Indigenous cultures, the talking piece reinforces the value of each voice in the group. When passed around the Community/Talking Circle, the talking piece indicates which individual has the right to speak.*

*For more information regarding talking circles: [www.cehd.umn.edu/ssw/rjp/.../rj.../Peacemaking\\_Circles\\_08.pdf](http://www.cehd.umn.edu/ssw/rjp/.../rj.../Peacemaking_Circles_08.pdf)*

**The individual holding the Talking Piece will have the opportunity to speak. All circle members will respectfully listen and then share their thoughts once it is their turn.**

- use a traditional Aboriginal Talking Stick – students can research and collaborate with you to create an authentic talking piece
- have students create a list of tactile objects to be used as talking items

*“Young people have this impulse to engage in innovative activism ... my advice to young people ... follow your heart ... think creatively ... imaginatively ... let older folks know what they should be doing to support them.” – Angela Davis*

## TRANSFORMING THE CURRICULUM FOR EQUITY, DIVERSITY AND SOCIAL JUSTICE...

Suggested use:

- Review your initiative, curriculum, or student voice piece
- Read the section on Culturally Responsive Teaching and the “James Banks Continuum” which follows.

*How is it Culturally Responsive and how does it move beyond a Contributions Approach?*

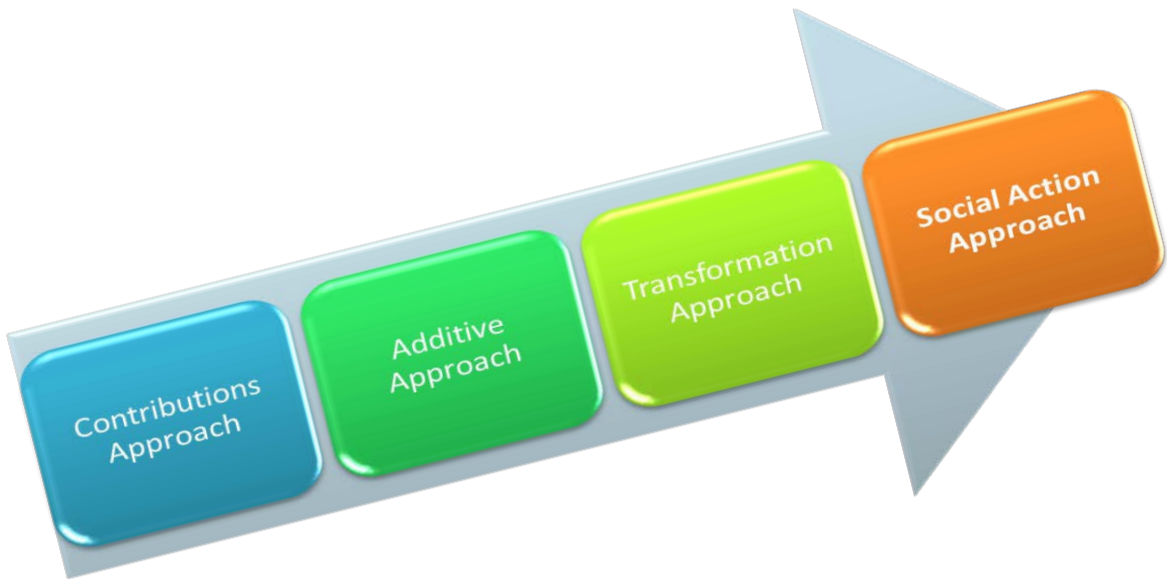
### **What is Culturally Relevant and Responsive Teaching?**

The collection of pedagogical and curriculum approaches to teaching practice that advance the goals of:

- understanding personal privilege, bias, institutional discrimination and the impact on teaching practice
- recognizing and understanding student ‘Culture’ and that culture is central to student learning (‘Culture’ refers to social group identities)
- utilizing instructional practices that support social justice, equity and achievement
- developing skills and connections to resources supporting the delivery of effective and comprehensive instruction about, but not limited to; ability, age, culture, gender, gender identity, language, race, religion, sexual orientation, and socio-economic status
- developing strategies to interrupt discrimination and the single perspective in the curriculum and classroom, while creating a safe and inclusive learning space
- increase the use of differentiated instruction to support student engagement

- integrate active citizenship, critical literacy, and social justice in all subject areas

The pedagogical framework of the ***Beyond Intersections: Supporting Equity, Diversity and Social Justice - K – 12 Strategy Toolkit*** has been built upon the James Banks Continuum. **Our goal is continual growth towards *Transformation* and *Social Action*.**



***Adapted from:***

Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.

# James Banks Continuum

Where are you on the continuum?

1. The Contributions Approach	2. The Additive Approach	3. The Transformation Approach	4. The Social Action Approach
<ul style="list-style-type: none"> <li>✓ Heroes and holidays celebration of multiculturalism</li> <li>✓ The illusion that diversity is being celebrated</li> <li>✓ The curriculum remains unchanged</li> <li>✓ Does not include discussion of oppression, social inequity, and struggles with ISMs, phobias, and inequity</li> <li>✓ This approach can reinforce stereotypes</li> </ul> <p><b>Student role:</b> passive information recipient  <b>Teacher role:</b> provides all information, timing &amp; curriculum structure  <b>Community role:</b> no connection with school community</p>	<ul style="list-style-type: none"> <li>✓ Adding a multicultural section to curriculum without changing it</li> <li>✓ Content is studied from the dominant point of view and mainstream historians</li> <li>✓ Marginalized groups are included but inequities are not addressed</li> <li>✓ This approach and the contributions approach do not challenge inequity</li> </ul> <p><b>Student role:</b> passive information recipient  <b>Teacher role:</b> provides all information, timing &amp; curriculum structure  <b>Community role:</b> some interaction with school community as information and performance based resource</p>	<ul style="list-style-type: none"> <li>✓ Teachers deconstruct their own beliefs and biases</li> <li>✓ See diverse points of view</li> <li>✓ Include diverse perspectives to support student understanding of an idea</li> <li>✓ The inclusion of many perspectives supports students' critical understanding of an idea or issue</li> <li>✓ Students and teachers collaborate on content</li> </ul> <p><b>Student role:</b> active learner and participant  <b>Teacher role:</b> facilitate learning &amp; multiple perspectives  <b>Community role:</b> growing connections &amp; partnerships with school community</p>	<ul style="list-style-type: none"> <li>✓ Students use their critical literacy to make decisions and create action based on concepts and issues</li> <li>✓ Understand oppression and privilege and commit to making a change in the system</li> <li>✓ Understanding intersections</li> <li>✓ Explore the ISMs and act on strategies to eradicate racism, stereotypes, homophobia, sexism, etc.</li> </ul> <p><b>Student role:</b> active learner and participant  <b>Teacher role:</b> facilitate learning &amp; multiple perspectives  <b>Community role:</b> Engaged &amp; sustained connections &amp; partnerships with school community  <b>Adapted from:</b> James Banks' Model For Curriculum Reform</p> <p><small>Banks, J.A. (1999). <i>An Introduction to Multicultural Education</i> (2nd ed.). Boston: Allyn and Bacon.</small></p>

## What is Social Justice?

### **Social Justice:**

**A social justice framework focuses on how people, policies, practices, the hidden curriculum, and institutions can create oppression or liberation.** It is a way of seeing, interacting, and taking action on an individual, group, and/or community level. It is aimed at removing barriers to equity and human rights, while enhancing freedom and inclusion for all. Social justice is a concept premised upon the belief that each individual and group within society is to be given equal opportunity, fairness and civil liberties. Social justice allows everyone participation in the social, educational, economic, institutional and moral freedoms and responsibilities valued by the society.

**Hidden curriculum:** Unstated norms, values, and beliefs that are transmitted to students through the underlying educational structure. (<http://www.education.com/definition/hidden-curriculum/>)

### **How does Social Justice work?**

- Personal transformation and increased appreciation for the dimensions of diversity leads to leadership in equity and inclusion within your environment.
- Collaborative leadership and group membership based on the desire to create inclusive spaces, leads the group to develop awareness on a local (school) level.
- The group creates social change movements within the larger community to address inequity on a local and global level.

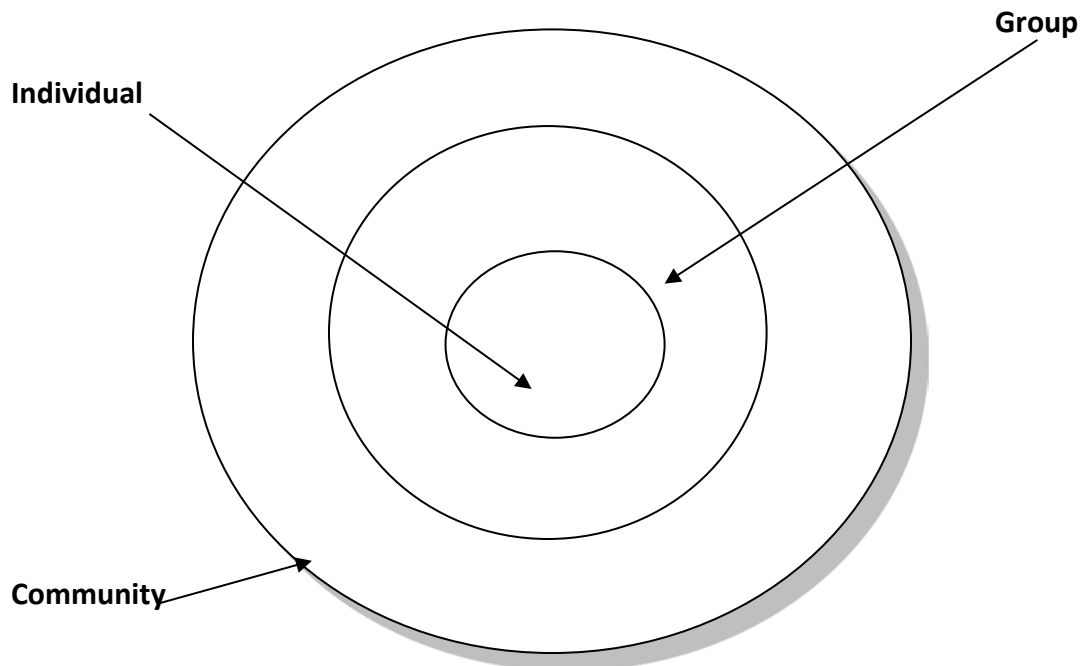
***“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” - Margaret Mead***

## The Seven C's of Social Justice...




Individual	<p><b>Consciousness</b></p> <ul style="list-style-type: none"> <li>• self-awareness (identity) &amp; leadership development</li> <li>• awareness and understanding of the dimensions of diversity</li> <li>• understanding barriers to inclusion</li> </ul> <p><b>Consistency</b></p> <ul style="list-style-type: none"> <li>• feeling, thinking and behaving with empathy</li> <li>• critical literacy (media, bias, issues)</li> </ul> <p><b>Commitment</b></p> <ul style="list-style-type: none"> <li>• understanding and working with the group</li> </ul>
Group	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• working with others and supporting leadership in each other</li> <li>• creating group awareness of barriers to inclusion</li> </ul> <p><b>Common Purpose</b></p> <ul style="list-style-type: none"> <li>• focus on a common goal, developing group vision and values</li> </ul> <p><b>Courageous Conversations</b></p> <ul style="list-style-type: none"> <li>• understanding diversity, staying engaged when conversations &amp; issues are challenging</li> </ul>
Community	<p><b>Courageous Citizenship</b>  the collaborative individual and group create and sustain <b>ACTION</b> for positive change within society (classroom, school, community, the world)</p>

## Social Justice in Your School...

Complete the visual to help students and staff, understand the 7 C's of Social Justice.



Social Justice: (ask students or groups to develop a working definition)

Looks Like...	Your Written Reflection	Your Visual Reflection
		
Sounds Like...	Your Written Reflection	Your Visual Reflection
		
Feels Like...	Your Written Reflection	Your Visual Reflection
		



## BIAS CHECK!



Please think about how you will address bias in curriculum and media texts...

**Check your curriculum and media texts for biases and support Critical Literacy. Be prepared to address bias in all texts (visual, verbal, written, aural) where it occurs. Bias reflects a perspective held by the creator of the text.** For more information please view the Literacy Numeracy Secretariat's Building Capacity Series: **Critical Literacy Monographs:** [www.edu.gov.on.ca/eng/literacynumeracy/.../critical\\_literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/.../critical_literacy.pdf), [www.edu.gov.on.ca/.../literacynumeracy/.../WW\\_Critical\\_Literacy.pdf](http://www.edu.gov.on.ca/.../literacynumeracy/.../WW_Critical_Literacy.pdf)

1. **STORYLINE:** What is the storyline? Whose experiences are validated? Whose story is not being told? What stereotypes have been included?
2. **CHARACTERS & RELATIONSHIPS:** Who is in a position of power? Who is or appears to be oppressed?
3. **HEROES & HEROINES:** Is the dominant culture or group portrayed? Are marginalized and racialized groups portrayed as role models and/or in a positive way?
4. **IMPACT ON SELF-IMAGE & IDENTITY:** What impact will the characters and story have on students' self-esteem? Can students see themselves reflected in the content? Are there any hidden stereotypes?
5. **AUTHOR'S & ILLUSTRATOR'S PERSPECTIVE(S):** What bias(es) might be communicated in the content of the text?
6. **LANGUAGE & CONTEXT:** Does the content portray marginalized groups in a positive or negative manner? Is one social group always portrayed as dominant over diverse social groups?
7. **ILLUSTRATIONS & IMAGES:** Are male (dominant) groups portrayed as superior to female groups? Are diverse groups of people portrayed in a positive or negative way?

Adapted from: Stereotypes Worksheet and Ten Quick Ways to Analyze Children's Books for Sexism and Racism. The Council on Interracial Books for Children: Tools for Empowering Young Children, Louise Derman-Sparks and the A.B.C. Task Force (pp 141 – 145)

## Before Using These Strategies...

### Creating a Safe Space:

Teachers should complete the strategies in this section by themselves or in collaboration with a peer group, prior to presenting the material to students. This will better prepare the teacher for any potential reactions, experiences and issues.

It is important to create a safe and inclusive classroom climate where courageous and honest conversations can take place. Teachers need to consider all aspects of their own identity and the diverse identities of their students.

**Please refer to and complete the following reflections and documents before using the strategies in this section:** (consider adapting these documents for use with your students)

Dimensions of Diversity.....	page 4
7 Principles of Caring Communities.....	page 15 – 16
Safe Space Agreements.....	page 17
Community Circle Strategies.....	page 18

### Sensitive Topics:

Teaching is not neutral. It is important to understand that your identity as a teacher will be read in multiple ways by your students. Recognize that the discussion of sensitive issues may cause emotional reactions for you as well as for your students. Acknowledge the difficulty but try to stay the course. Remember that through collaborative exchanges and conversations you can provide students with the opportunity to develop the appropriate intellectual and social skills for thinking critically about the world around them.

### Positive Communication Skills:

Before beginning any strategy, teachers should consider their own communication style and the impact that their approach has on students. Being a good role model is the most effective way to foster good communication in the classroom. Time should be devoted early on in the year to helping students develop these skills. Here are a few things to think about:

1. Students need to be given the tools and language needed to communicate effectively. Teachers should not assume that all students are already skilled in this area.
2. “I-messages” enable students to communicate their thoughts, feelings, and values clearly. They allow the speaker to be assertive without putting the listener on the defensive.

3. Encourage students to maintain a relaxed posture and to keep eye contact with the listener when speaking. Body language reveals a lot about the speaker's feelings.
4. Active listening is a key component of good communication. Nodding occasionally and asking questions are effective ways to let the speaker know that you are hearing what is being said.
5. Being clear and concise ensures that messages are delivered in a manner that will not cause listeners to become disinterested. Long drawn out stories are not always effective.

Teachers need to understand that the development of good communication skills is a lifelong process and that some students may struggle more than others along the way. No matter how much time a teacher devotes to preparing students prior to beginning a strategy, there is always the chance that a challenging comment might be made during an activity. While these comments may or may not be intentional, what is important is how the teacher reacts to what is said. Responding immediately in an appropriate manner is the key to ensuring that a negative utterance does not turn into a divisive argument.

Become more familiar with Culturally Relevant Pedagogy and The James Banks Continuum:

Please refer to the following reflection prior to using the strategies: Culturally Relevant and Responsive and The James Banks Continuum	p. 19 - 21
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As you use these strategies and create your own, assess where they might fall on the James Banks Continuum. How is your teaching transformative?

The James Bank Model could also be used as a way to assess whether Student Action Pieces could be effective in promoting safe, equitable and inclusive schools. The first part of starting any Student Action Piece could be generating these ideas. But putting these ideas into action could be the challenge. Looking at your Student Action Piece and with a critical eye, and deciding where it is on the **James Bank Continuum** would be a beginning. Then decide where you could move your Student Action Piece from **The Contributions Approach**, towards the **Transformation Approach** and **Social Action Approach** to create a positive impact on your school community. For reflection: What could you change in your Student Action Piece in order to move it along the continuum?

Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.

*“Being an antiracist educator requires dedication, but it does not require perfection.”*

*– Mica Pollock*

## Interdisciplinary Expectations - Elementary

The following expectations have been taken from the Ministry of Education – Ontario Curriculum <http://www.edu.gov.on.ca/eng/curriculum/elementary/>

*Please note: This is not meant to be an exhaustive list.*

Making connections: Before using the strategies in the toolkit please consider these questions.

- How and when will you use the ***Self Reflection – Elementary, and the Classroom Community – Elementary strategies*** to meet the requirements of the Ontario Curriculum?
- What cross curricular connections can you make between the enclosed **strategies**, curriculum expectations, and a variety of subject areas?

## English—Elementary—Overall Expectations

Primary/Junior/Intermediate

**Oral Language:**

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

**Reading:**

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning
- use knowledge of words and cueing systems to read fluently
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

**Writing:**

- generate, gather, and organize ideas and information to write for an intended purpose and audience

- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

### **Media Literacy:**

- demonstrate an understanding of a variety of media texts
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

## **Social Sciences—Overall Expectations:**

### **Heritage and Citizenship**

#### **Primary:**

#### **Rules, Relationships and Responsibilities:**

##### **By the end of Grade 1, students will:**

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community
- explain how and why relationships, rules, and responsibilities may change over time, and in different places

#### **Traditions and Celebrations:**

##### **By the end of Grade 2, students will:**

- demonstrate an understanding that Canada is a country of many cultures
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations
- explain how the various cultures of individuals and groups contribute to the local community

### **Early Settlements in Upper Canada:**

**By the end of Grade 3, students will:**

- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities

### **Canada and World Connections:**

**Primary**

#### **The Local Community:**

**By the end of Grade 1, students will:**

- recognize that communities consist of various physical features and community facilities that meet human needs
- use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area
- describe how people in the community interact with each other and the physical environment to meet human needs

#### **Features of Communities around the World:**

**By the end of Grade 2, students will:**

- demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country
- use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied
- explain how the environment affects people's lives and the ways in which their needs are met

#### **Urban and Rural Communities:**

**By the end of Grade 3, students will:**

- identify and compare distinguishing features of urban and rural communities
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities
- explain how communities interact with each other and the environment to meet human needs

**Junior:**

#### **Canada's Provinces, Territories and Regions:**

**By the end of Grade 4, students will:**

- name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each
- use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories
- identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada

### **Aspects of Citizenship and Government in Canada:**

#### **By the end of Grade 5, students will:**

- summarize the structures, functions, and interactions of Canada's federal
- provincial/territorial, and municipal governments, and identify and describe significant
- Canadian symbols, ceremonies, buildings, and political figures
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives

### **Canada's Links to the World:**

#### **By the end of Grade 6, students will:**

- identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world
- explain the relevance to Canada of current global issues and influences

### **First Nations People and European Settlers:**

#### **By the end of Grade 6, students will:**

- describe characteristics of pre-contact First Nation cultures across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups
- use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation peoples and European explorers
- analyse examples of interaction between First Nation peoples and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups

## **History:**

### **Intermediate**

#### **The Development of Western Canada:**

##### **By the end of Grade 8, students will:**

- use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada
- show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions

#### **Canada: A Changing Society:**

##### **By the end of Grade 8, students will:**

- use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century
- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada

## **Geography - Overall Expectations:**

### **Patterns in Human Geography**

#### **Intermediate**

##### **By the end of Grade 8, students will:**

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography
- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future

### **Economic Systems:**

##### **By the end of Grade 8, students will:**

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems



- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets

### **Migration:**

#### **By the end of Grade 8, students will:**

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities
- connect the real experiences of Canadians to information about the causes and effects of migration

## **The Arts—Overall Expectations:**

### **Primary**

#### **Creating and Presenting:**

- apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories

#### **Reflecting, Responding, and Analysing:**

- apply the critical analysis process communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

#### **Exploring Forms and Cultural Contexts:**

- demonstrate an understanding of theatre forms dramatic styles from the past and present, and their social and/or community contexts

#### **Creating and Presenting:**

- apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

#### **Reflecting, Responding, and Analysing:**

- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

#### **Exploring Forms and Cultural Contexts:**

- demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts

## Junior

### **Creating and Presenting:**

- apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories

### **Reflecting, Responding, and Analysing:**

- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

### **Exploring Forms and Cultural Contexts:**

- demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

### **Creating and Presenting:**

- apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

### **Reflecting, Responding, and Analysing:**

- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

### **Exploring Forms and Cultural Contexts:**

- demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts

## Intermediate:

### **Creating and Presenting:**

- apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

### **Reflecting, Responding, and Analysing:**

- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

### **Exploring Forms and Cultural Contexts:**

- demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical context

### **Creating and Presenting:**

- apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies

### **Reflecting, Responding, and Analysing:**

- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

**Exploring Forms and Cultural Contexts:**

- demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical context.

**Please note:**

**Some of the curriculum expectations may not relate directly to the activities presented in the document, but could be used as a point of discussion under the lens of Equity, Social Justice and Inclusion. This is not an exhaustive list of all the curriculum expectations that could be used for these purposes but serves as a starting point.**



**BEYOND  
INTERSECTIONS...**

**SELF - REFLECTION  
ELEMENTARY...**

## I Belong: Inclusive Education

### Grade Level:

**Primary, Junior** (may also be used for Intermediate, Senior)

### Area of Focus:

- All areas of identity

### Resources:

Appendix 1.1 An accessible definition of identity for the students to consider

### Social Justice Context

Before working through activity with students:

It is important to build community within your classroom that facilitates open and honest conversations. Students need to feel safe enough to share openly without fear or embarrassment.

***How might you make connections and use this strategy to meet curriculum expectations?***

This is a beginning of a conversation about creating more inclusive schools, as well as a beginning to understand some of the barriers that prevent access to these opportunities (education, jobs, healthcare, etc).

***“Unless there are real-life role models of different races and religions teaching the kids, they will not be able to embrace diversity because that is not their reality.”***

*Arifa Ghaffar, quoted in Teaching Diversity, Professionally Speaking, September 2009*

[http://professionallyspeaking.oct.ca/september\\_2009/Feature\\_TeachingDiversity.asp](http://professionallyspeaking.oct.ca/september_2009/Feature_TeachingDiversity.asp)

### BUILDING *Community*.

**The following prompts may help students begin an open and honest dialogue about their experiences.**

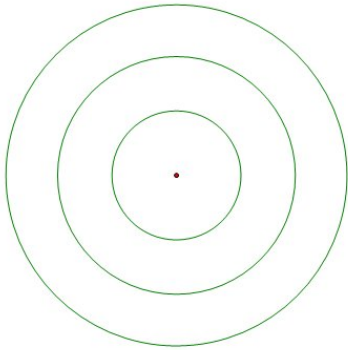
- 1. When I feel I belong, I feel...**
- 2. When I feel I don't belong, I feel...**

### Teaching Strategies

Begin the lesson with a conversation about people that have a position of power and influence in the lives of the students. Who are these people:

- At school?
- In the community?
- In the global community?

Teachers may wish to list these people in a series of circles, each larger, labeled from the center: school, community, global community.



These people of influence and power can be teachers, principals/administrators, local politicians, religious leaders, police, celebrities, national politicians and leaders, international leaders, etc.

Teachers can then start a discussion about the identities of each of these people – perhaps looking for common links, based on the dimensions of diversity (page 4) How do people get to be in positions of power and influence?

#### COURAGEOUS CONNECTION:

Have students describe the current teaching faculty at their school. Expand this discussion with an analysis of identities (refer to the dimensions of diversity chart).

- Who are the teachers in our school? What do we have in common with the teachers? What are our differences and what can we learn from each other? Who is represented by these teachers? Who is under represented?
- Who feels they belong in the school? Who feels they are not represented within the school? Why?

#### CREATIVE CONNECTION:

Have students create a call for action to encourage diverse students to become teachers.

#### CRITICAL CONNECTION:

If I were hiring the teachers at school...

Have students consider what kind of teachers/leaders would best represent the school's population.

- Is it necessary for student identities to match staff identities? (refer to dimensions of diversity chart)

Student Action: In The Classroom...In The Community...

- Students will choose a method for information and data gathering to find out how students feel about their school experiences with inclusion and exclusion (summary writing, interview, survey, anonymous question box)

Teacher Reflection:

Take some time to examine the materials that you are presenting to your class. Do students regularly see themselves in the texts chosen, the videos presented, in the images shown?

How can you better help your students see themselves represented in the school community?

Additional Resources:

Teaching Diversity, Professionally Speaking, September 2009.

[http://professionallyspeaking.oct.ca/september\\_2009/Feature\\_TeachingDiversity.asp](http://professionallyspeaking.oct.ca/september_2009/Feature_TeachingDiversity.asp)

Diverse Classrooms, Diverse Teachers: Representing Cultural Diversity in the Teaching Profession and Implications for Pre-Service Admissions

*Kerry-Ann Escayg*

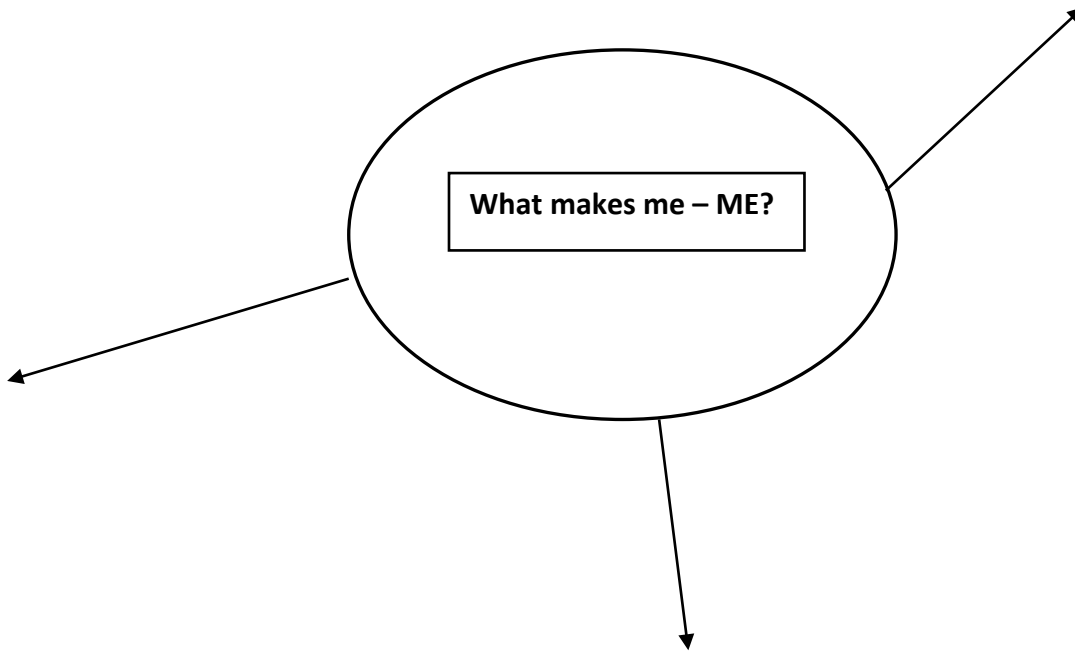
<http://www.cjnse-rcjce.ca/ojs2/index.php/cjnse/article/view/156>

Time Magazine's Top 100 Most Influential 2011

<http://www.time.com/time/specials/packages/completelist/0,29569,2066367,00.html>

## Appendix 1.1 Accessible Definition of Identity

Create an example of a web chart showing all dimensions of diversity that apply to your identity (refer to the Dimensions of Diversity Chart for definitions)





## School Works for Me

### Grade Level: Junior - Intermediate

Area of Focus: SELF reflection

- CLASSROOM Community
- SCHOOL Community

\*Introduction to discussing ISMS and Phobias (ableism, ageism, classism, heterosexism and homophobia, racism, religious phobias, sexism)

Resources:

Brainstorming software/ chart paper and markers

Photo editing software (Adobe Photoshop)/ Poster paper

#### Social Justice Context

Before working through activity with students:

Teachers need to create a classroom climate where honest conversations can take place. Students need to feel safe to share aspects of their identity, both visible and invisible, that contribute to who they are.

***How might you make connections and use this strategy to meet curriculum expectations?***

***“Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life; define yourself.” Harvey Fierstein***

#### BUILDING *Community*.

Begin with a circle that shares the following prompt: I am... Have the students think about their identity by filling in one word. Discuss the challenges of the activity, possibly using these guiding questions:

1. *Did you share the first word that came to your mind? Why or why not?*
2. *What was difficult about choosing one word?*
3. *Were there other words you wanted to share if you could?*
4. *Have there been times in your life where others saw you differently than you saw yourself?*

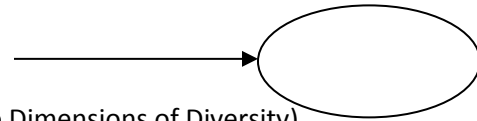
#### Teaching Strategies

This is an activity designed to get students to start thinking about the many layers of identity, and how they intersect in different ways for different people. Though this is overall a positive activity, there is opportunity for teachers to begin a courageous conversation about the different aspects of oppression. Teachers need to recognize that success at school is a multi-layered possibility for students. Too often, students are successful in one aspect of school yet not successful in another aspect.

#### Teacher:

1. Begin the activity by getting students to think about the following question:
  - What makes me who I am?
2. Students may independently brainstorm words that describe who they are. Teachers may share ideas that may get the students started, such as: *intelligent, athletic, Muslim, brave, boy, etc.*

3. Students will sit in a circle to share the words they came up with. Ask students to start thinking about the words they chose. What is it that these words are describing? Give students some time to examine their words.
4. Ask: *Have you ever felt proud, or that you belonged or were included because of these words?* Get students to think about how feeling included supports positive self-esteem and creates a positive outlook.
5. As a class, begin to develop a list of different parts of a person's identity. See below for a possible beginning.



What makes me – ME? \*create a web chart (Refer to Dimensions of Diversity)

**COURAGEOUS CONNECTION:**

Teachers will begin to get the students to think about the layers of their identity. Students will begin to consider how these different layers help you be successful in school.

1. Within a circle, ask: *Which of your identities help you be successful at school?* Have students share the different aspects of their identity, and the differences in the students.

**CREATIVE CONNECTION:**

Students will create a poster that highlights a part of their identity that helps them be successful at school, yet also telling of the other layers of identity that are a part of who they are.

2. Consider all the parts of your identity that make you who you are. What parts of your identity help you be successful at school? Create a positive statement about your identity.
3. Using (software, or art materials), create a poster with the following aspects:  
**School Works for Me** (title – large)  
**Photo/drawing of self** (centered, primary focus of poster)  
**I am a (n)...** (part of student identity that helps them be successful at school- medium size)  
**But that is only one part of me. I'm also a (n)...** (other words that contribute to student identity, smaller font size)

**CRITICAL CONNECTION:**

After completing the poster, students can discuss the effects of oppression. Encourage students to reflect on times when they have felt different or not included based on their identities.

**Student ACTION: In The Classroom...In The Community...**

1. Students can hang their posters in the hallways, sparking conversations among peers/other students.
2. Students can reflect in a journal: When do your strengths not help you be successful? I.e. School works for me because I'm an athlete (good in gym). When does being an athlete not help you be successful?
3. Are there places and spaces in the community where you feel you belong outside of school? Where are they – and why is this different than school?

**Teacher Reflection:**

How can you help all students be successful – especially in the areas where they normally aren't?

## Identity PEACE

### Grade Level:

**Junior, Intermediate, Senior**

### Area of Focus:

- Appreciating diverse identities– Appreciating Diversity

### Resources:

- Dimensions of Diversity (see chart on page 4)
- Appendix 1.1 – Generic body cutout

### Social Justice Context

Before working through this activity with students...

Having conversations focused on dimensions of diversity or diversity within the classroom and school can raise student anxiety. It is important to become more comfortable with talking about our own diverse social identities so that we can support students in reflecting and sharing their identity and tell their stories.

As a guided activity, engage students in community building through the use of Community Circles. Encourage students to CREATE visual representations of their experiences and to CRITIQUE the experience during a closing circle.

*How might you make connections and use this strategy to meet curriculum expectations?*

***“To be who you are and become what you are capable of is the only goal worth living...”***

***~ Alvin Ailey***

***“It takes courage to grow up and become who you really are...”***

***~ E.E. Cummings***

### BUILDING *Community*:

- Ask students to sit in a community circle. Please refer to community building resource page for suggestions about talking pieces and circle formats.
- Ask students to take turns responding to one of the quotes listed above...

### Teaching Strategies

1. Briefly discuss the differences between visible and invisible parts of identity? *“What makes us human...?”*

COURAGEOUS CONNECTION:

2. If you are comfortable – ask students to name one visible part of your identity. Also ask students to name one invisible/less visible part of your identity.

Give each student a generic body cutout. (Appendix 1.1)

3. Write all words one side of the cutout that **represent visible parts** of your identity. *“What do people see when they look at you...?” (example – hair/eye/skin colour, height...)*
4. Turn your cut out over...
5. Please write all words that **represent the invisible/unknown/less visible parts** of your identity. *(example – religion, emotions, age, special abilities..)*
6. Ask students to share with a partner – telling each other what is visible and what is less visible/invisible...OR...have each person share out loud – using a reflection circle...

CREATIVE CONNECTION:

- Students will create one large generic human cutout – including words and images reflecting **all visible and invisible aspects of their identities**

**OR**

- Students will select all **common visible and invisible aspects of their identities** and label the generic human cutout *(focus on: feelings, age, experiences with friends...)*
- What makes you feel really proud of your identity? What negative experiences are connected to parts of your visible or less visible/invisible identity? What would you like to do about the experience?

CRITICAL CONNECTION:

Select one or both of the following

- Students will critique the activity by participating in a community circle
- Students will complete a journal reflection focusing on their experiences with this activity

Student Action: In The Classroom...In The Community...

- Create school posters about identity & dimensions of diversity
- Read books related to identity to younger grades
- Write a letter to a local store about their lack of representation in the diversity of toys/dolls

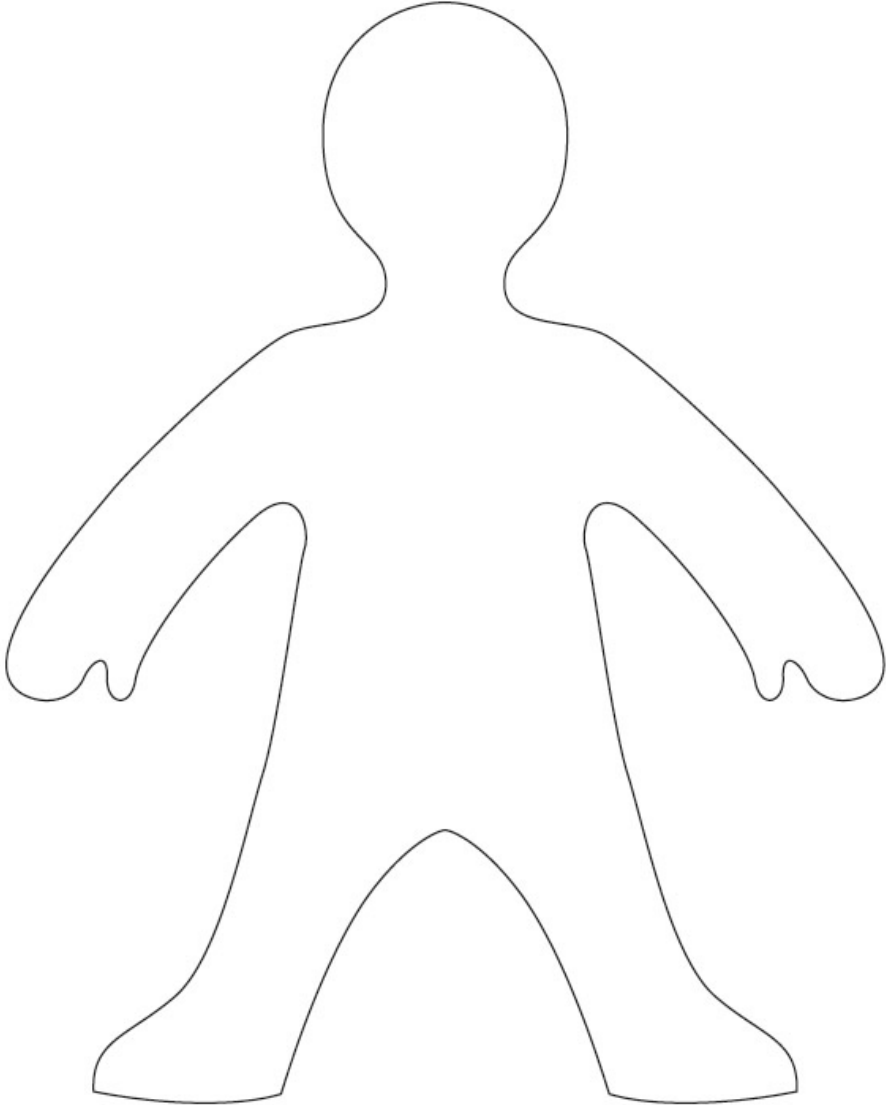
Teacher Reflection:

How well do you understand the identities of your students?

Additional Resources:

**Social Justice quotes:** [www.edchange.org](http://www.edchange.org), thinkexist.com

Appendix 1.1 Generic Body Cutout



## Who We Are: Creating Community

**Grade Level:**  
**Primary**

Area of Focus:

- **Racism**
- **Identity**
- **Understanding Diversity**

Resources:

*The Colors of Us* by Karen Katz

*The Skin I'm In* by Sharon Flake

*Let's Talk about Race* by Julius Lester

*Whoever You Are* by Mem Fox

*It's Okay to be Different* by Todd Parr

### Social Justice Context

Before working through activity with students:

Refer to the BIAS CHECK! Reflection. Read through the books. Refer to the Dimensions of Diversity chart – p. 3. How do the resource books apply to our students as individuals and as a whole? Reflect on your classroom and the representations of diversity in books, magazines and stories. Are multiple perspectives and social realities reflected? Do they feel like they belong?

***How might you make connections and use this strategy to meet curriculum expectations?***

***If you have no confidence in self, you are twice defeated in the race of life. With confidence, you have won even before you have started. — Marcus Garvey***

BUILDING *Community*.

Read the book *The Colors of Us* while sitting in a community circle.

Ask the students:

- What connections can be made between the book and the students in the class?

### Teaching Strategies

COURAGEOUS CONNECTION: Read other books that add to the discussion. The next book could be any listed above or one from your own collection. See if the students can find any connections between texts.

After creating self-portraits, have students talk about what this means in terms of community. They can make up a community statement about who they are. Or they can write words that describe the class community.

CREATIVE CONNECTION:

Students will create self-portraits representing how they truly see themselves. *(students should be supported in expressing true representations of themselves/experiences rather than expressing how we might view them – suggestion: avoid suggesting specific skin tone crayons to represent race)*

Students will view the portraits, then select positive words that describe their peers.

- Have each individual then create their own list of words.
- Ask students to create word art using Wordle, Photoshop, and collage or creating the word patterns using paper, pencils, and markers.
- Display word art signs and self-portraits within the classroom and school.

CRITICAL CONNECTION:

Have students reflect on how they can continue to be a positive classroom community. Students can talk about their individuality but also what they can bring to the group. Encourage students to make connections to what they learned from the books. Ask students to think about and discuss forms of oppression that may have a negative impact on their classroom and school communities.

Student ACTION: In The Classroom...In The Community...

Students will discuss ways to support acceptance within a community, including but not limited to:

- Creating a community, culture and caring campaign (positive announcements, posters, visiting classrooms to share their message of acceptance)
- Discuss ways to stand up and show empathy for each other outside of the classroom. Create a tip sheet and share it with the school and community.

Students can display their pictures and community statements in the classroom and in the school.

Teacher Reflection:

Did the students recognize their own individuality? Did you have an honest discussion? Did the students understand the impact of forms of oppression on community? (including, but not limited to: racism, ageism, ableism, homophobia, and sexism)

How can these strategies and student actions support positive, safe and inclusive spaces in the school? (classroom, hallways, bathrooms, school yard)

## Appendix 1.1 Inclusive Classroom Community Word Art

Discuss the meaning of the word 'inclusion'. Use student responses to create an interesting composition using technology, or create a word display using paper and artistic materials. Display your word art in the classroom.

*You might suggest one or two words to support students in creating a list of words.*

*Suggest a word to get started:*

- Accepting
- Kind
- Inclusive
- Community
- Caring
- Empathetic
- Happy
- Safe
- Sympathetic
- Thoughtful
- Generous
- Respectful



Created using <http://www.wordle.net/>



## Self-Acceptance: Believe in Yourself

**Grade Level:**  
**Junior, Intermediate**

Area of Focus:

- **inclusion**
- **self-acceptance and acceptance of others**

Resources:

*Stand Tall, Molly Lou Mellon*, by Patty Lovell

Social Justice Context

Before working through activity with students:

Everyone is unique in their own special way. Having the self-confidence to be our own person and make the most of our own gifts and abilities is the first step in developing acceptance of others, and respect for their contributions to our classroom, community, and society.

*How might you make connections and use this strategy to meet curriculum expectations?*

***“No one can make you feel inferior without your consent.” -- Eleanor Roosevelt***  
***“I am convinced all of humanity is born with more gifts than we know” -- Buckminster Fuller***

***“You have to expect things of yourself before you can do them.” -- Michael Jordan***  
***“Believe in yourself and the world will believe in you, too.” -- Molly Lou Mellon***

*BUILDING Community.*

Name some famous/well known people, and discuss their gifts –

- What they are “good at”?

(i.e. famous athletes, artists, actors, musicians, authors, peacemakers, members of the school community)

Discussion: Some gifts are easy to see, while others are less tangible but equally important (i.e. Being thoughtful, helpful, compassionate, a good listener, friend, peacemaker, leader, etc.)

Teaching Strategies:

Read *Molly Lou Mellon*.

What were Molly Lou Mellon’s gifts?

Discuss the quote from the story: “Believe in yourself and others will believe in you, too.”

**COURAGEOUS CONNECTION:**

Our classroom/community/world is a better place when everyone is able to make the most of his/her gifts. Why?

How/when are people unable to use their gifts? What can prevent them from making the most of their gifts?

Now you will have an opportunity to think about your own special gifts, and what contributions your unique qualities or abilities bring to our classroom.

**CREATIVE CONNECTION:**

- everyone should bring a small box to school or a small container will be provided by the teacher
- using large white drawing paper, they will create wrapping paper for their box reflecting their personality through colour and design
- students write a list of “things they are good at”
- students will write a short letter to themselves, describing their special gift and place the list and the letter in the box
- once finished, each student will wrap their box creating the physical representation of “their gift”

optional: students decorate an envelope instead of creating wrapping paper for a box

The important sharing from this activity is not a list of gifts/abilities, but the realization that everyone has gifts, and with confidence can accomplish a great deal for themselves and others.

**CRITICAL CONNECTION:**

**Student reflection:** What is your gift? How can we use our gifts to help others? How can we support others in realizing their gifts? How can you use your gift to make a difference?

**Student ACTION:** In The Classroom...In The Community...

From the story, why do you think it is difficult for Ronald Durkin to recognize and accept Molly Lou Mellon for who she is?

Possible answers might include: You don't know them. You don't feel good about yourself. You lack acceptance of differences in others.

Each student is given an envelope with the name of a classmate written on the outside. Their task is to write a note to that classmate that recognizes a special skill, talent, or quality in that person that they bring to the class community. Upon completion, the envelopes are delivered.

Possible Extension: Challenge the class to use their gifts to make a difference by encouraging students to do one or more of the following:

- to create a “Welcome to our School” kit for new students
- to create a buddy reading day pairing younger and older students
- to create a school dance for DPA and share it with each class
- to help the community through a food drive or spring clean-up for properties of seniors
- to design an assembly to spread the message that everyone has a gift to share

Teacher Reflection:

What are the gifts that I bring to teaching?

How do I make use of those gifts in my classroom and community?



**BEYOND  
INTERSECTIONS...**

**CLASSROOM COMMUNITY  
ELEMENTARY...**

## What Does Equity Mean?

### Grade Level:

**Primary, Junior** (can be used in ALL grade levels)

### Area of Focus:

- **Inclusion**
- **Understanding Equity**
- **Addresses the forms of oppression that may be relatable to their own lives**

### Resources:

Dictionary definitions related to equity and inclusion

### Social Justice Context

Before working through activity with students:

Students may not understand and think about the meaning of words, however, deconstructing these words to make them relatable to their lives. This activity provides a great opportunity to do a self-reflection about what these words mean to you.

*How might you make connections and use this strategy to meet curriculum expectations?*

*“A person’s a person, no matter how small.” -- Dr. Suess*

*“Smiles are the same, and hearts are just the same, wherever they are, wherever you are, wherever we are, all over the world” —Mem Fox*

### **BUILDING Community:**

Use Community Circles to discuss quotes and student responses re: the words Equity ,Inclusion, and/or Social Justice

### Teaching Strategies

**Look at key words within the definition. What does this mean?**

**Make connections between key words in the definitions**

- Create a mind map
- Use word association
- Draw visuals of the true meaning of the word
- Create a “Looks Like, Sounds Like, Feels Like” graphic representation of the definitions

### COURAGEOUS CONNECTION:

Now that students have a working understanding of equity, inclusion and social justice, ask them:

- What does that mean to us?

CREATIVE CONNECTION:

Students can then express their own personal understanding of the word through collage/pictures/drawings.

**Now that we have an understanding of Equity, what does that mean to us? How would this move us to action?**

CRITICAL CONNECTION:

In a circle students can share their thoughts.

- How can your understanding of the concepts move you to action?

Student ACTION: In The Classroom...In The Community...

- Make posters reflecting equity and display in the school.
- Share thoughts and ideas in assemblies and through the website.
- Choose a few students to be able to walk through other groups of students through the deconstruction.

Teacher Reflection:

Do the students have a clearer idea of the intended word?

Can the students relate the concepts to their real life situation?

Where are my students on the James Banks Continuum?

## Understanding & Accepting Diversity

**Grade Level:**  
**Junior, Intermediate**

Area of Focus:

- **Racism**
- **Xenophobia**
- **Inclusion**

Resources:

*Everybody Cooks Rice* by Norah Dooley

*Everybody Eats Bread* by Nora Dooley

*Everybody Brings Noodles* by Nora Dooley

*Bread Bread Bread Around The World* by Ann Morris

Social Justice Context

Before working through activity with students:

**Become familiar with definitions:** Racism, Xenophobia

Be aware of facts about rice production and stereotypes related to diverse groups

- understanding and appreciation of cultures supports embracing diverse cultures
- peaceful co-existence of people in a multi-racial society is dependent upon the development of inclusive communities

*How might you make connections and use this strategy to meet curriculum expectations?*

*“In a multi-racial society, trust, understanding and acceptance are the cornerstones of peace and order.” -- Kamisese Mara*

*“I look to a day when people will not be judged by the color of their skin, but by the content of their character.” -- Martin Luther King, Jr.*

BUILDING *Community*.

- Are any of these foods/meals related to your family’s culture?
- Do you have any special foods/meals that you connect with certain holidays, times of year, family members?
- What negative stereotypes have been connected with the food associated with your family’s culture?
- What kinds of foods do people eat when there is a celebration in Canada?

Teaching Strategies:

Teacher will read the story and students will discuss the connections (text to self / text to text/ text to the world).

On a world map, label the countries named in the story.

Ask the students if they have favourite rice recipes?

Do you know the country where the recipe originated? *(If so, mark that country on the map as well.)*

Courageous Connection:

Is it possible for people to have preconceived notions or stereotypes about people from other countries based on their food?

CREATIVE CONNECTION:

Students can research foods and ingredients that are common to diverse cultures

(example: bread, coffee, tea, different types of flour based foods - rice flour used for pasta, gluten-free flour for bread, spelt, etc.)

- select one, prepare the food and create a class recipe book
- if the students' recipes have a specific cultural connection, the recipe could include an explanation of its heritage, and/or be illustrated appropriately to suit the country from which the recipe originated

CRITICAL CONNECTION:

How do cultural stereotypes prevent us from considering everyone as equal and valued members of society?

What can we do to promote equity and inclusion in our class, school, and community?

Have students look at Canada's Food Guide:

- compare Canada's Food Guide from 1992 with the current document
- Does the current document represent our diverse culture?

Student ACTION: In The Classroom...In The Community...

- create and use the recipe books as a fundraiser
- students will discuss ways to use the funds that they have raised
- research social justice issues and stereotypes attached to food production (coffee, tea, sugar)
- students, staff, and community members will collaborate to develop a discussion forum focused on fair trade foods at their school

Teacher Reflection:

- How much do I understand about food production? How much do my students understand?
- How does sharing our food help us to understand one another?
- How can students develop an appreciation for food from different cultures?

Additional Resources:

Health Canada - [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Hungry For Change – [www.osstf.on.ca](http://www.osstf.on.ca)



## Gender Equity

**Grade Level:**  
**Primary, Junior**

Area of Focus:

- Inclusion
- Standing up and confronting bullying
- Challenging sexism

Resources:

*The Sissy Duckling* by Harvey Fierstein,

*Cinder Edna* by Ellen Jackson

**Tomboy Video:**

<http://vimeo.com/10772672>

**Canada's Centre for Digital and Media Literacy**

<http://www.mediasmarts.ca>

Newspaper articles/Personal stories on bullying

Social Justice Context

Before working through activity with students:

Look at some of the resources above and consider student experience and needs before showing them. You may want to consider developing some leading questions that will allow the students to understand the message of the text.

Many students may have personal stories of bullying or being called a name. Keep in mind that this might be a sensitive topic for students; however, sharing can support deeper connections to the topic.

***How might you make connections and use this strategy to meet curriculum expectations?***

***“Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.”***

***--Kofi Annan***

BUILDING *Community*.

**Open Ended Discussions (modified slightly for younger grades):**

Talk about teasing and bullying. Introduce any anti-bullying articles or real life examples.

Discuss how name calling is hurtful. Have students “brainstorm” what certain words might mean (e.g.: sissy).

## Teaching Strategies

### COURAGEOUS CONNECTION:

Teachers and students will research poems about heroes.

- share the pieces you have found
- have students identify some words that define heroism

After reading *The Sissy Duckling*, have students identify what term would be more appropriate for Elmer and why.

Before reading *Cinder Edna*

Brainstorm the meaning of the word “princess” and have students contribute words or images of what a princess should look like.

After reading *Cinder Edna*, look at and discuss how their perception of what a princess is might have changed.

### CREATIVE CONNECTION:

**Read Aloud: The Sissy Duckling by Harvey Fierstein (note: another lesson plan is available from the ETFO document: Imagine a world without fear)**

Have students do a brainstorm about what comes to mind when they hear the word “boy”. Write this list on a piece of chart paper.

Read *The Sissy Duckling*. Then add to the words for “boy”.

Use some discussion questions: How does this story make me feel? What causes me to feel this way? Can I make any connections?

Have students then brainstorm other words that are positive rather than “sissy”. The \_\_\_\_\_ Duckling. They can draw a poster, showing symbols or pictures that represents that word.

Students can fill out a chart: What Elmer felt, what he saw and what he heard. Also have the students discuss how Elmer's peers saw him before he saved his father and how they viewed him afterwards.

Why was that the case?

- students can write a reflection making personal connections to the book and what they have learned

As an extra task, they could compare this story to *Oliver Button is not a Sissy* by Tomie DePaola (*text-text connection*). A Venn diagram could be used to support the comparison.

Create a tableau of the book, with the images that they feel are the most important parts of the book. They can write a caption to their image. (*Technology*: Using photo story 3 using

photos/captions/audio).

**Read Aloud:** *Cinder-Edna*

List Edna's characteristics and compare with other versions of Cinderella.

**Advertisements:** On YouTube and in magazines there are many clips/advertisements which depict gender in different ways. Pick a few of these and have students discuss the messages that are presented.

CRITICAL CONNECTION:

Discuss messages in the media, using the resources given.

There are many versions of Cinderella in film, books, and other media. An extension would be to venture into the Heroes and Villains. Do a brainstorm on how villains are depicted in any of these versions and who the heroes are.

Student ACTION: In The Classroom...In The Community...

- retell stories to other students through assemblies
- after students looked at different advertisements, have them choose a type of product that was in one of the advertisements, then have them create an effective but equitable advertisement
- write a letter or create a petition to advertisers about gender stereotypes in advertisements
- display what they have learned in the school

Teacher Reflection:

What have students learned about difference?

- reflect on how the strategies could have improved

Do students understand messages about gender and related equity issues and ways to take action?

## Looking at Ability

Grade Level:  
Primary, Junior

Area of Focus:

- **Ability/Ageism/Sexism**
- **Inclusion**
- **Confidence**

Resources:

Chart Paper

*The Seeing Stick* by Jane Yolen

Blindfolds

Plasticine

Carving tools (toothpicks, popsicle sticks)

Social Justice Context

Before working through activity with students:

Read and reflect on *The Seeing Stick*. Students often stereotype people with diverse abilities and it is important for them to appreciate difference. The changes in texture and colour throughout the book support an understanding of the changes that were happening in the princess' confidence as the book progressed.

***How might you make connections and use this strategy to meet curriculum expectations?***

***If you have no confidence in self, you are twice defeated in the race of life. With confidence, you have won even before you have started.***

**— Marcus Garvey**

BUILDING *Community*:

The group can reflect on the quote. Students can relate to the understanding that we all learn in different ways.

- How do you learn and how does it make you feel about yourself?
- allow each student to talk and to have the right to pass and at the end, allow the students who passed an opportunity to speak

COURAGEOUS CONNECTION:

Have a student cover his/her eyes with a cloth. Then the other students use instructional words (straight, left, right, turn) to help guide the student to a particular point in the room.

Students then discuss the experience (use of words, sounds and touch).

Another game is to have the students' eyes covered, and have another student try to take a set of keys from in front of the student. The student can prevent their keys from being taken if they can point to the person who took the keys.

**CREATIVE CONNECTION:**

Infering Cue Cards: Show the cover of the book as well as the title: *The Seeing Stick* and have them infer what the book might be about and explain their proof. Or read the story, and infer what the title might be.

Not showing the picture, read a description from the book. Have students draw the picture that they visualize. Show the picture. Discuss the picture. Then use clay or plasticine to add to the important parts of the picture. Have the students exchange art works and by closing their eyes, they can use their hands to identify parts of the picture.

Or another option is to give the students a stick of clay or plasticine and use paper clips or a popsicle stick to carve out a picture.

**CRITICAL CONNECTION:**

Graffiti: Write down what they think of when they hear the word "princess". Then read the book and then ask them to describe Hwei Ming. Compare the two answers.

<b>What does the word 'Princess' mean?</b>	<b>What does 'Princess' mean – after reading the book.</b>
Royalty	She couldn't see
Lived in a castle	She was from China

Circle reflection on the chart: Why would you think this way? Where did you get your ideas from?

Discuss various fairy tales:

- How many Heroes can you think of who have diverse abilities? (example: Daredevil)

Suggestion:

- Students will create their own superheroes with diverse abilities

Teacher Reflection:

How have students' thoughts and your thoughts about ability changed? (physical and intellectual)

How are people of diverse abilities reflected in your classroom and curriculum?

## Looking at Socio-Economic Equity

**Grade Level:**  
**Primary**

Area of Focus:  
Socio-Economic Equity

Resources:  
*Beatrice's Goat* by P. McBrier  
*A Day's Work* by Eve Bunting  
*Fly Away Home* by Eve Bunting  
*Ramona and Her Father* by Beverly Cleary

### Social Justice Context

Before working through activity with students:

Consider looking through the story for any point of connection. As with any book, depending on the lens in which it is being read, the ideas could feed into other stereotypes. Please see Bias Check. At this point, consider listening to Chimamanda Adichie: *The Danger of a Single Story* – Video available on TED.com. Keep in mind that sometimes the stories that are embraced are ones where people can “overcome” certain obstacles, but there is value in having all voices in every situation being heard.

***How might you make connections and use this strategy to meet curriculum expectations?***

***Education is your passport to the future, for tomorrow belongs to the people who prepare for it today. — El-Hajj Malik El-Shabazz***

### BUILDING *Community*.

- discuss different economic situations
- talk about the importance of education, goals of students, or ask students to write a journal reflection

Discuss popular stories such as *Charlie and the Chocolate Factory* and *Ramona and Her Father* where socio-economic issues are raised.

- discuss whose story is and is not being told

Look at statistics about socioeconomic status and discuss stereotypes that become labels (example: poor people drop out early and never finish school)

Read articles or see movies that include people from diverse socio economic backgrounds such as Chris Gardner in *The Pursuit of Happiness*. Discuss the importance of overcoming adversity.

## Teaching Strategies

### COURAGEOUS CONNECTION:

Research websites that work for the elimination of poverty.

Discuss work that we can do as a community to break down stereotypes while empowering others to dream.

### CREATIVE CONNECTION:

- create a Venn Diagram to compare *Beatrice's Goat* by P. McBrier and *A Day's Work* by Eve Bunting
- make a Photo story or Wall story based on discussions and research
- interview someone from the community who has overcome obstacles
- have students discuss the author's message and the important parts of the story and place this in either a wall story or photo story
- mind Maps
- brainstorm how Beatrice was responsible in the story (incorporate the Big Idea)
- brainstorm how having a goat helped changed Beatrice's life
- compare the story *Beatrice's Goat* with *A Day's work* or *Fly Away Home* using Venn Diagrams or charts

### CRITICAL CONNECTION:

Choose and read a text...

- *Beatrice's Goat* by P. McBrier
- *A Day's Work* by Eve Bunting
- *Fly Away Home* by Eve Bunting

Graffiti: Using a marker, describe the characteristics of someone who may be considered "poor"

Read *Beatrice's Goat* and/or *A Day's Work* and/or *Fly Away Home*

Use another colour marker and now write down other words that might fit the words written in the first colour.

Discuss: What are stereotypes? Which words are stereotypes on the chart?

Discuss: What stereotypes might still occur after reading this story. Look at different pictures and discuss the dangers of stereotypes.

Circle Time: Discuss the danger of only thinking of or talking about one part of a person's identity.

Student ACTION: In The Classroom...In The Community...

Students and teachers can discuss socio-economic issues and research available resources:

- What would happen in your community if you found out that you were suddenly homeless?
- How would you react? What would you do?

Have the students research an organization within their community that they would like to know more about (example: local youth, etc.)

- have them discuss why they chose that organization
- brainstorm ways that to support the organization (e.g.: a clothing drive, creating an awareness campaign about labels and the negative impact of words)

Teacher Reflection:

How has student awareness developed after discussing socio-economic equity?



## Family Intersections: Media Representations

### Grade Level:

Primary, Junior, Intermediate, Senior

### Area of Focus:

- Family diversity

### Resources:

Marriage and the Law in Ontario

<http://www.attorneygeneral.jus.gov.on.ca/english/family/familyla.pdf>

Lesson – Media and the Family

**Canada’s Centre for Digital and Media Literacy**

<http://www.mediasmarts.ca>

The 10 Families of TV You Wish You Were A Part Of

<http://www.buzzfeed.com/abcmernfamily/the-10-families-on-television-you-wish-you-were-pa>

### Social Justice Context

Before working through activity with students:

Teachers should also attempt this strategy themselves – preferably with a peer group – before presenting it to a class of students. This will better prepare the teacher for any potential reactions, experiences and issues.

Before beginning this activity, teachers need to create a classroom climate where courageous and honest conversations can take place. Students need to feel safe to share aspects of their identity, both visible and invisible, that contribute to who they are. Students also need to feel that they can share what they perceive to be negative parts of their identity in a safe and courageous way.

***How might you make connections and use this strategy to meet curriculum expectations?***

Teachers need to consider all the different aspects of a person’s identity. These often form of the basis of oppression towards a person. This is one part of person’s identity, though in some people multiple intersections form many different layers of oppression towards a person.

The following is a list of some types of oppression that a person may experience.

- Classism
- Sexism
- Racism
- Homophobia
- Ableism

- Ageism
- Oppression based on Religion, Culture, Heritage, Body Type/Image, Mental Health, Language, Family, Physical and/or Intellectual Ability

Teachers also need to be aware of the various representations of family within their own class. Be aware of any concerns that students may have. Care should be taken in establishing a place where all family structures can be validated and supported.

### BUILDING *Community*.

Begin with a circle. Depending on the age group that you have, you may wish to modify the following prompt:

1. *What is a family?*

### Teaching Strategies

In this lesson, students will consider what family means, what “normal” family is, and how family is represented in the media.

#### **Teacher:**

- What families do you see represented in the media?
- Create a list of the family, as well as the members, on the board. If possible view or collect pictures that depict these families. This may take place over a period of time, or ahead of time where the teacher asks students to bring in media examples.
- students and teachers can create a collage of these representations

Ask students to view the collage of families: (remember that students have the right to pass)

Who sees their own family represented here?

Put your name on a sticky note and place it on the family that best reflects your own. Whose family is not reflected in the images we have? Why?

#### COURAGEOUS CONNECTION:

Discuss the reasons why diverse families are not always represented in the media in a positive way. (remind students that people feel validated when they see themselves reflected in the culture in which they live)

- Look at the different families we have represented here. What does our culture say about families?
- If we assume that the media reflects the beliefs of a culture, what does our culture believe to be a real family?
- What families are not reflected up here? Why? Think about the different forms of oppression. Do we have families of diverse class, physical abilities, and/or sexual orientation?

CREATIVE CONNECTION:

Below are some creative possibilities that may inspire the students to action.

Write a “pitch” for a network to consider producing a TV show, film, etc. to include families that are not represented in mainstream media. This “pitch” should reflect what hasn’t been represented in the media. Below are some possible mentor texts:

- Plot for the pilot episode of modern family:  
[http://en.wikipedia.org/wiki/Pilot\\_\(Modern\\_Family\)](http://en.wikipedia.org/wiki/Pilot_(Modern_Family))
- Plot for the Suite Life of Zach and Cody:  
[http://en.wikipedia.org/wiki/The\\_Suite\\_Life\\_of\\_Zack\\_%26\\_Cody](http://en.wikipedia.org/wiki/The_Suite_Life_of_Zack_%26_Cody)

Write a letter to a popular network or film company, asking for better representation of different types of families.

Create promotional posters, advertising upcoming TV shows or films that reflect different representations of family.

Re-write a pilot or a plot of a favourite episode where one aspect of a family’s identity has been changed. The following questions may inspire some creative products:

- What if the main character of your favourite show had diverse abilities (in a wheelchair, for example)?
- What if the family was of a different class?
- What if the family was from a distinct religious background?
- What if the family represented several Dimensions of Diversity?

CRITICAL CONNECTION:

Ask students to collect and critically discuss several forms of media depicting families. Who is represented? Who is absent? What impact do images have on students and the community?

Student ACTION: In The Classroom...In The Community...

Student can be challenged to collaborate with each other and with teachers, to raise awareness about diverse families in their community.

Teacher Reflection:

How are diverse families represented in your classroom and in the curriculum?

Additional Resources:

List of Children’s books that focus on family:

<http://www.naeyc.org/files/yc/file/200505/07Birckmayer.pdf>

## Age-ism: Intersections of Mis-Representation

### Grade Level:

Junior, Intermediate, Senior

### Area of Focus:

- Understanding Ageism

### Resources:

An excellent lesson on Age-ism, which was the inspiration for this lesson:

<http://www.aspira.org/files/documents/Aspira%20Leadership%20Clubs%20Curriculum/011%20The%20ISMS%20-%20Lesson%207.pdf>

Another great lesson on Age-ism and the accompanying stereotypes.

<http://www.ithaca.edu/gerontology/schools/pdf/Stereotypes%20and%20Ageism.pdf>

A great lesson growing up and growing older.

[http://www.cps.unt.edu/natla/rsrc/lsn\\_plans/plan\\_grow\\_up\\_old.pdf](http://www.cps.unt.edu/natla/rsrc/lsn_plans/plan_grow_up_old.pdf)

The Canadian Network for the Prevention of Elder Abuse

<http://www.cnpea.ca/ageism.htm>

### Social Justice Context

Before working through this activity with students:

Teachers should also attempt this activity themselves – preferably with a peer group – before presenting it to a class of students. This will better prepare the teacher for any potential reactions, experiences and issues.

Before beginning this activity, teachers need to create a classroom climate where courageous and honest conversations can take place. Students need to feel safe to share aspects of their identity, both visible and invisible, that contribute to who they are. Students also need to feel that they can share what they perceive to be negative parts of their identity in a safe and courageous way.

*How might you make connections and use this strategy to meet curriculum expectations?*

Teachers need to consider all the different aspects of a person's identity. These often form the basis of oppression towards a person. This is one part of person's identity, though in some people multiple intersections form many different layers of oppression towards a person.

**The following is a list of some types of oppression that a person may experience.**

- Classism
- Sexism
- Ability-ism
- Age-ism
- Racism
- Homophobia
- Oppression based on Religion, Culture, Heritage, Body Type/Image, Mental Health, Language, Family, Intellectual Ability

***“Ageism allows the younger generations to see older people as different than themselves; thus they subtly cease to identify with their elders as human beings.”***

**- Robert Butler, 1975**

### BUILDING *Community*.

Begin with a circle. Depending on the age group that you have, you may wish to modify the following prompts or reflect on the quote listed above:

2. *What does it mean to be young?*
3. *What does it mean to be old?*
4. *What are the good things about getting older? What are the bad things about being young?*

### Teaching Strategies

1. Draw a circle on the board, with the word **teenager** in the middle. From that, create a mind-map of all that comes to mind when you think of teenagers.
2. Repeat the circle again, this time with the word **old** in it. Compare what was written within each circle.
3. Explain that stereotypes are quick judgments that people make when considering a group of people. Often these stereotypes are negative because it limits the identity of a person.
  - When a person is labeled because of stereotypes, a lot of work needs to happen to change this biased and often unfair perception. Can we think of examples of teenagers or old people that defy stereotypes?
  - Do you know of people (your grandparents, for example) that don't fit into these stereotypes?

### COURAGEOUS CONNECTION:

Have the students consider the stereotypes. Prepare a list of stereotypes with the students.

- Teenagers are...
  - Old people are...
1. Now that we can see the stereotypes, consider how we know these to be true – how do we affirm these stereotypes?
  2. What would you have to see, hear or read that would surprise you – or contradict the stereotype?

### CREATIVE CONNECTION:

Have students do some creative - 're-presenting'! Get them to present alternative representations that contradict the stereotypes. However, care should be taken in order for these re-presentations not to appear “cartoon-ish”, but authentic.

1. Social networking sites, such as Facebook and Twitter, have connected us all in such a way that has never been seen before. It is also a great way for us to communicate with each other – from Global issues, to the minutiae of everyday life.

2. Our challenge – either fictionally or authentically – is to create a media piece that portrays an image that is contrary to the stereotypes discussed here.

**CRITICAL CONNECTION:**

Students can creatively work to post pictures, links and status updates from either a teenager's point of view, or from an elderly person's point of view.

With older students who may already have a Facebook or Twitter account, challenge them to post a series that shows them in contrast to a stereotype. For example, if the stereotype is that all teenagers are apathetic: post a series of pictures, links and status updates that show themselves passionate about a certain issue.

**Student ACTION: In The Classroom...In The Community...**

1. Come up with ways to move this message into the larger community. Print off and display these Facebook and Twitter feeds.
2. Create posters that challenge the stereotypes. Hang them up in the hallways in the school, both visible by students and community members.

**Teacher Reflection:**

Look carefully at how age is represented in your materials. Are you able to show a variety of representations of both young and old people that don't support the stereotypes?

**Additional Resources:**

An excellent lesson on Ageism, which was the inspiration for this lesson:

<http://www.aspira.org/files/documents/Aspira%20Leadership%20Clubs%20Curriculum/011%20The%20ISMS%20-%20Lesson%207.pdf>

Another great lesson on Age-ism and the accompanying stereotypes.

<http://www.ithaca.edu/gerontology/schools/pdf/Stereotypes%20and%20Ageism.pdf>

A great lesson on growing up and growing older.

[http://www.cps.unt.edu/natla/rsrc/lsn\\_plans/plan\\_grow\\_up\\_old.pdf](http://www.cps.unt.edu/natla/rsrc/lsn_plans/plan_grow_up_old.pdf)

The Canadian Network for the Prevention of Elder Abuse

<http://www.cnpea.ca/ageism.htm>



## Interdisciplinary Expectations – Secondary

The following expectations have been taken from the Ministry of Education – Ontario Curriculum <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

*Please note: This is not meant to be an exhaustive list.*

Making connections: Before using the strategies in the toolkit please consider these questions.

- How and when will you use the ***Self Reflection – Secondary, and the Classroom Community – Secondary strategies*** to meet the requirements of the Ontario Curriculum?
- What cross curricular connections can you make between the enclosed **strategies**, curriculum expectations, and a variety of subject areas?

## Canadian and World Studies

### Geography of Canada, Grade 9, Academic (CGC 1D)

- report on global issues that affect Canadians
- explain how global economic and environmental factors affect individual choices

### Geography of Canada, Grade 9, Applied (CGC 1P)

- explain how current global issues affect Canadians

### Canadian History Since World War I, Grade 10, Academic (CHC 2D)

- explain how local, national, and global influences have helped shape Canadian identity
- assess Canada's participation in war and contributions to peacekeeping and security
- analyse how changing economic and social conditions have affected Canadians since 1914

### Canadian History Since World War I, Grade 10, Applied (CHC 1D)

- evaluate Canada's participation in war and contributions to peacekeeping and security

### Civics, Grade 10, Open (CHV 2O)

- demonstrate an understanding of the need for democratic decision making
- explain the legal rights and responsibilities associated with Canadian citizenship



- explain what it means to be a “global citizen” and why it is important to be one
- describe the diversity of beliefs and values of various individuals and groups in Canadian society

**The Individual and the Economy, Grade 11, University/College Preparation (CIE 3M)**

- explain how the scarcity of economic resources require individuals and societies to make economic choices
- analyse the factors that affect the socio-economic position of people in Canada
- describe the economic rights and responsibilities of citizens

**Making Economic Choices, Grade 11, Workplace Preparation (CIC 3E)**

- identify the economic choices that individuals, organizations, and societies must make because resources are scarce
- explain how changes in prices, incomes, and the cost of living affect the decisions that are made by consumers

**The Americas: Geographic Patterns and Issues, Grade 11, University/College Preparation (CGD 3M)**

- analyse the political, economic, and social factors that contribute to disparities in economic development within the Americas
- analyse the problem of underdevelopment in the Americas and explain the difficulties in alleviating it
- evaluate various aid programs in the Americas and their impact

**Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW 4U)**

- analyse the causes and effects of economic disparities around the world
- analyse instances of international cooperation and conflict and explain the factors that contribute to each
- evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level

**World Geography: Human Patterns and Interactions, Grade 12, University Preparation (CGU 4U)**

- analyse various types of regional economies to determine the causes of regional economic disparities

- assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them

#### **World Geography: Urban Patterns and Interactions, Grade 12, College Preparation (CGU 4C)**

- analyse various proposed solutions to typical problems of large urban areas

#### **American History, Grade 11, University Preparation (CHA 3U)**

- analyse the interactions among major groups and communities in the United States throughout its history
- analyse the historical process of change in the context of events that have transformed the United States

#### **Canadian History and Politics Since 1945, Grade 11, College Preparation (CHH 3C)**

- assess the role of social justice in Canada's diverse society since 1945
- analyse continuing issues, concerns, and strengths in Canadian society since 1945
- assess how effectively Canadian working people have dealt with challenges and influenced society
- explain the importance of active citizenship and respect for heritage in the lives of Canadians
- explain how different individuals and communities in Canada seek to fulfill their ambitions and express their identities
- evaluate how well post World War II Canada fits the description of an open, equitable, and democratic society

#### **Canadian History and Politics Since 1945, Grade 11, Workplace Preparation (CHH 3E)**

- describe the role of social justice in Canada's multicultural society since 1945
- identify continuing issues, concerns, and strengths in Canadian society
- explain the importance of active citizenship and respect for heritage in the everyday lives of Canadians
- explain how different individuals and communities in Canada seek to fulfill their ambitions and express their identities
- identify the ways in which Canada fits the description of an open, equitable, democratic society

#### **World History Since 1900: Global and Regional Perspectives, Grade 11, Open (CHT 3O)**

- analyse the relationship between the individual and those in authority in various societies since 1900
- demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the twentieth century

**Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI 4U)**

- evaluate the extent to which Canada has been transformed into a pluralistic society
- evaluate the claim that Canada is a just society, by examining issues related to human rights
- analyse the changing roles and contributions of women in Canada

**World History: The West and the World, Grade 12, University Preparation (CHY 4U)**

- evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present
- assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century
- analyse changing aspects of women’s economic, social, and political lives in Western and non-Western societies since the sixteenth century

**World History: The West and the World, Grade 12, College Preparation (CHY 4C)**

- evaluate factors that have led to conflict and war or to cooperation and peace between various communities since the sixteenth century
- describe the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century
- describe the changing roles that women have played in various communities throughout the world since the sixteenth century

**Adventures in World History, Grade 12, Workplace Preparation (CHM 4E)**

- analyse how people throughout history have dealt with conflict and maintained peace
- describe types of group membership and their influence on both individuals and society
- compare the roles and functions of individuals and groups in different societies and at different times
- compare political systems and processes that have been involved in the exercise of power and authority throughout history

**Understanding Canadian Law, Grade 11, University/College Preparation (CLU 3M)**

- describe the sources of rights and freedoms in Canada and explain how particular rights and freedoms may conflict
- describe historical and contemporary barriers to the equal enjoyment of human rights in Canada

- describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited, and how they are enforced in Canada and in Ontario

#### **Understanding Canadian Law, Grade 11, Workplace Preparation (CLU 3E)**

- explain how recognition of rights, responsibilities, and freedoms has developed in Canada
- explain the rights and freedoms outlined in the Canadian Charter of Rights and Freedoms and how people can exercise them

#### **Canadian and International Law, Grade 12, University Preparation (CLN 4U)**

- explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms
- analyse the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts

#### **Canadian and World Politics, Grade 12, University Preparation (CPW 4U)**

- explain the rights and responsibilities of individual citizens, groups, and states in the international community
- evaluate the role and operation of the international human rights protection system
- compare the aspirations, expectations, and life conditions of people in developed and developing nations

## **Social Sciences and Humanities**

#### **Food and Nutrition, Grade 9 or 10, Open (HFN 10/HFN 20)**

- complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods

#### **Individual and Family Living, Grade 9 or 10, Open (HIF 10/HIF 20)**

- understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems
- describe diverse family, relationship, and child-rearing patterns, and family lifestyles in various historical periods and cultures

#### **Living and Working With Children, Grade 11, College Preparation (HPW 3C)**

- evaluate various global influences on children and families
- demonstrate an understanding of issues and challenges that concern parents, care-givers, and others who interact with children in society
- demonstrate an understanding of causes and consequences of violence towards children, and assess its impact on families, care-givers, and those who work with children

**Managing Personal and Family Resources, Grade 11, College Preparation (HIR 3C)**

- demonstrate an understanding of the challenges involved in human interaction
- analyse how families are affected by global disparities in wealth and resources

**Managing Personal Resources, Grade 11, Workplace Preparation (HIP 3E)**

- demonstrate an understanding of self-concept and its role in effective communication
- describe techniques that lead to effective interaction with others

**Parenting, Grade 11, Open (HPC 3O)**

- identify social and cultural variations in family forms and parenting approaches
- demonstrate an understanding of child abuse and family violence, and outline strategies to secure a safe, non-violent environment for all children

**Food and Nutrition Sciences, Grade 12, University/College Preparation (HFA 4M)**

- identify the social, psychological, economic, emotional, cultural, religious, and physical factors that affect food choices
- determine the relationship among nutrition, lifestyle, health, and disease
- identify the economic, political, and environmental factors that affect food production and supply throughout the world
- identify the factors that are critical to achieving and maintaining food security and eliminating hunger

**Individuals and Families in a Diverse Society, Grade 12, University/College Preparation (HHS 4M)**

- analyse decisions and behaviours related to individual role expectations
- explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles
- analyse changes that have occurred in family structure and function throughout the history of the family
- demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships

**Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP 3M)**

- describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others
- demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology, psychology, and sociology

**Challenge and Change in Society, Grade 12, University/College Preparation (HSB 4M)**

- appraise the differences and similarities in the methodologies and strategies of anthropology, psychology and sociology applied to the study of change
- describe key features of major theories from anthropology, psychology and sociology that focus on change
- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns

**World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation (HRT 3M)**

- demonstrate an ability to recognize prejudices associated with, and misconceptions about, various religions, beliefs, and traditions

**World Religions: Beliefs and Daily Life, Grade 11, Open (HRF 3O)**

- explain the impact of prejudices associated with, and misconceptions about, various religions, beliefs, and traditions
- explain how religious beliefs, or a lack of them, can affect the ways in which individuals relate to others and address issues in daily life in Canada
- analyse two or more of the global effects of religion

## **English**

**English, Grade 9, Academic (FSF 1D)**

**English, Grade 9, Applied (FSF 1P)**

**English, Grade 10, Academic (FSF 2D)**

**English, Grade 10, Applied (FSF 2P)**

**English, Grade 11, University Preparation (ENG 3U)**

**English, Grade 11, College Preparation (ENG 3C)**

**English, Grade 11, Workplace Preparation (ENG 3E)**

**English, Grade 12, University Preparation (ENG 4U)**

**English, Grade 12, College Preparation (ENG 4C)**

**English, Grade 12, Workplace Preparation (ENG 4E)**

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- demonstrate an understanding of a variety of media texts
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

**Media Studies, Grade 11, Open (EMS 3O)**

- demonstrate understanding of a variety of media texts
- deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning
- analyse and critique media representations of people, issues, values, and behaviours
- analyse and evaluate the impact of media on society
- create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques

**Please note:**

**Some of the curriculum expectations may not relate directly to the activities presented in the document, but could be used as a point of discussion under the lens of Equity, Social Justice and Inclusion. This is not an exhaustive list of all the curriculum expectations that could be used for these purposes but serves as a starting point.**



**BEYOND  
INTERSECTIONS...**

**SELF - REFLECTION  
SECONDARY...**



# My Body is My Business

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

- Identity and intersections

Resources:

- Dimensions of Diversity (see chart on page 4)
- Copies of the essay, *My Body is My Business* by Naheed Mustafa  
Naheed Mustafa, "My Body is My Own Business", Reprinted from *The Globe and Mail*, June 29, 1993. in Conrad, Ronald (2006) Ed. *The Act of Writing: Canadian Essays for Composition*, Seventh Edition. McGraw Hill Ryerson, Toronto.
- Copies of poems, suggested collections: *Beauty is a Verb: The New Poetry of Disability* Edited by Jennifer Bartlett, Sheila Black & Michael Northern
- *What the Body Told* by Rafael Campo (poetry collection)
- *Know Me As I Am: An Anthology of Prose, Poetry and Art by People with Learning Difficulties*, Dorothy Atkinson and Fiona Williams Eds.

Social Justice Context

Before working through this activity with students:

In what ways do our bodies portray our identities?

How are bodies interpreted by others through lenses of race, ability, age, gender, ethnicity?

Why is it necessary to read the identity presented by one's body as fluid rather than fixed or static?

How can we maintain an open reading of the bodies of others?

***How might you make connections and use this strategy to meet curriculum expectations?***

**BUILDING Community.**

During a community circle, students and the teacher will share their thoughts about physical appearance

- discuss and create a list of the things you notice regarding physical appearance
- ask students if they could imagine themselves in another physical body

What would that body look like and why?

- Students could draw a small sketch or create a list of what the 'alternative body' might be and then share with the group why they chose that particular imaginary body.

Teaching Strategies

Students will read the essay, *My Body is My Business* and discuss the freedoms that we have / don't have in expressing our identity through our bodily appearance.

Teachers may also use any number of additional resources to begin this discussion including the poetry of disability, the website: [www.sinsinvalid.org](http://www.sinsinvalid.org) for videos. (Note: Not all of the videos on this site are appropriate for viewing by young students. It is important that teachers preview the full clips before showing them to a class.)

#### CREATIVE CONNECTION:

Teacher: Create and share a 4 stanza poem focused on answering the question “how do you see yourself?” Using one of the poems as a template, students will use an image of one of the discussed body types (someone who is differently abled, a transgendered person, a woman, or a man and write a poem as they “step into the body” of that person. Encourage students to consider how multiple layers of oppression might be read by others, for example, a black woman with diverse abilities.

Using the Poem Form, “How I See Myself and How Others See Me” – Appendix 1.1.

#### COURAGEOUS CONNECTION:

Students can research or write biographies on people whose bodies have been read in ways that might create obstacles for them. For example: Rick Hansen, Jenna Talackova, Caster Semenya, Shazia Mirza, Baltej Singh Dillon.

- What was their experience? And in what ways were their bodily identities interpreted?

#### CRITICAL CONNECTION:

- Have students consider and discuss the ways in which students with diverse physical and intellectual abilities are visible or invisible in their school?
- Ask students: How might students with diverse abilities be encouraged to participate more often in extracurricular activities?

#### Student ACTION: In The Classroom...In The Community...

- Teachers might challenge students to present their ideas about body identities to a larger group, either through a display in the school, or through creation of a drama / music performance piece which encompasses a variety of body types.
- Students might examine some of the bodies which are represented in their school communities in order to examine which bodies are represented and which are missing? Students might challenge the creators of the school websites, yearbooks and other school publications to be more inclusive of a variety of body types by writing a letter to them.

#### Teacher Reflection:

- In what ways do the resources in my classroom reflect a variety of different body types?
- What community resources are available to encourage students to see a wider variety of body types in our school?

#### Additional Resources:

Teachers should consider gathering images of bodies which are politicized: male, female, transgender, tattooed, bodily expression of religion, Hassidic Jews, devout Muslims, sex trade workers, differently abled people

## Appendix 1.1

### **How I See Myself and How Others See Me**

By A.T.

My mother sees me as a bee,  
Always buzzing and and moving,  
I don't stop and settle down.

My father sees me as a precious gem,  
And as a crystal glass.  
He is always protective and he thinks he can hold on to me.

My brother sees me as crossword puzzle,  
Full of words and language but still totally confusing for him.  
We speak the same language but he does not understand me.

My friends see me as an alarm clock on snooze,  
Just when they think I've quieted down, I make noise again.  
And as a baby toy with bells, I keep on playing and playing.

I see myself as a bird whose wings have been clipped.  
I know that it's supposed to be possible, but I can't seem to fly.  
And as a maze,  
Full of twists and turns, confusing, but a place where you can find treasure.

## Collective Creation: Bullies in the Classroom

**Grade Level:**  
Intermediate, Senior

Area of Focus:

This strategy focuses specifically on **ableism** and **classism** and can be adapted to address all forms of exclusion, discrimination, and the forms of bullying that are the result.

Resources:

- Chart paper and markers

*The Bully, The Bullied and Beyond: Help for Bullies, Victims and Bystanders – Grade 5-12* by Esther Williams.

This book offers over 70 skill-building activities for students and strategies for a school-wide anti-bully program. It has activities, skill development and strategies for teachers, parents, by-standers, bullies and the bullied.

*Hear Me Out: Stories for Schools about Equity and Inclusion* – video available at [www.safeatschool.ca](http://www.safeatschool.ca)

This video produced by COPA and the Ministry of Education includes stories from a variety of students and teachers about their experiences of bullying and exclusion in schools.

Social Justice Context

Before working through this activity with students:

Students must feel that they are in a safe space to be honest with their experiences of bullying. Teachers may want to begin with the community circle questions as a writing reflection before asking students to speak.

***How might you make connections and use this strategy to meet curriculum expectations?***

***“Do not wrong or hate your neighbor, for it is not he that you wrong but yourself.”***

- Pima

BUILDING *Community*:

- Discuss the quote during a community circle at the beginning of class OR after an incident of bullying

Teaching Strategies:

View the *Hear Me Out* video.

**COURAGEOUS CONNECTION:**

- Share a time you felt bullied
- Share a time you bullied another person
- Share a time you witnessed someone being bullied

Follow up questions: (to be used in a community circle or one on one conversation after an incident of bullying)

How did the incident make you feel? What have you thought about since then? What would you do to change or restore what happened?

**CREATIVE CONNECTION:**

- students will participate in activities geared to explore different aspects of bullying

**Creative Strategies for students:**

**Role on the wall:** In small groups, students draw an outline of a person on a sheet of chart paper. On the inside of the body, students write how it feels to be respected and on the outside of the body, students write what respect looks like and sounds like (example: polite language, listening, holding doors open, smiles, etc.)

- students will share their ideas with the larger class and post the drawing on the wall

In small groups students can create another body outline, but this time write on the outside of the body write what it looks like and sounds like to be bullied. On the inside of the person, they write how the person feels while being bullied.

- Create a Venn Diagram or write a personal reflection journal to compare the experiences of being respected with what it feels like to experience bullying

**Tableaux:** In small groups of 4 or 5, students share a moment when they were bullied, bullied someone else or witnessed some sort of bullying. After sharing, they pick one of the stories and create a tableau (frozen picture that illustrates a moment from that story).

- share the tableau with the class
- The teacher can also “tap” one of the students on the shoulder in the scene and that student can say a line or word or monologue about what they are thinking or feeling at that moment. Students could also bring these tableaux to “life” and use dramatic improv techniques to add to the scene.

**Role play:** in small groups of 3 to 5, students play different roles (victim, bystander, bully)

- using the stories shared in the circle or tableau, have the students role play various scenarios and have them switch roles to experience each character

**Role play:** all the people in the victim’s life that are affected by the bully’s actions

**Role play:** moments in the bully’s life – friends, home, school, community

- students will discuss stereotypes and then dramatize their real life experiences

During the sharing of stories and the role play – listen carefully to the students’ experiences and words.

Additional scenarios can be acted out based on these inspirations.

Students will work together to research the forms of bullying

- cyber, physical, emotional, psychological

Students will work together to research and understand the roots of bullying

- refer to the Dimensions of Diversity chart (p. 4)
- students will develop inquiry questions, complete research, and create an interactive display of their findings (Research examples: student survey, Stats on bullying in Canada, percentage of teen deaths or suicide attributed to bullying)

Upon completion of their research, students will create a **Corridor of Voices**:

**Corridor of Voices:** Challenging the impact of bullying through positive forms of communication

- this dramatization can be created for the classroom and also shared with the school

Students will share advice that they would share with someone who has been bullied.

- students line up in two rows facing each other
- one person who volunteers to play the “victim” walks through the “corridor” or hallway of people and each student gives a piece of positive advice or words of encouragement to the “victim”

CRITICAL CONNECTION:

Students will develop a list of scenarios during a community circle.

- act out a bullying scenario and then have the audience provide suggestions for the actions of the bully, the bullied, the bystander and the upstander
- the actors try each suggested solution and discuss the impact of the suggestion

The resource *“The Bully, The Bullied and Beyond”* was helpful to us to explore different possibilities.

Student ACTION: In The Classroom...In The Community...

Student and teacher collaboration

- create a series of role plays to address forms of bullying
- create and share a series of role plays to address the roots of bullying
- students will develop ideas and scripts that include research that has been developed during

Students will perform their role plays and scenarios for the school

- create reflection question for students and teachers who view the scenes
- complete a written reflection or participate in a community circle and share your thoughts

Reflection questions:

What allows bullying to occur? What have you learned or realized by participating in the play? What strategies will you use in the future if you see or are somehow involved in bullying? What can we do as a community to prevent bullying?

Teacher Reflection: (think about the Dimensions of Diversity)

What are the causes of bullying and can it be stopped? What can students, staff, and parents collectively do to stop bullying?

## The Rat Race: Intersectionality Visualized

### Grade Level:

**Intermediate, Senior** (some Junior applications, depending upon teacher discretion)

### Area of Focus:

This lesson deals with all areas of identity, and the intersectionality of oppression. Participants will see how some areas of their identity can be an advantage, while others prove to be a source of oppression.

### Resources:

- Large open space

### Social Justice Context

Before working through this activity with students:

- Review your understanding of the idiom **“rat race”** - n. a dull and repetitive situation; a dull and unrewarding job.  
"rat race." *Dictionary of American Slang and Colloquial Expressions*. 12 Feb. 2013.  
<Dictionary.com [http://dictionary.reference.com/browse/rat race](http://dictionary.reference.com/browse/rat%20race)>.,
- Reflect on your own identity and times in your life when privilege or oppression might have been experienced. What impact do your past experiences have on your life today?

One intention of this strategy is to support greater awareness of self, the people around you, and possible barriers to equal access.

**Please reflect on the following quote:**

***“I grew up believing that all Americans have equal opportunity to succeed because there is a level playing field and affirmative action was no longer necessary. Since then, I have found this exercise useful to challenge our common assumptions of equal access”.***

***Paul Kivel, [www.paulkivel.com](http://www.paulkivel.com)***

- What are some assumptions that you might hold about equal access to education, jobs, and opportunities to make choices in life?
- Complete The Rat Race as an independent reflection, or complete and discuss with your peers.

Teachers must consider the identities, past experiences, and current social realities of their students. Some layers of identity may be visible (race, ability), some layers of identity may be less visible/invisible (class, family).

- It is important to reinforce a safe and inclusive classroom climate before using this strategy  
***How might you make connections and use this strategy to meet curriculum expectations?***

**As a class, please reflect on the following quotes taken from UNICEF.org** [http://www.unicef.org/education/index\\_access.html](http://www.unicef.org/education/index_access.html)

**“Of an estimated 101 million children not in school, more than half are girls. They are being denied their basic human right to education, with far-reaching consequences: Without it, their future opportunities are dramatically limited. If schooling unlocks the gate to a bright and successful future, a childhood bereft of education erects nearly insurmountable barriers.”**

**“...access to quality education is not a privilege – it is a basic human right.”**



### BUILDING *Community*:

Discuss education and gender equality, using the quotes included in this strategy and ask students to reflect on “...**access to quality education is not a privilege – it is a basic human right.**”

Ask students:

- What does access to quality education mean to you? What impact does gender have on access?
- What other basic human rights should all people have access to?
- How does access create opportunities for future success in life?

To reinforce a positive classroom climate where students feel safe and included, here are some possible prompts for students to reflect on (verbally or in writing):

- I feel safe when...
- I can be honest when...
- To be able to take a risk, I need...

### Teaching Strategies

This exercise was inspired by “*Examining Class and Race: An Exercise*” by Paul Kivel ([www.paulkivel.com](http://www.paulkivel.com)), created to develop the participants’ understanding of assumptions related to equal access and opportunities that will have an impact on our present and future lives.

**Connections to the Dimensions of Diversity p. 3:** Some parts of a person’s identity may allow them access to resources and privileges; some may be connected to forms of oppression (either visible or invisible).

### **Students will stand in a line in the middle of an open space:**

While listening to the statements, students should focus on their own experiences and respond honestly and in silence by taking a step forward if their answer is ‘yes’, or taking a step backward in their answer is ‘no’. If there is no answer, students are to remain in place. Students are not permitted to look around until the end of the exercise. This activity should be done in a large open space (gym, outside) that allows students to spread out and focus on their own feelings and emotions.

### **Students are encouraged to think about the different layers of their identity.**

During this reflective exercise, the goal is equal access to education and everything you will need to live a happy, productive life will be determined by your position at the end of the reflection.

Teachers should use discretion in their choice of statements. It is not necessary to use all statements with every group of students.

### **Language Statements**

- My primary language of learning, growing up, is English.
- My caregivers primarily speak English.
- My caregivers can easily understand materials, information, report cards sent home from school.
- I can easily understand the humour of my classmates.
- I can easily read and understand the report cards, forms and letters that I receive from school.

**Physical Ability Statements**

- I've never been embarrassed or tried to change my physical appearance or mannerisms in order to avoid being ridiculed.
- I am successful in sports, and participate regularly (both within and outside of school) in sporting events or teams.
- I regularly see people of my physical ability portrayed positively in the media.
- I can access buildings within my community with ease.
- If I choose, I can easily use public transportation.

**Intellectual Ability Statements**

- School is easy for me.
- I am able to attend school without any restrictions.
- I've been encouraged to and plan to attend University or College.
- Both of my parents have attended University or College and encourage me to do the same.
- I regularly see people of my intellectual ability portrayed positively in the media.

**Religion Statements**

- I regularly see people of my religious background portrayed positively in the media.
- The celebrations I observe I regularly see reflected in the schools and larger community, as well as the media and popular culture.
- If I go to a (church, synagogue, temple, etc.) it is local and I don't need to travel too far to attend.
- There are many people who celebrate and worship in the same way as myself and my family.
- I rarely feel different or that I don't belong because of my religious beliefs.

**Sexual Orientation Statements**

- I regularly see people of my sexual orientation portrayed positively in the media.
- My family structure is regularly reflected in the materials presented at school, the community and the media.
- I am free to love whom I wish.
- My family supports my choices when I select a person I want to date.
- If I have questions, I have someone I can talk to about sex, love, and desire.

**Socio-Economic Status Statements**

- My parents own their own home and car and have chosen to live where we live.
- I have access to technology and resources (computers, books) both at school and at home when I need them.
- If my parents changed jobs or careers, it was by choice – not because they were laid off or fired.
- If I have had to move, it was by choice – not because we couldn't pay the rent.
- I have never been ridiculed because of how much money I may have.

**Gender Identity Statements**

- I am regularly encouraged to pursue the interests, activities, hobbies I have because they are viewed appropriate for my gender identity.
- I feel safe because of my gender identity.

- I regularly see people of my gender portrayed positively and in a variety of careers in the media.
- I will have equal access to post-secondary education (apprenticeship, university, college) regardless of my gender.

#### **Race Statements**

- People around me believe I was born in the country I live in.
- I have studied the history of my ancestors in school, including their accomplishments.
- I regularly see people of my race portrayed positively in the media.
- I have never felt unsafe or uncomfortable because of my race.
- My parents grew up in Canada.

Ask students to stop moving and silently observe the placement of people in the room/area.

- Describe the visible dimensions of diversity (p.3) of the people around them
- What feelings do they have? What patterns do they notice ahead of them? (At this point it is okay to discuss the identities of the people who are in different positions at the end of the exercise)
- All students will now speed walk to the goal of access to education and future opportunities

#### **COURAGEOUS CONNECTION:**

Students will need time to process this activity. Teachers may wish to set up a “think-pair-share” and/or journal reflection to allow students time to begin to construct their thoughts. When ready, teachers can pull the group into a community circle.

**Define:** success, privilege, equal access, and oppression

Students will give examples of occasions when they experienced the words/concepts that were defined.

This exercise was designed to help us understand the sources of some invisible privileges and forms of oppression connected to the dimensions of diversity (p.3)

#### **Discuss:**

- Student emotions
- Reasons why some individuals got the goal first and why some did not have access to the goal
- The exercise and the connections that can be made to real life experiences and social realities.

#### **CREATIVE CONNECTION:**

Identify areas of oppression within the larger community and systems that should be changed to help everyone be successful...

- On a personal level
- Within the classroom
- Within the school
- Within the larger community – both local and globally

#### **CRITICAL CONNECTION:**

What role do media texts play in reinforcing stereotypes and experiences of privilege or oppression? (consider visual, written, and aural)

What additional areas of equal access can be examined and connected to this exercise? (housing, healthcare...)

Student ACTION: In The Classroom...In The Community...

- What are the major barriers to success in our classroom? What can be done about it? Brainstorm a list of ideas and create an artistic representation of the removal of these barriers as a visual reminder. Share your ideas with another class.
- Identify some areas of under/misrepresentation in the media. Create posters to illustrate positive representations of diversity.
- Students can examine community organizations and programs to assess their inclusivity. Which voices are being heard? Who is being left out?
- Students can contact community organizations to learn more about important initiatives that support inclusion and also develop a classroom/school-wide social change initiative focused on equal access, while collaborating with staff and community members

Teacher Reflection:

Think about some of the following prompts. Reflect on how this will impact your teaching.

- What surprised you about what you learned/witnessed?
- How will you include multiple perspectives, the dimensions of diversity (p.3) and create a more Culturally Responsive teaching practice where multiple perspectives are included?

Additional Resources:

Paul Kivel's website: [www.paulkivel.com](http://www.paulkivel.com) - Examining Race and Class

***Nothing has the power to create change like a group of passionate students raising their voices in unison. Educators have a unique opportunity to be the backbone of this process and increase compassion for all in the hearts and minds of our students. Helping students become active and engaged citizens of the world benefits everyone.***

***- Heather Truscott***

## Those Shoes - Empathy

### Grade Level:

**Junior, Intermediate** (adaptable to primary with different prompts)

### Area of Focus:

- Classism
- Inclusion
- confidence/self-concept

### Resources:

*Those Shoes* by Maribeth Boelts

### Social Justice Context

Before working through this activity with students:

Think about how stereotypes associated with socio-economic status impact a student's self-esteem and how they perform in school.

Be aware of hidden bias(es) in lessons and texts (refer to BIAS CHECK! Document) pg. 25

***How might you make connections and use this strategy to meet curriculum expectations?***

***"Empty pockets never held anyone back. Only empty heads and empty hearts can do that."***

***-Norman Vincent Peale***

***"The great gift of human beings is that we have the power of empathy."***

***- Meryl Streep***

### BUILDING *Community*:

Reflect on the quotes:

- Have you ever really wanted something, but could not have it?
- What were some reasons you could not have it?
- How did you feel when you could not have what you wanted?

### Teaching Strategies:

Students will discuss inferences based on the title of the book and cover illustrations

### COURAGEOUS CONNECTION:

Ask the following after reading the story :

- Why is Jeremy unable to have the shoes?

- What issues is Jeremy experiencing?

We all have wants and needs. Discuss the differences between 'needs' and 'wants'?

- Brainstorm a list of things you need and want in life
- Discuss the impact of how you would feel if a 'want' or a 'need' was taken away
- What would you be willing to share with someone in need?
- How could you help someone provide for themselves?

CREATIVE CONNECTION:

- create a poster that challenges stereotypes associated with socio-economic status

OR

- write a reflection that shares thoughts about your experiences

CRITICAL CONNECTION:

- What can you do now in addition to charitable giving to create positive social change?
- Antonio showed empathy to Jeremy when he didn't tease him. What does empathy mean to you?
- Have you shown empathy to someone who is hurting?
- Has someone shown empathy to you?
- How does our school community show empathy to people in our community/world who need help?

Student ACTION: In The Classroom...In The Community...

Brainstorm ways our class could show empathy and support to families in need

- students will collaborate with their teacher to create school wide plan

Teacher Reflection:

Consider the focus of your school fundraising. Is the fundraising based on charitable giving or is there an awareness and social action process involved? (consider the James Banks Continuum)

## CD Me – Valuing Diverse Experiences

### Grade Level:

Junior, Intermediate, Senior

### Area of Focus:

- **Identity**
- **Inclusion**

### Resources:

- collection of song titles and artists representing a diverse range of backgrounds and genres
- class set of CD cases
- class set of inserts cut to size (12 cm x 12cm)
- art supplies

### Social Justice Context

Before working through this activity with students:

Students become more engaged in their education when they see their real life experiences and social group identities represented within the classroom and curriculum

Self-expression supports students in seeing themselves at the centre of classroom practice – represented in CD cover art

- opportunity for teacher to begin conversation about inner talents and qualities we may not see in others

*How might you make connections and use this strategy to meet curriculum expectations?*

***“Make the most of yourself, for that is all there is of you.”***

***-- Ralph Emerson Waldo***

***“There are three things extremely hard: steel, a diamond, and to know oneself.”***

***--Benjamin Franklin***

### BUILDING *Community*:

*Why is it so difficult to ‘know oneself’? (refer to quotes during circle discussion)*

### Teaching Strategies:

A CD is an artistic expression of the individual. It shares with the audience ideas that are creative, reflective, informative, or opinionated.

- Display on screen a favourite CD cover for class to see.

Describe the cover: What ideas/messages are displayed? What might we infer about the artist and her or his experiences?

In pairs, students will analyze a CD and its song titles, inferring some deeper meaning about the message/ideas being conveyed by the artist.

**COURAGEOUS CONNECTION:**

What do the album cover and titles communicate to you about this artist?

Who are your favourite musical artists and why do you like their music?

What would a CD cover with song titles communicate to an audience about you?

**CREATIVE CONNECTION:**

Students will design CD cover art that represents a social justice issue you have experienced or that is important to you (refer to Dimensions of Diversity chart p. 4). On the inside sleeve, create 8 – 10 song titles that share personal ideas/beliefs/dreams/interests/fears of which others may not be aware.

Have a CD release party to share students' finished work.

**CRITICAL CONNECTION:**

In partners, share CD cover and discuss the issue that has been illustrated. Share (as comfortable) one or two of the song titles, and their meaning.

Switch partners and repeat the process.

Student ACTION: In The Classroom...In The Community...

Have students research social justice art forms and discuss their findings as a class

- How can art be used to bring about social change?
- Create art for social change based on a topic of your choice

Teacher Reflection:

How do you encourage students to use alternative forms of expression?



## No Obstacles

### Grade Level:

Intermediate , Senior

Area of Focus:

- **Ableism**

Resources:

Ted Talks video, 'Aimee Mullins and her 12 Pairs of Legs'

[http://www.ted.com/talks/aimee\\_mullins\\_prosthetic\\_aesthetics.html](http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics.html)

- The Kelsey Wise Story, The Lisa Franks Story (both from Nelson Bold print series, "She's Got Game")
- Smart board or flip chart

Social Justice Context

Before working through this activity with students:

Kids won't have fear of differences until they are told/instructed/modeled by a significant adult in their life

*How might you make connections and use this strategy to meet curriculum expectations?*

***"They are able who think they are able" -- Virgil***

***"There is nothing you can't do if you set your mind to it. Anything is possible."***

***-- Rick Hansen***

***"I know that you can do the impossible." Terry Fox***

BUILDING *Community*.

During Community circle – define **Ableism** and discuss quotes.

Teaching Strategies:

1. In life, people face many different kinds of obstacles or roadblocks – can you think of some examples? (Remind students that obstacles can be physical, mental, emotional or social.)
2. Today we are going to look at some individuals who face obstacles in their lives both day to day and as athletes. We will see how they have worked to overcome these obstacles.

COURAGEOUS CONNECTION:

- Does anyone know what a prosthetic limb is? (e.g. an artificial limb)
- Are you familiar with a person who has/had a prosthetic limb (e.g. Terry Fox)
- Why might an individual need an artificial limb/s?
- While you watch, think about double amputee Aimee Mullins and what kind of attitude she presents to the world
- Watch the Ted Talks, Aimee Mullins and Her 12 Pairs of Legs  
[http://www.ted.com/talks/aimee\\_mullins\\_prosthetic\\_aesthetics.html](http://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics.html)

CREATIVE CONNECTION:

1. Discuss similarities and differences between Terry Fox and Aimee Mullins.
2. Create a Venn Diagram on the Smart board or provide a Venn handout for a shared written reflection.

CRITICAL CONNECTION:

Give a copy of 'The Kelsey Wyse Story' to half the class and 'The Lisa Franks Story' to the other half. (allow about 5 – 10 minutes for independent reading time)

- Do a 'Think, Pair, Share' with an elbow partner to discuss the athlete they read about.
- What did the individuals have in common? Differences? Achievements? Challenges?
- What forms of oppression do you think the athletes experienced and how did they overcome them?
- Have students research the biography of other paralympian athletes from diverse backgrounds (e.g. Colette Bourgonje or Joe Tompkins [www.mediaindigena.com](http://www.mediaindigena.com))  
What kind of obstacles do these athletes face?

Student ACTION: In The Classroom...In The Community...

- Working with younger students, share some information on the Paralympic Games.
- Create a poster or advertisement to raise money and/or awareness of the games and for athletes
- Have students research the local chapter of Special Olympics that will be held in their area and arrange to volunteer during the events. [www.specialolympics.org](http://www.specialolympics.org)

## Social Identity

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

- **Dimensions of Diversity (p.4)**

Resources:

This is part one of a two part lesson. The second part is called “Matrix of Privilege and Oppression”.

This lesson is an adaption of a lesson found in the book *Teaching for Diversity and Social Justice* by Maurianne Adams, Lee Anne Bell, and Pat Griffin.

- blank paper, pencil crayons, and a copy of Appendices 1.1 and 1.2

Social Justice Context

Before working through this activity with students...

Teachers should reflect upon their own social identity and how it influences their teaching style. The purpose of this lesson is to enable them to explore their own social identity and the role that it has played in shaping who they are as individuals.

*How might you make connections and use this strategy to meet curriculum expectations?*

***“I’ve grown certain that the root of all fear is that we’ve been forced to deny who we are.”***

***-- Frances Moore Lappe***

***“Everyone thinks of changing the world, but no one thinks of changing himself.”***

***-- Leo Tolstoy***

**BUILDING *Community*.**

Reflect on and discuss the quotations above.

Teaching Strategies

Explain to the students that they will be learning about social identity and that they do not need to share anything about themselves during the course of this lesson that they do not want to make public.

Have the students draw a circle on a blank sheet of paper. In the middle of the circle, they are to write their name. They are then to brainstorm a list of all the positive words that they would

use to describe themselves. They should write these words using a pencil crayon. They are then to pass their sheet of paper to a friend. Using a different colour pencil crayon, they are to add to their friend's sheet of paper by writing down positive words that they would use to describe their friend. Encourage them to use different words than the ones that have already been written on the sheet of paper. Have the students get together with a friend to discuss the similarities and differences between what they wrote about themselves and what their friend wrote about them.

#### COURAGEOUS CONNECTION:

1. Explain to the students that they will be examining social identity categories. They include but are not limited to: ability, age, ethnicity, gender, gender identity, language, race, religion, sexual orientation, and socioeconomic status. As a class, write a definition for each of the social identity categories. The students can write their answers in the first blank column on Appendix 1.1.
2. Write the words visible and invisible on the board. Have the students classify the social identity categories in terms of their visibility. Explain to the students that some of the social identity categories can be both visible and invisible depending on the individual. For example, religion can fit into both categories. Someone who is Protestant might identify their religion as being invisible, while a person of the Orthodox Jewish faith might classify their religion as being visible because they wear a yarmulke.
3. Have the students brainstorm a list of social groups associated with each of the social identity categories. They are to write their answers in the second blank column on Appendix 1.1. Make sure that the students understand that a social group is two or more people who share similar characteristics. For example, the social groups associated with age are infants, children, adolescents, adults, and seniors.
4. Give the students a copy of Appendix 1.2. For part A, the students are to identify the dimensions of their social identity. For part B, the students are to identify which dimensions of their social identity are visible and invisible. For part C, the students are to create a graph to demonstrate how important each dimension of their social identity is to their life. For parts D and E, the students are to explain why they chose the dimensions of their social identity they did as being the most and least important.

#### CREATIVE CONNECTION:

Have the students create a visual display of their social identity in the form of a poster, mask, or mobile. They should only include aspects of their social identity on their display that they wish others to see.

#### CRITICAL CONNECTION:

Have the students write a journal response in which they examine how their social identity has impacted their life in both a positive and negative way. Students who are comfortable doing so could share what they have written with the class.

Student Action: In The Classroom...In The Community...

1. The students could write poetry to express who they are as individuals and share their poems with other students.
2. The students could research what role identity played in the formation of the character of social activists such as Martin Luther King Jr., Mahatma Gandhi, and Nelson Mandela and share their findings with other students.
3. The students could teach younger students about social identity.

Teacher Reflection:

What impact do your students' feelings about their social identity have on their achievement?

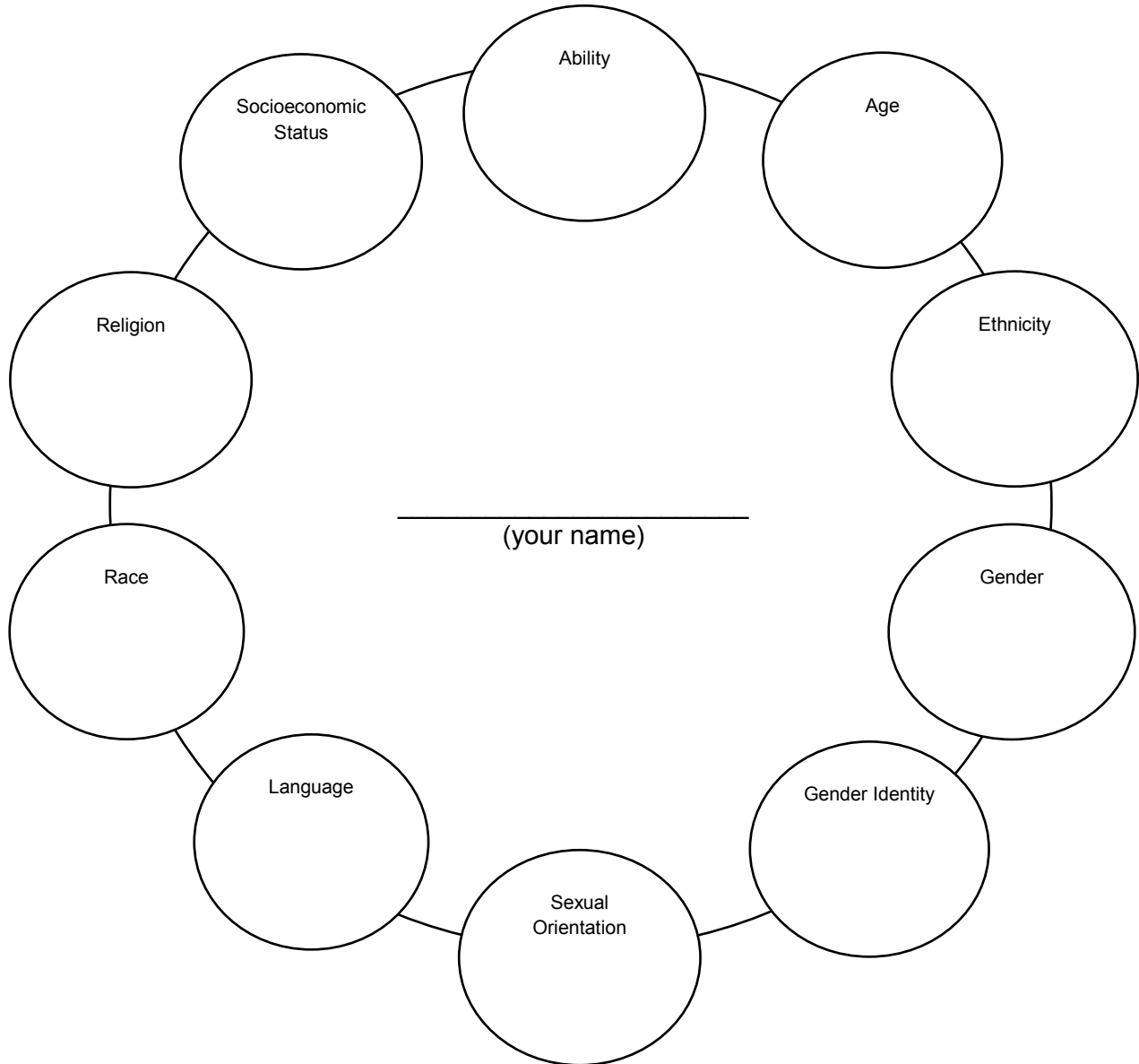
# Appendix 1.1 Social Identity Categories

Define each of the social identity categories and identify what social groups belong to each of them.

Social Identity Categories	Definition	Social Groups
Ability		
Age		
Ethnicity		
Gender		
Gender Identity		
Language		
Race		
Religion		
Sexual Orientation		
Socioeconomic Status		

## Appendix 1.2 My Social Identity

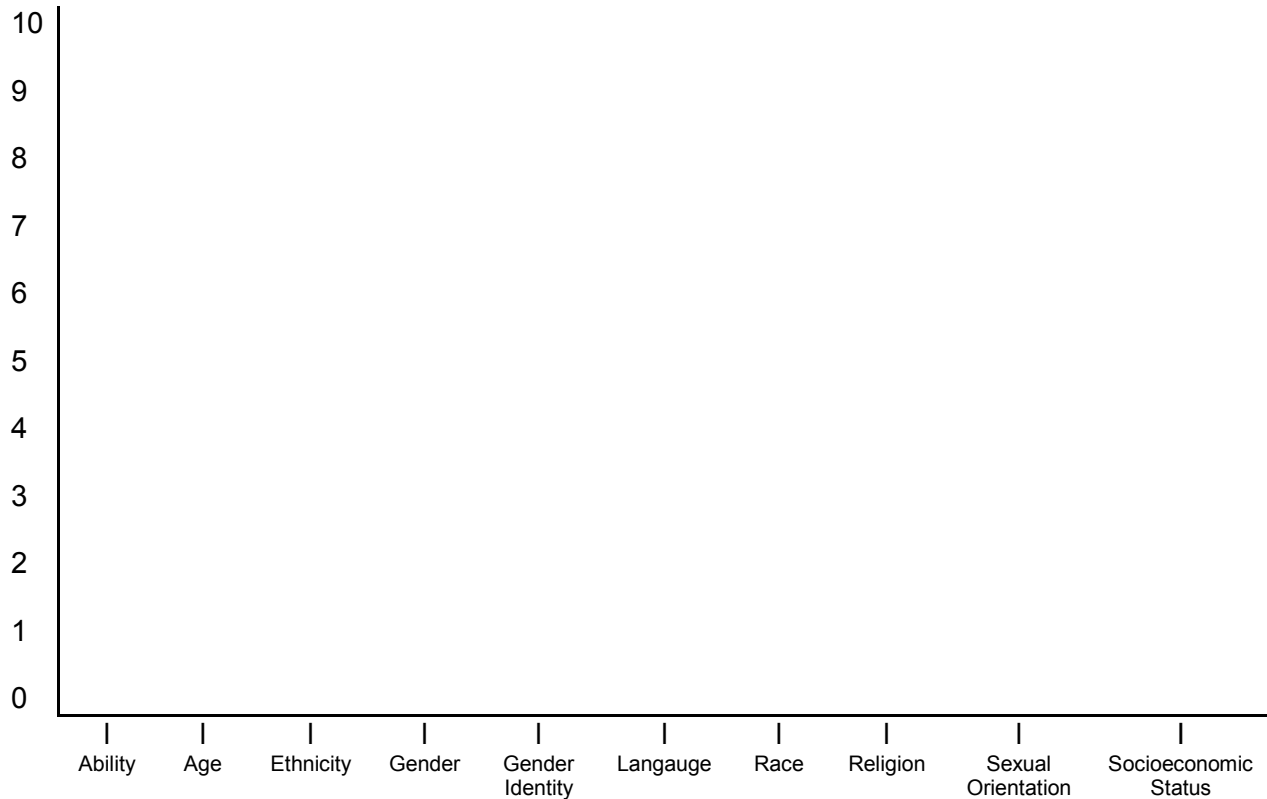
A. Label the following diagram based on your own social identity.



B. Which dimensions of your social identity are visible and invisible?

visible	invisible

C. Draw a graph to show how important each dimension of your social identity is to your life.



D. Which dimension of your social identity did you identify as the most important? Why?

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E. Which dimension of your social identity did you identify as the least important? Why?

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**BEYOND  
INTERSECTIONS...**

**CLASSROOM COMMUNITY  
SECONDARY...**

## Matrix of Privilege and Oppression

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

**Dimensions of Diversity and all related forms of oppression. (p.4)**

Resources:

This is part two of a two part lesson. The first part is called Social Identity.

This lesson is an adaption of a lesson found in the book *Teaching for Diversity and Social Justice* by Maurianne Adams, Lee Anne Bell, and Pat Griffin.

- Appendix 1.1 “Matrix of Privilege and Oppression” and a blank sheet of paper.
- Appendix 1.2 “Matrix of Privilege and Oppression – Answer Key”

Social Justice Context

Before working through this activity with students...

Teachers should take the time to reflect upon the ways in which they are privileged and oppressed before starting this activity with students.

The purpose of this lesson is to teach students about privilege and oppression and the dynamics of power. They will identify the ways in which they are advantaged and disadvantaged.

It is important to note that privilege is often invisible to the individual who benefits from it. Therefore, the students may have difficulty determining how they are privileged. They will have less difficulty identifying how they are oppressed. In addition, some students may feel uncomfortable if they lean more towards either privilege or oppression. Remind them that what they write will be kept private if they do not want it to be shared with others.

***How might you make connections and use this strategy to meet curriculum expectations?***

***“It is often easier to become outraged by injustice half a world away than by oppression and discrimination half a block from home.”***

***--Carl T. Rowan***

***“How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and the strong. Because someday in life you will have been all of these.”***

***--George Washington Carver***

### BUILDING *Community*.

Ask the students to share with a classmate a time when they were treated badly by someone. They should focus on answering the following questions

1. When did the situation take place?
2. What events led to the situation taking place?
3. Who treated you badly?
4. What did the person do to you?
5. Why did they treat you this way?
6. Did anyone try to intervene or come to your aid?
7. How did this situation make you feel?
8. Has the situation had a lasting impact on your life? If so, how?

Have the students share their experiences with the class if they are comfortable doing so.

#### Teaching Strategies

Explain to the students that they will be learning about privilege and oppression. Encourage the students to be open and honest and to share their own experiences throughout the lesson.

#### COURAGEOUS CONNECTION:

1. Briefly review the social identity categories discussed in part one of this two part lesson (Social Identity). They include but are not limited to: age, ability, ethnicity, gender, gender identity, language, race, religion, sexual orientation, and socioeconomic status. The students need to recall that certain aspects of an individual's social identity are visible to the public while others are invisible. Remind them that it is possible to divide each social identity category into social groups. For example, class can be divided into poor, working class, middle class, upper class, and rich.
2. Write the word privileged on the board. As a class, brainstorm a list of all the things that a person who is privileged might have access to and then brainstorm a list of words to describe how they would feel about themselves if they were privileged. Do the same exercise for the word oppressed. Compare the two sets of word lists. Ask the students what impact they think being privileged or oppressed would have on a person's self-esteem and their life.
3. Explain to the students that social groups within each of the social identity categories have different status. Some groups are advantaged or privileged while others are disadvantaged or oppressed. An advantaged or privileged group has greater access to power and resources. A disadvantaged or oppressed group has limited or no access to power and resources.
4. Provide the students with a copy of Appendix 1.1 and have them fill in the chart. For

each of the social identity categories, they need to identify what groups are considered privileged and which ones are considered oppressed. Groups who could experience either privilege or oppression are considered border groups. The students are then to identify the form of oppression associated with each social identity category. In the last column, the students are to give an example to demonstrate how different forms of oppression intersect. This means that an individual can experience multiple layers of oppression depending on the social identity groups to which they belong. Appendix 1.2 can be used as an answer key.

5. Divide the class into small groups and assign each group one of the social identity categories. As a group, they are to share with each other experiences that illustrate the form of oppression they have been assigned. Their examples should focus on issues within their school and community. Each group is to develop a plan to combat their form of oppression.

**CREATIVE CONNECTION:**

The students will create a public service announcement or bulletin board display to bring awareness to the form of oppression their group was assigned.

**CRITICAL CONNECTION:**

Have the students draw a t-chart on a blank sheet of paper. They are to write privileged on one side of the t-chart and oppressed on the other. They are to write down all the ways in which they feel they are privileged and oppressed. They should focus on the same social identity categories mentioned in the chart on Appendix 1.1. The students are then to write a paragraph describing what privilege and oppression looks like in their lives. Some students may be more privileged or oppressed. This should be a personal reflection. Students should not be required to share this information publicly unless they choose to do so.

**Student Action: In The Classroom...In The Community...**

1. Visit and work with a local organization that helps those affected by one of the forms of oppression. For example, they could visit a food bank or a women's shelter.
2. Create an awareness campaign. Consider using:
  - announcements, classroom visits, local media coverage to develop advocacy in support of a social justice issue that concerns them
  - create a partnership with a local organization to raise money in support of positive social change (example: they could research youth socio-economic issues and work with related organizations)
3. Develop a series of announcements to be read on the P.A. system in the morning highlighting social justice issues going on around the world.

**Teacher Reflection:**

How familiar and comfortable are you with discussing issues related to privilege and oppression?

## Appendix 1.1 Matrix of Privilege and Oppression

Fill in the chart below with the appropriate information.

<b>Social Identity Category</b>	<b>Privileged Social Group</b>	<b>Border Social Group</b>	<b>Oppressed Social Group</b>	<b>Form of Oppression</b>	<b>Example of Intersections</b>
<b>Ability</b>					
<b>Age</b>					
<b>Gender (Physiological Sex)</b>					
<b>Gender Identity</b>					
<b>Language</b>					
<b>Race</b>					
<b>Religion</b>					
<b>Sexual Orientation</b>					
<b>Socioeconomic Status</b>					

## Appendix 1.2 Matrix of Privilege and Oppression – Answer Key

Fill in the chart below with the appropriate information.

<b>Social Identity Category</b>	<b>Privileged Social Group</b>	<b>Border Social Group</b>	<b>Oppressed Social Group</b>	<b>Form of Oppression</b>	<b>Example of Intersections</b>
<b>Ability</b>	people who are physically and intellectually abled-bodied	people with temporary physical or intellectual disabilities	people with permanent physical or intellectual disabilities	ableism	an elderly man who has limited vision
<b>Age</b>	adults	young adults and adolescents	infants, children, and seniors	ageism and adultism	a child who is transgendered
<b>Gender (Physiological Sex)</b>	biological men	people who are transsexual or intersexed	biological women	sexism	a woman from the Muslim faith
<b>Gender Identity</b>	biological men and women who are gender conforming	biological men and women who are gender ambiguous	people who are transgender	transgender oppression	a person who is transgender and who comes from a working class family
<b>Language</b>	people who speak English as a first language	people who are bilingual or multilingual	English language learner	xenophobia	a person of German heritage who is an English language learner

<b>Race</b>	people who are white	people who are biracial	people from Asian, Native Canadian, African heritage	racism	a person of Asian heritage who is gay
<b>Religion</b>	people from the protestant or Roman Catholic faiths	people who are atheist	people from the Jewish, Muslim, and Hindu faiths	religious oppression	a man from the Hindu faith who is an English language learner
<b>Sexual Orientation</b>	people who are heterosexual	people who are bisexual	people who are lesbian or gay	heterosexism and homophobia	a woman who is bisexual
<b>Socioeconomic Status</b>	people who are rich or upper class	people from the middle class	people from the working class or who are poor	classism	a person who is homeless and has a history of mental illness

*\*Adapted from: Teaching for Diversity and Social Justice by Maurianne Adams, Lee Anne Bell, and Pat Griffin.*



## Life in the Margins

### Grade Level:

**Junior, Intermediate, Senior**

### Area of Focus:

- **Classism**
- **Poverty**
- **Homelessness**

### Resources:

Teachers may use any of the following texts appropriate for their classroom.

- *Fly Away Home* by Eve Bunting also a Reading Rainbow episode available at: <http://www.youtube.com/watch?v=Mf1emMw90TA>
- *Those Shoes* by Maribeth Boelts
- "Shame" A short story by Dick Gregory

### Social Justice Context

Before working through this activity with students:

- How do we define poverty?
- What is poverty?
- How does one become poor or homeless?

Note: Poverty and homelessness are difficult subjects for students. The teacher must be mindful of the way in which the topic is handled by students in the classroom. It is absolutely imperative to ensure a safe space for discussion. The questions are posed in a very general way in this activity. If students want to respond individually, they may want to do so in written journal responses.

*How might you make connections and use this strategy to meet curriculum expectations?*

***"Poverty is relative, and the lack of food and of the necessities of life is not necessarily a hardship. Spiritual and social ostracism, the invasion of your privacy, are what constitute the pain of poverty."***

**– Alice Foote Macdougall**

### BUILDING *Community*:

Using a community circle in class, invite students to share their thoughts / reflections on the quotation or to share their thoughts on the following questions:

- What do you think causes poverty and homelessness?
- How do people get help to access the things they *need* when they don't have the means, financial resources?

Teaching Strategies:

1. Students will read a text or texts about some of the struggles of poverty / homelessness:
  - “Shame” by Dick Gregory
  - or *Fly Away Home* by Eve Bunting
  - or *Those Shoes* by Maribeth Boelts
2. Teachers will ask students to write reflections or to relate: Text to self / text to text / text to the world through questions and journal writing, poetry writing. Some key questions:
  - What are the social and psychological effects of poverty and homelessness?
3. Students can create a list of wants vs. needs for the protagonists in each of the stories. In addition, the stories might also be compared.

CREATIVE CONNECTION:

Students can use the list of Wants vs. Needs to create a list / brochure / wiki/ web page of local resources which the protagonists in the stories could use to access NEEDS if they lived in your neighbourhood.

COURAGEOUS CONNECTION:

How do people become homeless? Students will view the Reading Rainbow reading of *Fly Away Home* and create a list of ways in which families might become homeless.

<http://www.youtube.com/watch?v=Mf1emMw90TA>

- If poverty is a condition beyond your control, why are people ashamed of being poor? Discuss this question with students after they have viewed / read the texts.

CRITICAL CONNECTION:

- In groups, have students use information from local community resources / supports to prepare some suggestions for the main characters in the three texts. Where can they get help? Where might they go to find shelter if they lived in your community?
- Write the story which happened BEFORE the stories of “Shame” / *Fly Away Home* / or *Those Shoes*. Have students consider what could have happened for families to become economically disadvantaged?

**Student ACTION: In The Classroom...In The Community...**

- Students could volunteer at a homeless shelter / soup kitchen or food bank.
- How much does it cost to go to my school? Have students consider the wants vs. needs for attending your school. Students should consider what it costs to buy things like: school supplies, lunch, bus fare, school trips, yearbooks, extracurricular activities, musical instrument rentals, etc. Students should then brainstorm ways in which some of these costs might be lowered for students who cannot afford to pay them.

Teacher Reflection:

How accessible are the activities / lessons in your classroom? What assumptions do you make about the economic status of your students?

In your school community, what are the barriers which parents face if they are economically disadvantaged?

How are differences in class or economic status a part of my classroom / school materials and discussions?

Additional Resources:

Supporting Education: Building Canada, Child poverty and schools

[http://www.ctf-fce.ca/publications/Briefs/FINAL\\_Hilldayleavebehind\\_eng.pdf](http://www.ctf-fce.ca/publications/Briefs/FINAL_Hilldayleavebehind_eng.pdf)

“What’s Going On” – Poverty in America – clips from the made for TV

documentary [http://www.un.org/works/goingon/poverty/lessonplan\\_poverty.html](http://www.un.org/works/goingon/poverty/lessonplan_poverty.html)

The Homeless Hub: <http://homelesshub.ca/Default.aspx>

Homefree: Exploring Issues of Homelessness

<http://www.etfo.ca/Resources/ForTeachers/Documents/Home%20Free%20-%20Exploring%20Issues%20of%20Homelessness.pdf>

## Assumptions

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

- **Racism**
- **Classism**
- **Religious Discrimination**

Resources:

Teachers will need to find pictures to match the activities or suitable alternative images to fit with the discussion.

- chart paper and pencils

Social Justice Context:

Before working through this activity with students...

The purpose of this activity is to discover what assumptions one makes about others based on their race, religion, physical appearance, and socioeconomic status and to have people try to identify reasons *WHY* they make such assumptions.

It is a good idea for students to have a basic understanding of what stereotypes and assumptions are prior to doing this activity. They should have some previous experience discussing race, religion, and socioeconomic status. This activity could make some students feel anxious or uncomfortable and as a result, teachers should encourage student participation without singling students out.

It is really important that students are given enough time to formulate their own ideas before they are asked to share what they think with the group. Some students will not participate if they are not given the chance to think before sharing.

***How might you make connections and use this strategy to meet curriculum expectations?***

***“The chief object of education is not to learn things but to unlearn things.”***

***-Gilbert K. Chesterton***

***“People who are aware of, and ashamed of, their prejudices are well on the road to eliminating them.”***

***-Gordon Allport***

*BUILDING Community.*

1. Have the students sit in a circle so that ideas can be shared openly and honestly.
2. Ask the students to brainstorm a list of assumptions adults make about teenagers.
3. Have the students identify the stereotypes associated with these assumptions.
4. Discuss how these stereotypes and assumptions make them feel.
5. Have them identify the basis for these stereotypes and assumptions.

Teaching Strategies:

Tell the students that they are going to be asked several questions and that it is important that they answer each question as honestly as possible without being disrespectful to their peers.

COURAGEOUS CONNECTION:

1. Say the words “Black Man Running” and ask the students to think about those words silently.
2. Have the students share with the person sitting next to them - What image came to mind when they heard the above statement?
3. Show the students three pictures: one of a black man running from the police, one of a black man running in a race, and the other of Barack Obama running for President of the United States. Ask the students which picture best represents the one they had in their heads.
4. Discuss the three pictures as a group. Ask the students why they chose the picture they did and why they think people would associate a general statement like “Black Man Running” more with the picture of the black man running from the police than with the other pictures.
5. Tell the students that a t-shirt reading “Black Man Running and It Ain’t from the Police” was produced in support of Barack Obama while he was running for the President of the United States. Ask the students what message the creators of this t-shirt were trying to send.
6. Divide the group in half. Have the two groups move to separate sides of the room. Show one group a picture of Santa Claus and the second group a picture of a traditional Muslim man. He should be wearing traditional clothing, his head should be covered, and he should have a beard. Make sure the students do not see the other group’s picture. Have the students write down on chart paper all the adjectives that came to mind when they saw their picture.

7. Have each group present their picture to the other group and share the adjectives they wrote down. Determine what similarities and differences exist between what they have written down. Discuss why the adjectives they chose to describe the two pictures are so different and ask them if the hat and skin colour of the two people pictured influenced their views. Ask the students why something as simple as a hat can make a huge difference in how we view or treat people.
8. Show the students a picture of Jamie Oliver wearing a fat suit. Do not tell them that the man pictured is Jamie Oliver. Have the students write down on chart paper all of the words they would use to describe the person in the picture.
9. Ask the students to read out loud what they wrote down and ask them why people view overweight individuals negatively.
10. Show the students a picture of Jamie Oliver. Explain that the man in the picture is Jamie Oliver and that he is a famous British chef who has his own television show. Explain that the first picture was also of Jamie Oliver and that in that picture he was wearing a fat suit.
11. Ask the students if they would have described the person in the first picture the way that they did if they had known that the picture was really of an average size man dressed in a fat suit. Discuss their answers as a group.
12. Show the students a picture of a homeless person and have them think about the picture silently. Ask the students to share what came to mind when they saw the picture.
13. Discuss as a group what they thought of when they saw the picture. Ask the students why society views homeless people in a negative light and whether our views of homeless people determine how they are treated. Ask them if they think society would be more willing to help the homeless if they viewed them in a more positive manner.
14. Show the students a picture of Frank O’Dea and tell them that he is a Canadian entrepreneur, humanitarian, and Officer of the Order of Canada who used to live on the streets prior to co-founding the Second Cup chain of coffee stores in 1975.
15. Ask the students if learning about a homeless man who has become a success story has changed their perception in any way of homeless people.

**CREATIVE CONNECTION:**

Have the students create advertisements to challenge an assumption made about a marginalized group of people.

**CRITICAL CONNECTION:**

Explain to the students that the purpose of this activity was to determine what assumptions they make about others based on race, religion, physical appearance, and socioeconomic status. Explain to the students that an assumption is often based on something that is not true. Ask the students what factors influence the assumptions we make about others and what role family, friends, and the media play in the development of our assumptions. Have the students write a journal response in which they identify and analyze their own assumptions.

**Student Action: In The Classroom...In The Community...**

1. The students could display the posters they created to challenge assumptions somewhere in the school.
2. The students could write letters to the newspaper highlighting how important it is for newspapers not to promote stereotypes.
3. The students could write stories to share with younger students about assumptions and stereotypes.

**Teacher Reflection:**

Did the students critically explore their own thoughts and assumptions and openly share their ideas with others?

## An Act of Faith

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

- **Religion**
- **Racism**
- **Gender**

Resources:

- YouTube Clip: Youth for Human Rights: <http://www.youtube.com/watch?v=DSup6T3Xzis>
- CBC News in Review Video on Sikh RCMP officer: [http://archives.cbc.ca/on\\_this\\_day/03/15/](http://archives.cbc.ca/on_this_day/03/15/)
- Priya Jain – A Muslim Female Standup Comic <http://www.salon.com/2004/09/22/mirza/>
- “My Body is My Business” Essay by Naheed Mustafa  
Naheed Mustafa, "My Body is My Own Business", Reprinted from *The Globe and Mail*, June 29, 1993. in Conrad, Ronald (2006) Ed. *The Act of Writing: Canadian Essays for Composition*, Seventh Edition. McGraw Hill Ryerson, Toronto.
- Residential Schools in Canada: <http://religiouschildabuse.blogspot.com/2010/12/brief-history-of-canadian-residential.html>
- Anglican Priest performs gay marriage, loses license: [http://www.canada.com/saskatoonstarphoenix/news/third\\_page/story.html?id=64931142-731c-41a8-84cd-028a05201077](http://www.canada.com/saskatoonstarphoenix/news/third_page/story.html?id=64931142-731c-41a8-84cd-028a05201077)

Social Justice Context:

Before using this strategy with students:

The **Ontario Human Rights Commission** includes religion among 14 prohibited grounds for discrimination (<http://www.ohrc.on.ca/en/human-rights-and-rental-housing-ontario-background-paper/prohibited-grounds-discrimination>)

- How can teachers and schools support respect for diverse religions?
- Whose religious practices and observances are celebrated in schools on a regular basis?

**In a variety of media texts:**

- Whose religious practices are portrayed in a positive way? Whose religious practices and observances are portrayed in a negative way? Reflect on historic and current reasons for these portrayals.
- How do beliefs shape our identity?

Please review the Universal Declaration of Human Rights

*How might you make connections and use this strategy to meet curriculum expectations?*

*“The challenge facing the inclusive school is therefore not to oppose cultures and traditions, but to start from the principle that each culture contributes a part of the whole ... in order to forge a common feeling of belonging that does not deny the diversity of identities.”*

*– Jean--Louis Auduc*



## BUILDING *Community*.

Have students think about faith and religion. Begin with the following question: What do you believe? What is your faith? How do you practice it?

### Teaching Strategies

1. Begin by having the class view the Youtube – Youth for Human Rights, <http://www.youtube.com/watch?v=DSup6T3Xzis> the right to freedom of thought. Following the film, students can discuss or reflect on what they believe in, and /or what they believe.

Questions for students to consider:

- Define religion. Define secular.
- What is the role of religion in these videos? (listed above)

This might be a good time for teachers to invite speakers from the community or alternatively, for students to go out to visit local places of faith worship.

### **Public Space - Community Wall: *I believe in...***

- Students will develop a creative interpretation of the answers to the questions generated for their **creative connection**

### COURAGEOUS CONNECTION:

Students will examine some examples of the ways in which religion is constantly challenged in public spaces. Teachers could choose some or all of these for students to use as primary texts to consider the question of the place of religion in a secular / multicultural context.

- CBC News in Review Video on Sikh RCMP officer: [http://archives.cbc.ca/on\\_this\\_day/03/15/](http://archives.cbc.ca/on_this_day/03/15/)
- Priya Jain – A Muslim Female Standup Comic <http://www.salon.com/2004/09/22/mirza/>
- “My Body is My Business” Essay by Naheed Mustafa
- Residential Schools in Canada: <http://religiouschildabuse.blogspot.com/2010/12/brief-history-of-canadian-residential.html>
- Anglican Priest performs gay marriage, loses license: [http://www.canada.com/saskatoonstarphoenix/news/third\\_page/story.html?id=64931142-731c-41a8-84cd-028a05201077](http://www.canada.com/saskatoonstarphoenix/news/third_page/story.html?id=64931142-731c-41a8-84cd-028a05201077)

Questions for students to consider:

- What is the role of religion in these issues?
- How do religious values conflict with secular values? How do religious values work together with secular values?
- What part of the story of these people is not being told?

### CREATIVE CONNECTION:

Students will generate a list of questions about faith that they will pose to people in the school community. How do people around them express their faith?

Where do they go to practice their faith?

What are the main understandings / beliefs of their religion

This might be a good time for teachers to invite speakers from the community or alternatively, for students to go out to visit local places of faith worship.

CRITICAL CONNECTION:

- What everyday religious objects in your life have become political symbols? Why? (Challenge students here to think of their clothing, jewelry etc.) For Example: What do you think the veil represents in the eyes of non-Muslims?
- When do clothes become political? Why did the veil become a political symbol for Muslims? How do people in your community use clothes to express their political views and identities?
- How important is it to learn the language, customs, and ideas that are used by mainstream society? Does adopting the dress, language, and culture of the mainstream make you a “sellout”?
- What kinds of symbols and clothes generate conflict in your school?

Student ACTION: In The Classroom...In The Community...

How are faith communities represented in our school? Get in touch with a local interfaith organization and find ways to develop a deeper understanding of the diverse religious practices in the school community.

Teacher Reflection:

- What kinds of symbols (religious or other) and clothes generate conflict in your school? What do teachers do about them? What kind of response is appropriate to such conflicts in schools? When do they become an educational opportunity? A distraction?

Additional Resources:

Harmony Movement

[www.harmonymovement.ca](http://www.harmonymovement.ca)

## Human Rights

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

- **Racism**
- **Sexism**
- **Classism**
- **Ageism**
- **Heterosexism**
- **Homophobia**
- **Gender Oppression**
- **Religious Oppression**
- **Ableism**

Resources:

- chart paper, markers
- youthforhumanrights.org, un.org, amnesty.ca,
- copies of Appendix 1.1

Social Justice Context:

Before working through this activity with students:

The purpose of this lesson is to teach students about human rights and to enable them to stand up when they witness their own or someone else's rights being violated. The ultimate goal is to foster an atmosphere of mutual respect within the classroom, school, and community. Students need to understand how important human rights are and that it is everyone's responsibility to ensure that human rights are protected for future generations and respected worldwide. After this lesson, students will be able to see the connection between human rights and social justice. Prior to doing this activity with students, teachers should visit the websites for the United Nations and Amnesty International Canada. Their addresses are [www.un.org](http://www.un.org) and [www.amnesty.ca](http://www.amnesty.ca).

*How might you make connections and use this strategy to meet curriculum expectations?*

***"First they came for the Jews and I did not speak out - because I was not a Jew. Then they came for the communists and I did not speak out - because I was not a communist. Then they came for the trade unionists and I did not speak out - because I was not a trade unionist. Then they came for me - and there was no one left to speak out for me."***

***-Pastor Niemoeler (victim of the Nazis)***

***“True peace is not merely the absence of tension, it is the presence of justice”.***

***-Martin Luther King Jr.***

***“You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty.”***

***-Mohandas Gandhi***

### *BUILDING Community.*

Divide the class into small groups. Give each group a sheet of chart paper and markers. Have the students divide the chart paper into four sections (home, school, work, community). The groups are to brainstorm a list of rights adolescents have at home, school, work, and in the community. If students are unsure of what is considered a right, tell them to think about what they are allowed to do. Have the groups share their ideas with the whole class.

### Teaching Strategies

Teachers should be aware that some students may be more familiar with their rights than others depending on their educational experiences and their lives outside of school.

### COURAGEOUS CONNECTION:

1. Explain to the students that human rights refer to the rights and freedoms that we all possess and that they are based on the principals of fairness, dignity, justice, equality, and respect. Have the students define the above mentioned words. Ask them to provide an example of what fairness, dignity, justice, equality, and respect are.
2. Explain to the students that the creation of the United Nations led to human rights being recognized around the world as universal and inalienable values. Explain to the students that universal means that everyone has the same rights and inalienable means that your rights cannot be taken away.
3. If time permits, the students could go to the computer lab to conduct research on the United Nations. The address for the official website of the United Nations is [www.un.org](http://www.un.org). The students should focus on finding answers to the following questions which can be found in the section of the website called UN at a Glance:
  - a) When and why was the United Nations created?
  - b) What are the four main purposes of the United Nations?
  - c) How many countries belong to the United Nations?
  - d) In what part of the world does the United Nations work?

e) On what type of issues does the United Nations focus?

4. If time does not permit students to conduct their own research, tell the students that the United Nations is made up of 192 countries and was created in 1945 after the Second World War. The founders wanted to establish an international organization to prevent the horrors that took place during the Holocaust from ever happening again.
5. Explain to the students that human rights are protected by treaties signed by various governments. When signing a treaty, a government pledges to create legislation and to take other measures to ensure that human rights are respected within their borders.
6. Tell the students that our rights are outlined in the Universal Declaration of Human Rights and that this document lists the thirty rights that we all have as human beings. Working in groups again, have the students try to identify all thirty human rights. They should write their answers on a sheet of paper. You can turn this activity into a competition to see which group can identify correctly the most human rights. It is unlikely that the students will be able to use the same terminology as the United Nations. You will probably have to accept responses that are correct in terms of meaning, but not terminology.
7. Show the students the video “The Story of Human Rights” at the Youth for Human Rights website. The video can be found at <http://www.youthforhumanrights.org/what-are-human-rights.html>. This nine minute video provides a concise overview of what human rights are and how they evolved over time. After watching the video, the students could create a timeline of the evolution of human rights.
8. Students do not have any difficulty understanding that slavery, genocide, and famine are human rights violations, but they often do not realize that things such as homelessness and bullying are also violations. Explain to the students that human rights violations take place in Canada on a regular basis and that developing and non-democratic countries are not the only ones who face human rights issues.
9. Give the students a copy of Appendix 1.1. They are to provide a description and an example of a violation for each of the human rights. At the website [www.youthforhumanrights.org](http://www.youthforhumanrights.org) you can find a short video clip describing each of the thirty human rights. Ask the students to identify which human right they feel is the most important. Have them explain their choice to the class.
10. Divide the class into small groups again and take them to the computer lab. Have the students visit the official website of Amnesty International Canada. They are to visit the portion of the website called Protecting Individuals at Risk. The address is [www.amnesty.ca/atrisk/](http://www.amnesty.ca/atrisk/). Here they will find links to stories outlining current human rights violations from around the world. They are to choose one of the stories and to

identify all the human rights violations. Give them a few minutes to analyse and discuss the stories as a group and then have them present their findings to the class. If a computer lab is not available, teachers can give the groups printed versions of the stories from the website to analyse and discuss.

11. Ask the students why it is important for students to learn about human rights. They should raise the point that they need to know their rights to ensure they are treated correctly and that it is their responsibility, as the next generation, to ensure that human rights are protected. Have the students identify ways in which they can help protect human rights within their community and the world.

CREATIVE CONNECTION:

The students could visit the website for the Human Rights Commission at [www.ohrc.on.ca](http://www.ohrc.on.ca). Have them create posters promoting human rights and/or peace. The posters can be displayed in the school for other students to see.

CRITICAL CONNECTION:

Have the students write a journal response in which they write about a human rights violation they have witnessed. It could be something they saw or heard in person, on television, on the radio, or on the internet. They are to describe the situation and explain how it represents a human rights violation. They could also write about seeing or hearing someone stand up in support of someone whose rights were being denied.

Student Action: In The Classroom...In The Community...

1. Write letters to government officials expressing how important it is for Canada to support the efforts of those working on behalf of human rights and peace.
2. Sign one of the petitions online at [www.amnesty.ca](http://www.amnesty.ca) showing their support for someone at risk and calling for action to be taken on behalf of that person.
3. Organize a peace walk on behalf of Amnesty International and human rights. An outline of how to organize a peace walk is provided in this document. The strategy is called Community Walk.

Teacher Reflection:

How did students feel about examining human rights? How can you make connections between human rights and school issues?

## Appendix 1.1 Universal Declaration of Human Rights

Below is a list of all thirty human rights as outlined in the Universal Declaration of Human Rights. Provide a brief description of what is meant by each of the human rights as well as an example of a violation.

	<b>Human Right</b>	<b>Description</b>	<b>Example of Violation</b>
1.	We Are All Born Free and Equal		
2.	Don't Discriminate		
3.	The Right to Life		
4.	No Slavery		
5.	No Torture		
6.	You Have Rights No Matter Where You Go		
7.	We're All Equal Before the Law		
8.	Your Human Rights Are Protected by Law		
9.	No Unfair Detainment		
10.	The Right to Trial		
11.	We're Always Innocent Until Proven Guilty		
12.	The Right to Privacy		
13.	Freedom to Move		

14.	The Right to Seek a Safe Place to Live		
15.	Right to a Nationality		
16.	Marriage and Family		
17.	The Right to Your Own Things		
18.	Freedom of Thought		
19.	Freedom of Expression		
20.	The Right to Public Assembly		
21.	The Right to Democracy		
22.	Social Security		
23.	Workers' Rights		
24.	The Right to Play		
25.	Food and Shelter for All		
26.	The Right to Education		
27.	Copyright		
28.	A Fair and Free World		
29.	Responsibility		
30.	No One Can Take Away Your Human Rights		



## Talking Sticks

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

- Building a caring community

Resources:

- *Seven Sacred Teachings* by David Bouchard and Dr. Joseph Martin
- Handouts with a summary of the 7 Grandfather Teachings
- Copies of your school board's Character Education traits
- Creative materials (fur, leather, beads, wire, pipe cleaners, feathers, cloth, string, drift wood, cedar, etc.) and paper towel rolls, coloured tissue, pipe cleaners, shells, etc.
- objects that the students bring in that are important to and have meaning for them
- Glue guns and glue
- Music to play in background

Social Justice Context

Before working through this activity with students:

- Acknowledge First Nations traditions and teachings as a foundation for building a strong classroom community and the concept of inclusion. Everyone gets a chance to speak and contribute, and everyone's voice is respected.
- Consider this activity for the beginning of the semester or year when establishing class norms and building community

*How might you make connections and use this strategy to meet curriculum expectations?*

***"With all things and in all things, we are relatives." – Sioux***

***"Stand in the light when you want to speak out." – Crow***

**BUILDING *Community*.**

Using a copy of the 7 Grandfather Teachings go through each one with the class and discuss what they mean and how they might apply to the class or school community. Link the words directly or indirectly with Character Education traits.

Teaching Strategies:

Discuss the meaning of the circle (symbolism – it's never ending, it promotes community and equity).

Discuss the meaning of the Talking Stick in terms of Aboriginal culture and its traditional use.

#### COURAGEOUS CONNECTION:

Students explore the symbolic meaning of colour both from a First Nations perspective and from their own experience.

- Depending on what material you have for construction, students can research the qualities and traditional meanings for example of the beaver or the fox if this fur was used on the talking stick. If a cedar branch was used as the base, the student may research the qualities and symbolic meaning of the cedar tree.
- Have students discuss qualities they value in their friends (trust, loyalty, kindness, humour, understanding etc.) and what make them a good friend to others.
- Have students discuss what makes a classroom environment a great place to learn and a safe place to share ideas and ask questions (respect, good listening skills, cooperation, caring, positive words...)
- Connect these qualities of the classroom environment and of friendship to the Character Traits and the 7 Grandfather teachings.
- Discuss which colours and animals might represent/have these qualities.

#### CREATIVE CONNECTION:

Select materials that connect symbolically with their own identity or qualities about the class community that they would like to promote.

- Students create their own Talking Sticks using the materials they have brought in or materials provided by you.

#### CRITICAL CONNECTION:

Students each share orally with the class the symbolism of their Talking Stick – why they selected the materials they used, how and why they assembled it the way that they did, what it means for them.

- Students will write a paragraph explaining the purpose of the Talking Stick and the symbolic meanings of their stick and how it connects to them personally.
- How does an understanding of the 7 Grandfather Teachings help to create a more inclusive classroom and school community?

#### Student ACTION: In The Classroom...In The Community...

The Talking Sticks can be used as part of circle time or class discussions. Each week a different student's piece could be used and in the beginning, the student could remind the class of the symbolic nature of the materials and the personal meaning of his or her particular talking piece.

#### Teacher Reflection:

- In what other ways can you apply the 7 Grandfather Teachings to other areas of your curriculum and classroom practice?

## The 'N' Word Play

**Grade Level:**  
**Senior**

Area of Focus:

- **Race as a historic social construct**
- **Challenging Racism**

Resources:

- Definitions of racism and discrimination based on race
- **Forum Theatre** <http://theforumproject.org/whatisto/>
- **Headlines Theatre** <http://headlinestheatre.com/>
- Background information about The 'N' Word - search a variety of media texts and online resources
- *Everyday Antiracism* Edited by Mica Pollock \**Responding to the "N-Word"* by Wendy Luttrell
- What is cyber racism? <http://www.racismnoway.com.au/about-racism/cyber-racism/index.html>
- Straight Talk about the 'N' Word (\*useful resource for discussing the 'N' word with groups) <http://www.tolerance.org/magazine/number-40-fall-2011/straight-talk-about-n-word>

Social Justice Context

Before working through this activity with students:

- Understand the historical use of the N word and meaning or other racial slur or derogatory language that you are interested in challenging or discussing.

Read: *Responding to the 'N'-word* by Wendy Luttrell p.2 74 , included in *Everyday Antiracism* Ed. by Mica Pollock

Ask yourself - How would you respond if you heard the "N" word? In your classroom? In the halls? On school property?

- The teacher needs to work through what he or she already knows about the slur and what he or she needs to find out about its historical use and present day use including its use in a variety of media texts (visual, audio, aural).
- Please consider: How will you lead a critical thinking conversation about the 'N' word? Consider working with a guest speaker from the community (parent, community worker) who might provide insight to the history of the word.

***How might you make connections and use this strategy to meet curriculum expectations?***

The teacher needs to understand the weight of the history of the word and the meaning or impact of the word both in society and for specific communities. What is the historic root of the 'N' word, its connection to modern day oppression and systemic inequity?

**Reflect on:** How can words damage people? How are certain words used to control others and for power over others? How have words been used to make or create a sense of "otherness"? How can words be internalized and how can they unconsciously shape one's own identity and sense of self. How can labels shape our self-esteem?

- Learn about **Forum Theatre** which can be used as a tool to support student expression related to issues they are concerned with

**Please note:** It is important to discuss the context of this word with students. Students might decide to use the data projector and actual historical slides and media clips. The power point and narration gave each of the scenes context and commentary.

***"We must learn to live together as brothers or perish together as fools."***

**-Martin Luther King, Jr.**

***"Give me knowledge, so that I may have kindness for all."***

**- Plains Indian**

*BUILDING Community.*

Creating a strong sense of community in the classroom is an essential foundation before this strategy can even be attempted. The class must have a strong sense of respect for each other, a sense of safety in order to take risks, ask hard questions and speak their mind; they must be able to cooperate well, and listen carefully to each other.

Please refer to BUILDING COMMUNITY strategies at the beginning of the toolkit.

Ask students:

- How do you feel when you hear the 'N' word? What have you done in the past to challenge it?
- How do you address negative, racist language?

Teaching Strategies:

It is important to understand the historical context and the social impact of the language that we use. The students are encouraged to critically think about how they use language and the real meaning of the words that they use and how words can make an impact on themselves and others.

Ask students, "What derogatory words have you heard? What derogatory words have you said?"

Brainstorm and ask student to research the word, its' history and use in the media. What is the history of the 'N' word?

#### COURAGEOUS CONNECTION:

Respond to the following:

- "The 'N' word means...."
- Students complete individual journal reflections, and then discuss responses with class.
- How do the media use the word? When do you hear it (in the hallway as a greeting, in the classroom as a putdown, on social media as a "joke", in popular culture as musical lyrics)? Does the meaning change in each of these contexts? How do you feel when you hear it?

The following is one strategy for a collective creation.

#### CREATIVE CONNECTION:

- Students engage in a group assignment – first they research and then share their findings.
- Ask the students how they could educate their peers about the history of the N word (or other slurs) and its meaning (Advertisements, Public Service Announcements, power point...)

**Students engage another class in the "N" word discussion using their media presentation to demonstrate their understanding of the history of the N word and excerpts from their findings.**

- 1) Share and explain the meaning of tableaux (a frozen picture of a moment in time using students' bodies)
- 2) Brainstorm scenarios in which the n word might be used or when the students had actually heard it used.
- 3) Create tableaux for these scenes.
- 4) Once the students have their tableau or series of tableaux depicting the scenario, tap one student on the shoulder and have them say a word or line or monologue that their character is thinking. (These lines or words can be used as scene starters or as dialogue in future scene writing.)
- 5) Bring the tableaux to life (improve the scenes). Stop the scene and rewind to the beginning – ask the students to find a different way to resolve the ending. (This can be done a number of times.) How would the scene change if different language was used?

Use ideas generated by the tableaux:

- List, on the board, all the ideas for various scenes or situations that the students wanted to explore.
- Have the students analyze the scenes and decide what are the most important to keep.

- Discuss possible structures for the overall play.
- Discuss the overall message of the play and if the scenes selected and the structure chosen, support this. Revisit the brainstorming or structuring discussions if necessary.

Further development of ideas:

- Use **Forum Theatre** (see resource list) to explore ideas in more depth and to give students opportunity to discuss possible ways to address the use of slurs in their everyday life. Forum Theatre is part of the Theatre of the Oppressed tradition. Augustus Boal, an Argentinian director, developed Theatre of the Oppressed as means of engaging his audiences to be more like spectators than spectators and to actively think and practice solutions to social problems. For this activity, students take a problematic scenario and act it out. At a critical point, the scene is stopped, and the actors engage the audience in discussion about what happened, what characters are thinking and possible solutions. The audience makes suggestions for alternative ways the characters could handle the situation and the actors then “rewind” the scene and try it again using the audience’s suggestions. The group can stop again and discuss how the scene played out and then continue to discuss and try other possibilities. Actors could ask the audience, “How could this character do something to challenge the use of discriminatory language? How could this character change his or her own language to say what she or he really meant?”

(We used the idea of forum theatre to help script each of the scenes. Students took ideas from the original discussions and tableaux and then improvised with a basic scene structure. Fellow classmates would call freeze and offer suggestions for changes or ways to change up the dialogue to make it ring more true. Recorders would then write out the scene.)

**To provide a historical context ask the students:**

- How will you communicate the historical context of the language and its impact? How will this be interwoven or included in the presentation? How will you make the message clear to the audience?
- One possible means of sharing the historical information would be to structure the play with the use of media clips and slides (Note to Teacher: Students should be aware of the sensitive nature of the word when choosing historic slides and media clips.)

CRITICAL CONNECTION:

What is cyber racism? <http://www.racismnoway.com.au/about-racism/cyber-racism/index.html>

- What forms of racism have you witnessed or experienced?
- What has been done in the past to challenge racism?
- What are you willing to do now?

Once the play is pieced together, ask students how the play as a whole will be viewed by the audience.

- What impact will the actors have on the audience’s perception of the content?
- Discuss what staging angles are missing and what gaps in the explanations of content needed to be filled.

Student ACTION: In The Community...

Students will collaborate with the teacher and community groups to plan school, family of schools and community viewings of the interactive play.

- How can students actively take what they have learned about historical events and circumstances and make meaningful connections with their modern day life?
- Engage the administration in helping the students to plan an assembly performance for the school. Students and the teacher will ask the administration for feedback on the script. Here the students may be challenged to really look at the overall meaning and message and to fill in gaps where explanations need to be more explicit and more direct connections made between the use of the word and its impact and not just the ‘N’ word, but any type of slur.
- Forward the script and possible questions or support material to teachers so they can have an understanding of the context of the play ahead of time and help prepare classes or guide conversations afterward.
- Perform and allow time for discussion with audience.
- Reflect on the experience – the process, the performance and the audience reception.

Student reflection questions:

- 1) What other language can you connect with acts of discrimination?
- 2) How has your understanding of language transformed over the time working on this project?
- 3) What impact, if any, do you believe your work had on the audience?
- 4) What message do you hope the audience will walk away with?

Teacher Reflection:

- **How will you address discriminatory language in the classroom and in the curriculum?**
- **What connections (personal/student) can you make between the use of discriminatory language and the impact on diverse people?**

It is important to make connections (personal/student) of language used to discriminate against/offend all diverse people.

Additional Resources:

Please refer to “The Arts Go To School” edited by David Booth and Masayuki Hachiya pages 76 to 80 for an overview of techniques.

## Class in Community

### Grade Level:

**Junior, Intermediate, Senior**

### Area of Focus:

- **Classism**
- **Racism**
- **Gender**

### Resources:

Appendix 1.1 - Musical Chairs Activity Role Cards

<http://www.youtube.com/watch?v=L2hzRPLVSm4> (60 Minutes Story on Families living in Cars in Florida)

Fly Away Home – Children’s Story by Eve Bunting

Educators are encouraged to make use of local resources available for the fight against poverty, for example:

- Local foodbanks
- <http://www.povertyfreeontario.ca/>
- Habitat for Humanity
- Covenant House
- St. Vincent de Paul Society
- Muslim Welfare Centre

### Social Justice Context

Before working through this activity with students:

Teachers must be aware of the sensitivity which students have in discussing their economic situation among peers. It is important that a safe space is created for students to have meaningful conversations.

Teachers / Educators should consider the following questions:

- How is our school community affected by issues of poverty?
- What can our school community do to alleviate poverty?
- How can students and teachers become more aware of some of the challenges faced by families with low socioeconomic status?

***How might you make connections and use this strategy to meet curriculum expectations?***

**“Poverty is the worst form of violence.”**

**— Mahatma Gandhi**



### BUILDING *Community*:

- Have students brainstorm a list of all the (material) things which they think are necessary to be healthy and to go to school, and to be successful in school. (i.e. pen, etc). Encourage students to consider the things they need to be healthy. (i.e. food, medicine etc.) They may sort the list into necessary and nice to have.
- Ask students to consider which things they might have to give up if their parents / guardians/ caregivers were both unemployed.
- Have students reflect as a group, or in a journal how they would feel if they had to give up or two items on the “necessary” list.

#### Teaching Strategies:

Teachers could begin with a short clip/ photos/ stories of young people or families living in poverty. Possible options are:

<http://www.youtube.com/watch?v=L2hzRPLVSm4> (60 Minutes Story on Families living in Cars in Florida)

Fly Away Home – Children’s Story by Eve Bunting

Students should consider the following:

- Are there homeless people in our community?
- What can be done to assist people who are homeless in our community?

#### COURAGEOUS CONNECTION:

**Musical Chairs Activity:** (This activity might be more suited to senior students but could be adapted for an intermediate classroom.)

This activity requires a fairly large space so that participants can move in concentric circles around the chairs.

- Arrange chairs in a circle (one less than the number of participants). The chairs represent the available jobs in the workplace.
- Give some students role cards which will change their relationship to the chairs: (See Role Cards attached – Appendix 1.1)
- Students with roles must stand back from the circle, a certain number of spaces from the jobs.
- The music probably only needs to be played twice for participants to get an understanding of who has the best opportunity for jobs.

Following the activity participants can reflect on the realities of the job market by recording on a small slip of paper 3 things: something they learned, something they don’t understand and something they think needs to be changed. Students can then share these with others in the class.

Students should be encouraged to discuss the following:

- What are the barriers to employment which different people face?
- How do these barriers affect poverty?
- How can workplaces / hiring practices become more equitable?

CREATIVE CONNECTION:

How can we increase public knowledge or understanding of issues of poverty?

- After doing some research, students could design displays on a particular agency which works against poverty. They could set up a display, exhibit or stall giving information about poverty issues at a local event or a public place like the library.
- Students can do some research on the local situation. Intermediate Classes could write an article for a newspaper, website or other publication which creates awareness about people who are living in poverty and some of the challenges which they face.

CRITICAL CONNECTION:

How can we make sure that people who are economically disadvantaged are welcomed and included in our school community?

- Return to the list of necessary items for success in school. Ask students to list the barriers which they can identify for students who are economically disadvantaged at your school. (i.e. consider teams, school trips etc.)
- What can students do to bridge the gap for economically disadvantaged students? Have students create a plan.

Student ACTION: In The Classroom...In The Community...

How can students encourage people to think, speak out and express concern about poverty?

How can students encourage government action or policy change?

Plan an anti-poverty week for the school. They might organize a walk, march or sleep-out in your local area to raise awareness about an issue or to call for government action. Invite speakers from local organizations.

- Challenge classrooms to decorate their doors to represent different social agencies which can assist with local issues.
- Students could volunteer at a local food bank or shelter.
- Organize a mitten / clothing / food bank drive or fundraising campaign for a local organization.

Teacher Reflection:

- In your school community, what are the barriers which parents face if they are economically disadvantaged?
- How are differences in class or economic status a part of my classroom / school materials and discussions?

Additional Resources:

**Supporting Education: Building Canada, Child poverty and schools**

[http://www.ctf-fce.ca/publications/Briefs/FINAL\\_Hilldayleavebehind\\_eng.pdf](http://www.ctf-fce.ca/publications/Briefs/FINAL_Hilldayleavebehind_eng.pdf)

**“What’s Going On” – Poverty in America – clips from the made for TV**

**documentary**[http://www.un.org/works/goingin/poverty/lessonplan\\_poverty.html](http://www.un.org/works/goingin/poverty/lessonplan_poverty.html)

*Those Shoes* – Maribeth Boelts - Children’s book

*Fly Away Home* – Eve Bunting – Children’s book

*Running Shoes* – Frederic Lipp – Children’s book

The Homeless Hub:

<http://homelesshub.ca/Default.aspx>

## Appendix 1.1 Musical Chairs Activity: Role Cards

<p><b>JOB APPLICANT #1</b></p> <p>English is not your first language. You can read and write English, but because you are new to the country you don't have many opportunities to practice speaking.</p> <p><b>Take 5 steps back from the chairs.</b></p>	<p><b>JOB APPLICANT #2</b></p> <p>You are differently abled and use a wheelchair. You will have to arrange Wheel trans to get to the job interview, and you are unsure that all the locations of the employer are wheelchair accessible.</p> <p><b>Take 7 steps back from the chairs.</b></p>
<p><b>JOB APPLICANT #3</b></p> <p>You don't have a car and the employer is located at a place which is far from where you live.</p> <p><b>Take 1 step back from the chairs.</b></p>	<p><b>JOB APPLICANT #4</b></p> <p>You are a mother with 2 preschool age children at home to care for. You must arrange daycare in order to get to the interview and to work for this employer.</p> <p><b>Take 3 steps back from the chairs.</b></p>
<p><b>JOB APPLICANT #5</b></p> <p>Your uncle works for the employer.</p> <p><b>Stand beside one of the chairs. You will not need to move when the music begins.</b></p>	<p><b>JOB APPLICANT #6</b></p> <p>You have qualifications from a country outside of Canada. You have job experience, but not in Canada.</p> <p><b>Take 2 steps back from the chairs.</b></p>
<p><b>JOB APPLICANT #6</b></p> <p>You have a mental illness which means that you often have to take time off work. Your employment history is inconsistent.</p> <p><b>Take 4 steps back from the chairs.</b></p>	<p><b>JOB APPLICANT #7</b></p> <p>You are a young person who has just graduated from school. You are qualified for the job.</p> <p><b>You do not need to step back from the chairs.</b></p>

<p><b>JOB APPLICANT #8</b></p> <p>You are a young person who has just graduated from school. You are qualified for the job.</p> <p><b>You do not need to step back from the chairs.</b></p>	<p><b>JOB APPLICANT #9</b></p> <p>You are a young person who has just graduated from school. You are qualified for the job.</p> <p><b>You do not need to step back from the chairs.</b></p>
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# SCHOOL COMMUNITY

## Building SUSTAINABILITY!

Please consider the following when developing your equity and social justice group:

1. Are the teacher advisors familiar with the Dimensions of Diversity, group identities and possible barriers to inclusion? Do the teacher advisors understand the social justice context? (p. 4, see The Social Justice Context document, p. 4, Dimensions of diversity, p.22, What is Social Justice?)
2. How will information about the diverse group identities and barriers to inclusion be shared with the group?
3. How will student leaders and support staff be added to the group? (For example: nomination, recruited by students, staff administration, volunteers)
4. How will you define the vision of the group? Which issues will the group focus on? (For example: develop and complete a needs assessment/inventory)
5. How will information be communicated among group members? How and where will meetings be scheduled? Will attendance be taken? Will teachers and administrators be informed of group membership, meeting location and attendance?

*“There are no single issue struggles, because we do not lead single issue lives”*

– Audre Lorde

### COMMUNITY CIRCLES:

**The community circle provides a face to face communication model, supporting equitable opportunities for communication, participation and values all members, while removing the hierarchy and power dynamic of having one member/teacher advisor standing above group members. The community circle also reinforces perspectives about community building and the importance of the connection evidenced by Aboriginal perspectives, and the historical practices of racialized/minority groups.**

1. Establish a quiet meeting area if possible
2. Arrange a circle – If chairs are necessary, provide seats that are all the same and on the same level. The opening to the circle should face East whenever possible

*“Without community, there is no liberation” – Audre Lorde*

## Build COMMUNITY!

Use community circles to open and close meetings and where possible, consider using circles to open and close events, and for any of the following strategies:

- Emphasize communication, collaboration, and critical literacy
- Strategic plan for the year – What is ‘The Big Idea’? Success criteria?
- Advertise – use a variety of methods to communicate the intent of the group (For example: newsletter, word of mouth, school message board outside of the school, website, blog, twitter, pamphlets)
- Have group leaders participate in daily school practices (For example: reading announcements, greeting guests at the front door and in the office, opening SCC meetings with student presentations or student led community circles)
- Invite board members to attend school initiatives and celebrations
- Group social events where parents and/or community members are invited to attend

*“Standing still is never an option so long as inequities remain embedded in the very fabric of the culture.”*

*– Time Wise*



## Building SUSTAINABILITY through Community Circles...

*Contributed by J. Clarke Richardson Collegiate Staff*

Begin your equity or social justice group meeting by using a community circle while taking attendance and asking low risk to high risk questions, such as: (\*encourage students to lead)

<b>Low risk prompts</b>	<ul style="list-style-type: none"><li>• What's your name and favourite colour?</li><li>• If I was a Super Hero, I would be...!</li><li>• Finish this sentence, "I am totally awesome at ...."</li><li>• Finish this sentence, "The most beautiful thing I have seen ..."</li><li>• Share your happiest moment in life</li></ul>
<b>Medium risk</b>	<ul style="list-style-type: none"><li>• "What are the most pressing issue facing teens today?"</li></ul>
<b>High risk</b>	<ul style="list-style-type: none"><li>• "Why did you join this group?"</li><li>• "Which Social Justice issues concern you and what would you like to do to create positive social change?"</li></ul>
<b>Questions geared toward Social Justice issues</b>	<ul style="list-style-type: none"><li>• Name one form of oppression and provide an example in today's society</li><li>• What has been done to create positive social change? What would you like to do in the future? (think locally &amp; then globally)</li></ul>

### Culturally Relevant Community Circles

- Link questions to current events and popular culture
- Develop community circle prompts based on the dimensions of diversity
- Discuss strengths, goals, and strategies for overcoming obstacles and include all voices

### Character and Community Building

What do the following words mean to you? Discuss one or more of the following: (teamwork, responsibility, respect, perseverance, optimism, kindness, integrity, honesty, empathy, and courage) What is the kindest thing anyone has ever done for you? What is the kindest thing you have done?

How do you show respect for your teacher / classmates / school / neighbourhood / family / the environment / the global community?

What do acceptance and inclusion mean and why is it important? What is the difference between tolerance and acceptance? What is the meaning of equity and social justice?

## Re-Imagining the School Calendar

### Grade Level:

Primary, Junior, Intermediate, Senior

### Area of Focus:

- Recognizing Holy Dates, Holidays and International United Nations dates
- Supporting a diverse school community

### Resources:

Copy of the school year calendar (agenda, board published).

United Nations - [un.org/en](http://un.org/en), [Multifaithcalendar.org](http://Multifaithcalendar.org), [Interfaith Calendar.org](http://Interfaith Calendar.org)

### Social Justice Context

Before working through this activity with students:

Before beginning this activity, teachers need to create a classroom and/or leadership group climate where courageous and honest conversations can take place. Students need to feel safe to share aspects of their religious identity, and diverse observances - both visible and invisible, that contribute to who they are. Students also need to feel that they can share what they perceive to be negative parts of their identity in a safe and courageous way.

Teachers should also attempt this activity themselves – preferably with a peer group – before presenting it to a class of students. This will better prepare the teacher for any potential reactions, experiences and issues.

Teachers also need to be aware of the various representations of family within their own class. Be aware of any sensitivity that students may have. Care should be taken in establishing a place where all family structures can be validated and supported.

### BUILDING *Community*.

Begin with a circle. Depending on the age group that you have, you may wish to modify the following prompts:

- What dates of significance are recognized by the school community and which dates are left out?
- What is religion? Why is religion important to people?
- Does religion belong in school?

### Teaching Strategies:

This strategy is designed to start teachers and students to consider the overall structure of the school calendar. This will help begin the conversation focused on religion and recognizing dates of significance in schools.

1. Ask: *What are the different days off from school that we observe?* Make a list on the board or chart paper.
2. Have students work in groups, either with copies of school calendars or agendas, to look at the holy dates and holidays and International United Nations dates. Why are these dates observed?

### COURAGEOUS CONNECTION:

Start thinking about the celebrations that are recognized in your school. How are diverse observances recognized?

Hold a discussion with your students. The following prompts may inspire a courageous conversation:

*Our school calendar reflects our society. The holidays we observe as a society are generally Christian based. Does this mean that Canada is a Christian country?*

*What about students who come to Canada. Are we asking them to be Christian?*

*People are validated by a society when they see themselves reflected in a society's customs and celebrations. How would the school year change if we reflected different religions and observed a variety of significant dates? ("No Name Calling Week", International United Nations dates, religious observances)*

### CREATIVE CONNECTION:

Get students to start thinking about how the school year has been structured. Challenge them to re-design the school year calendar to reflect the diversity of students and staff. Present this to the class.

- *What if you were in charge of the school year calendar? Would you keep it the same – is your religion reflected in it? – or would you change it?*
- *Here is your challenge: re-create a school year calendar. It can either reflect a different religion (Muslim, Jewish, etc.) OR you can attempt to reflect the religions represented by our class.*

### CRITICAL CONNECTION:

Is the way our calendar structured fair?

What would you do if you were to create an inclusive calendar?

Student ACTION: In The Classroom...In The Community...

1. Get students to create posters to display in public spaces – for both students and parents – challenging others to consider the ways we observe holidays at school.
2. Brainstorm a list of possible actions that the students would like to undertake in their efforts to improve their lives.

Teacher Reflection:

Consider the structure and space of your school. Have there been any religious accommodations for students. Is there a prayer room?

How has student thinking changed with respect to religion?

How is religion reflected in your resources? Are International observances included in your classroom displays and in the curriculum?

Additional Resources:

A site that discusses the world's major religions, including dates of significance and religious holidays.

<http://www.worldreligionday.org/>, <http://www.interfaithcalendar.org>

<http://www.UN.org>

## Heads Up! What's On Our Minds?

### Having Students Express How They *Really* Feel About School

*Adapted from a strategy contributed by Debby Pavlove*

#### **Grade Level:**

**Junior** although it could be adapted to any grade level.

#### Area of Focus:

- Self-Reflection
- Allowing students to have a voice so the isms or issues that they are thinking about surface naturally (e.g. identity, bullying, environmental issues related to our materials)
- Community connections – communicating with community members

#### Resources:

- Styrofoam heads
- A variety of art materials to decorate the heads
- Video camera and/or SLR camera for still photographs
- School website or TV monitors in the hallways

#### Social Justice Context

Before working through activity with students:

Review the Dimensions of Diversity documents (p.4)

- Valuing diverse identities and experiences
- Building community
- Using the creative arts as an expressive vehicle to illustrate social justice issues and create the space to discuss and work towards positive social change

Become familiar with the definitions and issues associated with the following terms:

- Ableism, Classism, Homophobia, Racism, Sexism...

How do you feel about the social justice issues listed above?

***“And when they played they really played. And when they worked they really worked.”***

***-- Dr. Seuss***

### BUILDING *Community*:

- Large group, small group, partner discussions using quotes as discussion starters
- Sharing issues and concerns about school and social group identities
- Interviewing others beyond our class allowed students to express their voice

### Teaching Strategy

- Brainstorm all different emotions kids can have when experiencing or confronting a social justice issue that is related to diverse identities – record on chart paper. Have the student each hold one and demonstrate an expression to match the emotion. Pay attention to what they feel like physically when role playing that emotion. Have kids think of a time when they or someone else might feel that way. Pass the slips around so each student can experience a variety of emotions.
- Complete a journal entry or think pair share, focused on thoughts about social justice issues (example: youth and poverty, youth without access to education)
- Discuss the lasting impact of issues as a class and record all issues inside the outline of a large head – to be displayed inside the classroom

### COURAGEOUS CONNECTION:

Students will use creative materials listed in resources to create a head that expresses concerns and experiences. The issues may include, but are not limited to:

- Ableism, Classism, Homophobia, Racism, Sexism...

### Student reflection:

Please complete the following prompt: “Inside my head I believe...”

- Students will share thoughts about the issues displayed on their heads during a gallery walk (students take turns viewing while the student artist explains their creation)

### Classroom display:

**5 heads are kept on the ledge. Each day a different student ‘rearranges’ the heads and others interpret the formation**

### CREATIVE CONNECTION:

- Contact local news and media for possible opportunities to learn more about film and video production

### Options for sharing ‘heads’ portraits:

- Class documentary and website based on the creation process and student reflections

- Still photography with student reflection - photo essay to be published on school website or in a book for the class

***Which space(s) is SAFE for students in our school? Which space(s) are unsafe?***

- Students took photos of the heads in various locations to represent different feelings associated with specific areas in the school locations and possible social justice issues

CRITICAL CONNECTION:

Students write captions, poetry, or short stories to explain another student artist's head

- Each student had a journal to record the process
- Create a class documentary and visit other classrooms or share this initiatives with another school

Student ACTION: In The Classroom...In The Community...

- Share student ideas with the community, the school, the public, etc.
- Students gala art showcase for Styrofoam heads and talk-back session to discuss safe and unsafe areas in the school and community
- Discuss the process with school administrators or lead a younger grade through a similar activity

Teacher Reflection:

What went well? What challenges did you encounter?

How can this strategy be used to address diverse social justice issues?

## Community Walk

**Grade Level:  
Intermediate, Senior**

Area of Focus:

- **Dimensions of Diversity (p.4) and related barriers to inclusion**

Resources:

Teachers will need

- Bristol board
- Markers
- Tape
- Wooden sticks
- PowerPoint presentation outlining the cause being supported

Social Justice Context

Before working through this activity with students...

The purpose of this activity is to teach students about a current social justice issue and to give them the opportunity to experience social activism firsthand. This school wide activity is best organized by a school equity club based on collaboration between students and teachers (refer to James Banks Continuum – Social Action Approach). The students are to choose a social justice issue on which to focus. It is important that they choose something that they support and that they feel other students would like to learn more about and, in turn, would support themselves. They could focus on an issue such as teen homelessness, human rights violations, and elder abuse. The students are to organize an assembly and a community walk to raise awareness about their chosen social justice issue. The activity calls for students to educate other students and to take action.

***“If you are neutral in situations of injustice, you have chosen the side of the oppressor.”***

***-- Bishop Desmond Tutu***

***“The only thing necessary for the triumph of evil is for good men to do nothing.”***

***-- Edmund Burke***

***“History will have to record that the greatest tragedy of this period of social transition was not the strident clamor of the bad people, but the appalling silence of the good people.”***

***-- Martin Luther King, Jr.***



### BUILDING *Community*.

For this activity to be successful, it is important that the group responsible for organizing the event works and communicates well together. In order to inspire their peers to believe in the cause as much as they do, they will need to present themselves as a cohesive and dynamic team. This type of team spirit can be achieved through taking part in team building activities.

#### Teaching Strategies

The organizing club or group is to choose a social justice issue upon which to focus. They will need to research various possibilities prior to making a final decision. News channels and newspapers are a great resource for finding current issues that teenagers feel strongly about. Once a decision has been made, the students are to advertise in their school that they will be organizing an assembly and a community walk to raise awareness about their social justice issue. The entire school can participate in the activity or students who are interested in taking part could sign up to attend the event. The students will then need to prepare a PowerPoint presentation to be used at the assembly explaining the social justice issue. It is important to remember that students participating in this activity will need to fill out and submit a permission form signed by a parent or guardian.

#### COURAGEOUS CONNECTION:

On the day of the event, all participating students are to be called to the cafeteria or gymnasium to attend the assembly. It is a good idea to have music playing in the background to set the mood while the students are coming into the cafeteria or gymnasium. A picture slideshow could also be playing highlighting the issue at hand. Once everyone is seated, the organizing club or group is to introduce themselves and why they feel that the issue they have chosen is important. They can use the PowerPoint presentation to highlight their chosen social justice issue by focusing on the root causes of this type of social injustice and the effect that it can have on people. They are also to explain the importance of speaking up and taking action against this type of social injustice. The students participating in the event should be given the opportunity to share their own feelings, thoughts, opinions, and experiences in relation to the chosen social justice issue.

#### CREATIVE CONNECTION:

After the students are finished the PowerPoint presentation, they are to divide themselves into small groups and to create posters to raise awareness about the social justice issue. The posters are to be carried during the community walk to inform the public what the students are doing.

CRITICAL CONNECTION:

With the posters in hand, the students are to leave the school and to begin to walk towards an important local gathering place. It could be the town hall, or a local park. As they walk through the town, people may stop them to ask what they are doing. The students are to share information about the social justice issue with the public. Once at the gathering spot, the students are to share poems, songs, or stories about the social justice issue. This part will need to be organized ahead of time. As a group, the students are to make a promise to take further action to help end the social injustice. The students are then to return to the school and to discuss how to take further action.

Student Action: In The Classroom...In The Community...

1. Create a display containing photographs from the community walk, images depicting the social justice issue, and facts about the social injustice.
2. Develop a partnership with a local organization and raise money to support their focus on the chosen social justice issue.
3. Write letters to government officials asking them to support their efforts by taking action themselves.

Teacher Reflection:

How have equity groups supported your school community's awareness of social justice issues? What sustainable forms of advocacy and social change actions have been implemented?

Additional Resources:

1. Amnesty International Website - [www.amnesty.ca](http://www.amnesty.ca)
2. United Nations Website - [www.un.org](http://www.un.org)
3. Refuge Out Reach - [www.refugeoutreach.com](http://www.refugeoutreach.com)

## The Pyramid of Hate

This activity is an adaptation of a lesson plan created by the Anti-Defamation League.

**Grade Level:**  
**Intermediate, Senior**

Area of Focus:

- **Racism**
- **Religious discrimination**
- **Heterosexism**
- **Homophobia**

Resources:

- Teachers will need a copy of the documentary *The Truth About Hate*
- Television set
- DVD player
- Copies of the pyramid of hate from [http://www.adl.org/education/courttv/pyramid\\_of\\_hate.pdf](http://www.adl.org/education/courttv/pyramid_of_hate.pdf)
- Chart paper
- Markers
- *The Truth About Hate* from <http://store.discoveryeducation.com/product/show/48427>

### Social Justice Context

Before working through this activity with students...

- review the Dimensions of Diversity and reflect on the barriers to inclusion column (p. 4)  
Through this activity, students will examine the pain caused by hate and how everyday acts of prejudice escalate into hate crimes. They will explore the effects that hate can have on both the individual and society. The students will learn the importance of tolerance and challenging prejudice. Teachers should preview *The Truth About Hate* video prior to beginning this activity with students.

***“Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks”.***

***-- Emily Brontë***

***“He who passively accepts evil is as much involved in it as he who helps perpetrate it”.***

***-- Martin Luther King, Jr***

***“The ultimate measure of man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy”.***

**- Martin Luther King, Jr.**

### **BUILDING *Community.***

Have the students close their eyes. Read the statements below to the students. They are to raise their hands when they hear a statement that applies to them. It is important that the students keep their eyes closed so that their answers can remain private.

#### **Raise your hand if you have ever...**

1. felt excluded by others because of your race, religion, or sexual orientation
2. been called names because of your race, religion, or sexual orientation
3. heard someone make an offensive joke about someone’s race, religion, or sexual orientation
4. witnessed someone being physically assaulted because of their race, religion, or sexual orientation
5. spoken up when someone was being targeted because of their race, religion, or sexual orientation
6. felt that you are better than someone else because of your race, religion, or sexual orientation
7. excluded someone from an activity because of their race, religion, or sexual orientation
8. called someone a name because of their race, religion, or sexual orientation
9. treated someone badly because of their race, religion, or sexual orientation
10. committed an act of violence against someone because of their race, religion, or sexual orientation

**Ask the students how the activity made them feel. Discuss the activity with the students by asking the following questions:**

1. Why do people tell offensive jokes, insult each other, and exclude each other from an activity?
2. Where do people learn this type of behavior?
3. What can be done to stop acts of prejudice before they lead to violence?
4. Why do some people think it is okay to discriminate based on race, religion, and sexual orientation?

If the students feel comfortable, they can share an experience they have had with the class that relates to one of the statements that was read.

### Teaching Strategies

Explain to the students that they will be learning about hate and the impact that hate can have on both the individual and society. Hate is often at the root of individual and group actions.

- Ask students to define prejudice, discrimination, bigotry, racism, religious oppression, homophobia, white supremacy, and acceptance.
- Ensure that they understand the term hate crime and ask the students what the difference is between hate crimes and other crimes. Ask them what they think causes hate crimes. If they do not mention it themselves, point out that hate crimes are often the result of a lack of knowledge.

### COURAGEOUS CONNECTION:

Explain how prejudice can escalate into acts of extreme violence by using The Pyramid of Hate diagram from [http://www.adl.org/education/courttv/pyramid\\_of\\_hate.pdf](http://www.adl.org/education/courttv/pyramid_of_hate.pdf)

- Ask the students to give examples of acts that would fit into the different levels of the pyramid of hate.
- Ask the students at what level people are more likely to intervene and at what level interventions are more likely to be successful.

Using chart paper and markers, the students will create a visual display of what hate looks like, sounds like, and feels like. For the feels like portion, they should focus on how both the victim and perpetrator feel.

Watch the documentary *The Truth About Hate*. Tell the students to pay close attention to how each story relates to the pyramid of hate. They will need to analyze each story at the end of the documentary.

After the video, divide the class into four groups. Assign each group one of the stories upon which to focus. Each group is to answer the following questions based on the story they were assigned:

1. What happened?
2. Who was harmed by what happened?
3. Why did the perpetrators do what they did?
4. What could have been done to stop what happened from taking place?
5. What level of the pyramid of hate is represented by this situation?
6. What can we learn from hearing about this situation?

CREATIVE CONNECTION:

Have the students create a news report about one of the stories discussed in the documentary or write a song or journal entry expressing how the video made them feel.

CRITICAL CONNECTION:

The majority of students have probably not been the victim of the types of hate crimes mentioned in the video. However, it is important for them to understand that prejudice and discrimination take place all around them. As a class, answer the following questions:

1. How are prejudice and discrimination evident within your school or community?
2. Why are prejudice and discrimination able to exist within your school or community?
3. What can you do to challenge prejudice and discrimination within your school or community?

Student Action: In The Classroom...In The Community...

1. The students could share the poems, songs, and news reports they created with other classes.
2. The students could have a guest speaker visit their school to talk about prejudice and discrimination.
3. The students could create a video about bullying which follows the format of *The Truth About Hate*.

Teacher Reflection:

How can you connect the content of *The Truth About Hate* with other curriculum areas?

Additional Resources:

Statistics on hate crimes in Canada can be found on the official website for Statistics Canada. The address is [www.statcan.gc.ca](http://www.statcan.gc.ca).

## The Roots of Bullying

### Grade Level:

**Primary, Junior, Intermediate, Senior** (\*can be used with school equity groups or within classrooms)

### Area of Focus:

- All areas of social group identity
- Intersections of Oppression

### Resources:

- An accessible story or article on bullying, such as *Say Something* by Peggy Moss
- Post-it notes or slips of paper for each student
- A space on the board or wall to post on and view documents and reflections

### Social Justice Context

Before working through this activity with students:

Before beginning this activity, teachers need to create a classroom climate where courageous and honest conversations can take place. Students need to feel safe to share aspects of their identity, both visible and invisible, that contribute to who they are. Students also need to feel that they can share what they perceive to be negative parts of their identity in a safe and courageous way.

Teachers should also attempt this activity themselves – preferably with a peer group – before presenting it to a class of students. This will better prepare the teacher for any potential reactions, experiences and issues.

Teachers need to reflect on the bullying that is happening within their classroom. What kind of bullying is happening? The following is a suggested beginning:

- Physical
- Verbal
- Social
- Electronic
- Sexual

Then teachers need to reflect on the “-ism” that is at the root of the bullying. Why are students experiencing bullying? Is it an example of:

- Classism
- Sexism
- Racism
- Homophobia
- Ableism

- Age-ism
- Oppression based on Religion, Culture, Heritage, Body Type/Image, Mental Health, Language, Family, Intellectual Ability

***“Everyone has the right to be respected and the responsibility to respect others.”***

[www.bullying.org](http://www.bullying.org)

### BUILDING *Community*.

Begin with a circle. Depending on the age group that you have, you may wish to modify the following prompts:

1. *What does it mean to belong?*
2. *What does it mean to be different?*
3. *How do we treat those who are different?*

### Teaching Strategies:

Have students reflect on the relationships among their peers.

- Examine the relationships among the students in the school to understand how people are treated based on whether they belong or not.

Teachers may also wish to start this lesson by sharing a story involving bullying. There are many different picture books that deal with this topic, as well as media articles for a real-life context.

One suggestion is the picture book *Say Something* by Peggy Moss. This beautifully illustrated picture book follows a young girl through her typical day at school, while witnessing different students being picked on, teased and laughed at.

### Teacher:

1. I want us all to think about the mean things people may have said about you or to others in our room.
2. Now that you’ve thought of it, I would like us to share this with the group. The teacher may wish to hand out pieces of paper or post-it notes, for students to anonymously share then post on the board or public wall.
3. In a respectful and quiet way, I would like us to consider all that is on the board. Teachers can invite the class to read the notes, or the teacher may wish to share this aloud to the whole class. Be prepared by continually prompting the students to be mindful of the real work you are doing. The tone should be serious. Depending on the maturity of the students, teachers may wish to either censor any inappropriate language, or may allow it to show the class the true harshness of the interactions between them.
4. While you are considering what has been said or heard, I would like you to start thinking about what is behind the meanness of the comments. For example – If your comment is



“You are a fat cow”, then body type is behind the comment. The comment is mean because you are putting down another person’s body. The comment “You are such a fag” is putting down a person’s sexuality. Teachers will have to determine the length of time given. Then they can gather the class back into a circle for a discussion.

#### COURAGEOUS CONNECTION:

This is going to be a difficult conversation. Students and teachers need to be truthful, honest and brave when discussing this difficult topic. Be prepared to lead a difficult conversation. In most cases of bullying, there is something that drives the bully. Often, a perceived difference is targeted, making the victim feel different, powerless and alone. Students also need to realize that this is one part of a larger identity. It is an important part of who they are, which is why bullying is often so painful. However, students also need to see that within this part of identity, there is a large intersection of other identities that are also a vital part of who they may be.

There are many different types of bullying. Some are happening at this school and in this room:

- Physical – punching, kicking, shoving, etc.
- Verbal – using words
- Social – through exclusion, such as clubs, friendship rules, who is included and who is left out
- Electronic – done through digital devices, which may include verbal and social bullying
- Sexual – through sexual means, such as kissing, inappropriate touching, aggressive and/or forced sexual acts.

*Teacher may need to explain each form of bullying; keeping in mind what is age-appropriate for the class.*

At the root of bullying is something that causes the victim to feel like they don’t belong. It is usually thought of as an “-ism”. This is a form of oppression – a way to keep another person powerless. The following is a partial list of some of the ways people are oppressed:

- Classism – can be the amount of money they have, the type of jobs they (or parents) may have, where they may live (house, townhome, rent, own, etc.)
- Sexism – based on a person’s sex – male, female
- Racism – based on a person’s race or skin colour
- Homophobia – based on a person’s sexuality – gay, straight, bi-sexual, transsexual, queer, two-spirited, etc.
- Ability-ism – based on a person’s physical capabilities
- Age-ism – based on a person’s age (teenagers are..., old people are...)
- Oppression based on religion, culture, heritage, body type/image, mental health, language, family, intellectual ability

When you were examining what was written, what struck you as a mean thing to say? Can you share an example that stood out to you? *Allow students to share.* What was the “-ism” behind the comment?

CREATIVE CONNECTION:

With true empowerment comes real change. Challenge your students to do something about this. What will your students say about bullying? They may create posters, create announcements, perform dramatic skits, etc. This is a chance for the students to raise awareness through education.

- What can we do about bullying? Bullying can be solved if we all stand up against it. Let's do something!

CRITICAL CONNECTION:

- Examine the roots of bullying in your classroom, the hallways, school and community

Student ACTION: In The Classroom...In The Community...

- Develop a list of strategies to stand up to the bullying they see in the classroom. Share the strategies with peers and younger students.
- Raise awareness by reaching out to the community through a variety of ways that best reflect their needs.
- Work with a community organization or youth program to support a deeper understanding of the roots and impact of bullying.

Teacher Reflection:

Teachers need to continually think about the relationships among students in the room. Can something be done on a whole school level? Consider professional development opportunities, engaging staff at meetings and bringing school administration, school-community council, school trustees into the conversation.

Additional Resources:

<http://www.investinginchildren.on.ca/Communications/articles/bully.html>

<http://www.bullying.org/index.cfm>

[http://www.psychologicalharassment.com/it\\_gets\\_better.htm](http://www.psychologicalharassment.com/it_gets_better.htm)

*“World peace must develop from inner peace. Peace is not just mere absence of violence. Peace is, I think, the manifestation of human compassion.”*

- *Dalai Lama XIV*

## Collective Creation: Poison Words Transformed

### Grade Level:

**Senior** (but could be adapted for intermediate level)

### Area of Focus:

- **Homophobia**
- **Empathy**
- **Any area that the students feel they need to address**

### Resources:

- **Dimensions of Diversity chart (p.4)**

### Social Justice Context

Before working through this activity with students:

How do you handle comments like “that’s so gay” or name calling like “fag” in the classroom or in the hall way?

A great way to challenge homophobic comments is to begin by asking “*What did you mean by “That’s so gay”?*”

- Know your own attitudes and feelings toward gender and sexual orientation issues
- Become familiar with LGBTQ terminology and your school’s policy regarding bullying

Identify possible biases in the classroom and/or school. Reflect on your past experiences and students’ knowledge and possible biases regarding the following:

- **Homophobia**
- **Sexual orientation**
- **Challenging heterosexism and homophobia**

For collective creation to work the classroom must have a strong sense of community and the students must feel safe sharing emotionally with each other.

***“He who is present at a wrongdoing and does not lift a hand to prevent it is as guilty as the wrongdoers.”***

**– Omaha**

***“Give me knowledge, so I may have kindness for all.”***

**– Plains Indian**

### BUILDING *Community*.

Dedicate at least two weeks to a month creating community and then continue to work on it throughout the semester with attendance questions, warm-ups that emphasize collaboration and classroom structure.

- Attendance questions
- Team building games (research examples using the internet)
- Trust exercises (research examples using the internet)

The spark for the collective creation could come from circle questions –

What is the most pressing social justice issue for teens?

What’s something that bothers you about the way the world works?

#### Teaching Strategies

(review related definitions with students prior to starting this strategy p. 3-6)

What social justice issues do you see happening in the school? What issues have you experienced?

- Define homophobia and discuss what has been done to address it in the past?

Discuss homophobic language that is being used in the classroom and within the school

- What impact do homophobic language, heterosexist comments, and the forms of bullying have on an individual or group?

#### COURAGEOUS CONNECTION:

- Have you or a friend ever been the victim of homophobic comments, stereotyping, or forms of bullying based on the perpetrator’s feelings regarding sexual orientation?
- What impact did the moments of bullying have on your lives? What was the impact on your friend? The classroom? The school?

**Students can write a “moment of transformation” reflection, or have a community circle discussion to share responses.**

#### **Moment of Transformation**

This is one of playwright Judith Thompson’s writing techniques for developing monologues and scripts. Thompson asks writers to think of a moment in their past when they had a realization or a change way one thinks about the world or about oneself. It is an event that affects one deeply and changes the way one thinks and feels. Thompson encourages playwrights to use these moments as a catalyst for writing a dramatic scene.

It could be a moment that has angered the students and that they felt the need to move into action. A moment when they have felt strongly that an injustice must be made right. A moment that has affected them deeply.

- In a reflection journal, or during community circle, share a moment in time that has changed you or changed the way you think about or see the world. This could be a specific moment of realization based on an incident or a culmination of events that lead to an epiphany. It could be the moment you recognized a form of discrimination or a moment of empathy.

#### CREATIVE CONNECTION:

The students share their stories and the emotions that they felt.

The teacher and students listen carefully to each story and pull ideas for a dramatization of the events and then records ideas on chart paper.

- As a class decide on the social justice issue that you want to challenge.
- What are the reasons for the homophobic comments and acts of discrimination?
- What are some of the negative attitudes that students and society hold with respect to the issue?

Record these on chart paper and explore further by splitting the large group into pairs or small groups of four. Ask the students to share their own experiences with these negative attitudes. Pairs or groups then role play/improvise scenarios generated by these discussions. A group member records the scene (written or electronically). Scenarios can then be revised and shared with the large group for further discussion and input.

Further research on the topic can be done in the library with time to explore statistics, history and other details related to the topic.

After gathering and sharing research, try some more role play that incorporates these details. Encourage students to incorporate details into the scenes they have already started as well. Brainstorm further reasons and arguments the students might have or think that others might have to justify their use of bad language and hurtful actions.

- What do people need to know to make a change or to be aware of the impact they have?
- Who will be our audience and what lasting impact would we like to have?

**In answering these questions, students should research plays and social action initiatives that have been used to support positive changes and the creation of inclusive spaces.**

#### Creation: STRUCTURING

After the initial brainstorming and research, focus again on what the overall message will be.

- **What message(s) about homophobia, heterosexism, and bullying would you like to share?**

From here start to piece together a structure. This stage can be very chaotic and messy but trust the instincts of the students and listen very carefully.

Try out many different scenarios and decide on what excites the students the most and makes sense with the overall message. Strive to give the students as much ownership as possible. The teacher is the script assistant or dramaturge and guide rather than the playwright.

Ask the students: “What must be kept? What can be cut? Is there anything that is repetitive or unnecessary? Is the message clear? Are there any other angles we need to include? What is the journey that the main character takes?”

CRITICAL CONNECTION:

- **How will you challenge yourselves and the audience to create sustainable positive social change?**
- **What possible audience responses should you be aware of and what resources will help you prepare to work through possible conflict and critical thinking questions?**

**Revisions:** Throughout the entire process the students should continually critique the structure of the script (changing the order of scenes, changing the dialogue, changing the staging). Encourage discussions about the symbolism of certain props and how and when they can be used. Discuss the staging of the play for example, where the main character goes on stage while the other scenes are happening – should he or she be visible? Should the character be downstage or upstage? Should the character be facing the audience or have his/her back to them? What could each of these choices mean?

Performance and Discussion:

Work with students to organize school wide performances of the play and post-viewing discussions.

- Students will collaborate to prepare for interactions with the audience and work with the teacher to prepare for possible responses. It is important to prepare to respond in an informed, respectful and calm manner.

Help students develop questions they would like to pose to the audience to illicit discussion. Start with low risk questions about the content and then lead into more challenging questions about use of homophobic language, examination of bias, and one’s own actions.

Give performers an individual reflection to write on their own personal journey and life lessons learned during the creation and performance of the play. Students can also reflect on the change in attitude or impact the play had on the both themselves and the student population of the school.

Student ACTION: In The Classroom...In The Community...

Perform for the school and work with your family of schools or community groups to arrange opportunities for public viewing and discussion of the play.

Collaborate to create critical literacy questions to ask the audience after the performance

- students visit classrooms to participate in discussions focused on social justice issues and create plans for positive social change

Teacher Reflection:

When casting for the play, how do gender, ethnicity, age, social status and religion of the actor have an impact on the interpretation of the role, or meaning of the script, by an audience of their peers?

How do students feel about challenging discrimination and the roots of bullying?

How did this experience transform your teaching practice?

*“The day the power of love overrules the love of power, the world will know peace.”*

— Mahatma Gandhi

## Poison Words Transformed

By J. Clarke Richardson's Senior Drama Class  
First performed May 2010

### *Original Cast*

Tristan..... Tayshin Spence  
Student 1.....Danielle Ferrier  
Student 2 .....Shanior-A Lewis/Emily Ferrier  
Student 3.....Chaneice Beadle

Student 4 .....Fatima Ferrera  
Student 5 .....Samantha Griffiths  
Student 6 .....Michael Young  
Student 7 .....Maiwand Kholgan  
Student 8 .....Shamaine Brathwaite  
Student 9 .....Tyrrell Payne

Others: Lillian Hope, Muhammad Jarour, Humza Mohammad, Rashida Norman, Natasha Pascoe, Jeffrey Rennie, Jerry Romanuik, Alison Sumner, Amy Ward

Director: J. Fletcher – teacher from J. Clarke Richardson Collegiate

*Please refer to The Social Justice context before using this script. Language Warning: This script was developed based on a student's authentic experiences. Language may be adapted in consideration of grade level and student experiences.*

### **Poison Words Transformed**

*Tristan in centre stage. Spot light on him. Rest of company is scattered throughout the audience – they should sit down when the classes come in and try to blend in. They should try to sit by the aisles.*

TRISTAN: The bell rang. (*pause*) I was walking to class – a flood of people spilled out of the spare room. And I heard it –



Student 6: *(Stands up in audience and yells) Faggot! (quick pause)*

OTHERS and STUDENTS: *(One at a time, but rapidly step out of the audience yelling slurs. Words are staggered and repeated - getting louder as they approach Tristan. Students 2, 3, 4, 5, 7 and 8 also stand and walk down but don't necessarily yell or say anything. They are part of the group – they may not have nasty looks but they are still focussed on Tristan.) Faggot... Fag... Homo... Queer.... Etc. (Tristan shrinks to small ball on the ground – others surround Tristan others with nasty faces towering over him. Student 1 is the last to say loud and alone: Dirty Little Faggot. All freeze.)*

TRISTAN: *(Looks up at audience) Why on earth does everyone just hate on me – EVERY DAY? Why do they feel it necessary to make another person feel so bad inside – Just because...*

*Why is it that other people feel they need to be so negative to me? I feel a tightness in my chest. It's like every time they say something to me – It's like I'm hit.*

*I have bones; I have blood; I have lips – very fine ones! I have a heart; I have a soul. I don't feel any different than them. I am human.*

*(steps away from frozen group and speaks directly to audience) Can I tell you something? Something secret? I cried myself to sleep every night for a year. I had to get special drops from the doctor because my eyes were so dry from crying. I spent my life in a hole–*

*Every time you say something hateful to someone – you don't know if you could push that person over the edge... I was on that razor sharp edge.*

*I was teetering.*

*I thought about it for a month. How I could do it. All different ways. Some creative. Some funny.*

OTHERS and Students: *(Come to life – start shouting things at Tristan again – all overlapping – as they shout **each places a label** on Tristan “fag” “gay” “homo” “girlieman” “devil” “queer” “queen” etc. ) Fag! Etc. (Laugh as they leave and either go back to audience or to tableaux position)*

Student 1: *(Last one to speak – louder and pointed directly in Tristan's face – places “Faggot” front and centre on Tristan's chest.) Faggot! (Stares for a beat then leaves to the side)*

TRISTAN: *(Takes in the words plastered on him).* I tried it. I felt the poison of their words killing me – eating me from the inside – the acid of their words burned my skin, burned my soul, burned my will to live. Did they think their words would somehow cleanse me? Did they think their words could transform me? Did they realize their words would kill me?

Maybe they did.

I drank their words. I took them in. I let them eat a hole inside of me.

*(Moves to stand on big box at the back USC of the stage with his back facing audience.)*

## SCENE 2

*Spot on DSR area of stage. All the characters from each scene are frozen in tableaux. The scenes create a horseshoe formation with Tristan on the box at back being in the middle. Student 1 moves from scene to scene while the others are frozen.*

Student 1: OMG. He is such a fag.

Student 2: *(unfreezes- pulls headphones off)* What did you say?

Student 1: He's a fag – He's so gay – Can't you see how gay he is?

Student 2: What's your problem?

Student 1: What do you mean, what is MY problem?

Student 2: Why would you talk like that? Why do you even care if he is gay?

Student 1: Well he's gay – isn't that gross?

Student 2: No. It's not. What's wrong with two people loving each other?

Student 1: It's just not right if they are the same sex.

Student 2: According to who?

Student 1: According to EVERYONE.

Student 2: You're wrong.

Student 1: Gays shouldn't even exist. Why does he want to be like that?

Student 2: Do you even know him?

Student 1: Like you do.

Student 2: I do. He's in my math class. And he's really nice. And he's kind to everyone and he's smart too.

Student 1: So?

Student 2: So why are you being such a hater?

Student 1: Oh My God, are you GAY?

Student 2: No. But what does that matter? So what if I was? It wouldn't make me any different than who I am right now. Would you still be my friend if I was gay?

Student 1: Are YOU GAY?

Student 2: Are YOU for real?

Student 1: Seriously are you gay?

Student 2: What would you do if I was?

Student 1: I don't know.

Student 2: Wow. Ok. Thanks "friend". *(leaves and goes to stand beside Tristan at back – takes his hand – student 2's back is to the audience – freezes holding hands)*

*Student 1 moves to next tableau and puts arms around Student 6. Light goes up on the tableau.*

SCENE 3

*(Students 1, 6 and 3 sitting around together. Students 1 and 6 are all over each other – hugging and holding hands – running fingers through one another's hair. Student 3 feels very uncomfortable throughout the conversation but stays silent until the end.)*

Student 1: So Brundage took my cell phone away today. In front of the whole class and gave it to the VP!

Student 6: Oh that is so gay.

Student 1: I know. Oh I have a great joke! What do the gay horses eat?

Student 6: HAAAY! *(Does hand flick)*

Student 1: *(Laughs)* oh! Did you hear about the Pride Prom?

Student 6: Can you imagine? All the girls with short hair and all the guys wearing pink and strutting around.

Student 1: Oh the guys will be wearing dresses! And heels!

Student 6: Yah there will be rainbows everywhere.

Student 1: They will probably play songs from musicals all night!

Student 6: All those musical guys are gay! *(laughing)*

Student 1: Yah anyone is drama is gay. *(laughing)*

Student 3: Do you think Mr. White and Mr. Brundage are gay?

Student 1: Well, except Brundage and White.

Student 3: What about Ms. Fletcher?

Student 1: Ok so the drama teachers at Richardson aren't gay – but all others are so gay! *(laughing)*

Student 6: I don't even like being near those guys.

Student 1: I hate the way they have to flaunt it in front of everyone! *(snuggles closer to Student 6)*

Student 6: Woah – look at that guy – he is so gay! *(points to person in audience)*

Student 1: Oh yah – you can just tell. Look at the way he is dressed!

Student 6: I just don't get it why do they have to strut around like that and just push it in my face?

Student 3: So - Do I look gay?

Student 1: Oh godness no! You look fantastic.

Student 3: I'm gay.

Student 1: What?

Student 6: You're not serious. *(laughing)*

Student 3: I am.

Student 1: Why didn't you tell us?

Student 3: Why didn't you tell me you were straight? *(Walks away and goes to other side of Tristan and holds his hand).*

Student 1: What?

*Student 6 freezes in place and Student 1 moves to next tableaux. Light goes up on next scene.*

#### SCENE 4

*Study hall or library. Students with books out. Student 1 enters tableau and sits with others.*

Student 1: It's not natural. (*everyone in this scene unfreezes*)

Student 7: What do you mean?

Student 1: Really? *Students 7, 8 and 9 move to Tristan. Tristan turns ¼ turn toward audience – all students with him face toward audience – still holding hands (switch hands). Students 7, 8 and 9 face audience in various levels around Tristan.*

*Student 1 moves to next scene.*

## SCENE 5

*Lunch room Student 5 eating. Scene unfreezes when Student 1 enters.*

Student 1: I don't understand this. I mean, I'm Christian and I don't get it - God created Adam and Eve, not Adam and Steve.

Student 5: What?! That is the stupidest saying I've ever heard!

Student 1: Come on, why would any religion want that? It's a sin for a man to marry another man.

Student 5: Yeah, but most importantly all religions want to see us happy. Happy with whomever we may fall in love with.

Student 1: I never thought of it like that. I still don't understand it, like how they are attracted to the same sex. It's so weird.

Student 5: You don't have to understand it. All you need to know is that they're happy that way and accept it.

Student 1: Yeah. But—

Student 5: Can you show me the verse in any religious text where it says it's ok to hate someone? Religion has been used to justify all sorts of hatred - it's been used to justify slavery, to justify killing entire populations of people, to justify taking children away from their parents and abusing them... I don't think this is how God - or whoever created us - really wants us to

behave. You can believe whatever you want, but you can't go around hurting other people and that's what your words are doing. Gay people have a right to feel safe and welcome and loved. You're Christian so - remember – Love thy neighbour?

Student 1: Love thy neighbour?

Student 5: Yah, remember that one? Why does it bother you so much? Are you afraid you are going to catch it?

Student 1: What? No. I just don't like it when they flaunt it in my face.

Student 5: What do you mean? *(pause)* What would you say to someone if they told me, they didn't like how I act black? I don't act black. I am black.

Student 1: Yah, but you don't have a choice.

Student 5: Exactly.

*Student 5 moves to group with Tristan. Tristan turns forward, toward audience more and everyone freezes. Student 1 moves at the same time to the next scene which is played facing the audience DSC just off to the DSL side.*

## SCENE 6

Student 4: *As if looking in a bathroom mirror or using a small compact, covers skin with makeup...Student 1 walks into the scene as if headed to washroom and notices Student 4.*

Student 1: What are you doing?

Student 4: ... Nothing.

Student 1: That makeup makes your skin look ten times lighter.

Student 4: I'm just putting on foundation...

Student 1: Yeah, that's like 10 shades lighter. You're gorgeous, smart, and funny. Your skin is beautiful. Why wouldn't you want to show who you are?

Student 4: What?

Student 1: You look great without all that make-up. You should be proud of yourself.

Student 4: I can't change how I am? I should be proud and love the skin I'm in? Do you really believe that?

Student 1: Of course.

Student 4: But you bully Tristan and expect him to be something he is not.

Student 1: Huh?

Student 4: Tristan can't change who he is either. He's gay. It's **not** a choice. Why would anyone chose to have so many people discriminate against him? He's a wonderful person and people should respect him for that and not try to scare him into hiding his true self. Being gay is not a choice. Just like being tall or being short is not a choice.

*Or being Asian. (Snaps compact shut and goes to back with Tristan. Takes his hand and helps him down from the block. Freezes with the others at the back focused on Tristan).*

*Student 1 stays DSLC frozen. Tristan walks to DSC and addresses the audience.*

## SCENE 7

TRISTAN: *(in the middle of the stage again with all the signs on him).* It's funny - the doctor said the poison should have killed three cows. Maybe I'm stronger than I thought. *Sits.*

*One at a time each student comes to Tristan and takes away a sign, crumples it up, throws it away and says something really nice directly to Tristan.*

Student 2: Tristan you are a beautiful person.

Student 3: You are not different from them, but they are different from you. You respect everyone, even if they don't deserve your respect.

Student 4: I love you exactly as you are.



Student 5: You are so smart.

Student 6: I'm sorry I made those gay jokes.

Student 7: You are a really a great friend. Please don't change for anyone.

Student 8: You are a good guy. You are always happy no matter what.

Student 9: You are a good person. I'm a better person for knowing you.

Student 10: I'm sorry that I said gay, when I really meant stupid.

*OTHER students add their positive words and take away a label. Each student either sits near or stands behind Tristan. Some hold his hand. Some have a hand on his shoulder. Be sure to leave room for others coming in to take off the signs and speak.*

Student 1: *(last to approach - takes Tristan by the hand and leads him DSC. They face each other – Tristan still looks nervous until Student 1 speaks.)* I am so sorry. For every tear you cried because of my words. I am so sorry. *(Tristan smiles. They hug.)*

*Everyone joins hands DS and bows to audience.*

## Taking the Homophobia Temperature of Your School Survey

Write "Yes" or "No" in the space provided for each question.

\_\_\_ 1. Are homophobic incidents such as name calling and violence dealt with consistently and seriously by all staff and administration at your school?

\_\_\_ 2. Do you see posters, pamphlets, pictures etc., around your school that show LGBT (lesbian, gay, bisexual or transgender) realities, issues and relationships?

\_\_\_ 3. Is it easy for students to find novels, story anthologies, magazines, plays, etc. in the classrooms or in the school library that include LGBT realities, issues and/or themes?

\_\_\_ 4. Have you been taught about the contributions of LGBT people in different areas of the curriculum (e.g. LGBT scientists, poets, novelists, artists, athletes, political leaders, musicians)?

\_\_\_ 5. Have you been taught how to find homophobic or heterosexist bias in the materials that you study?

\_\_\_ 6. Are there any out LGBT students, teachers, administrators or other staff in your school?

\_\_\_ 7. Would a student feel comfortable and safe telling people in your school that he or she has gay or lesbian parents?

\_\_\_ 8. Would two male students or two female students be able to walk hand in hand in your school safely and comfortably?

\_\_\_ 9. Do you have workshops or assemblies that deal with LGBT issues and homophobia at your school?

\_\_\_ 10. In teacher- or student-initiated discussions about sexuality and dating relationships, are both homosexual and heterosexual relationships assumed?

\_\_\_ 11. When a social event or activity is being planned (e.g. a school dance, the sending of candy grams or flowers on Valentine's Day), does the organizing committee and school in general consider how this event/activity can be made safe and comfortable for LGBT students?

\_\_\_ 12. Are spaces used predominantly by students such as bathrooms and locker rooms always completely free of homophobic graffiti?

\_\_\_ 13. Are there any known clubs or groups for LGBT students and their friends/allies at your school?

Total "Yes" Responses: \_\_\_\_\_ Total "No" Responses: \_\_\_\_\_

## Survey

**Write “Yes” or “No” in the space provided for each question.**

- \_\_\_ 1. Being gay is a choice that a person makes.
- \_\_\_ 2. Humour about someone being gay is okay – it’s just a joke.
- \_\_\_ 3. Name calling is a form of harassment.
- \_\_\_ 4. According to the Canadian Charter of Human Rights, gays, lesbians, transgendered, and bisexual students have the right to feel safe and comfortable in their school, their workplace and in society.
- \_\_\_ 5. Being gay is a phase that people can grow out of.
- \_\_\_ 6. Calling someone derogatory names like, faggot could result in a suspension.
- \_\_\_ 7. You can tell someone is gay by the way they dress or how they style their hair.
- \_\_\_ 8. If two male students held hands in the hallway – they would feel safe and free from harassment at our school.
- \_\_\_ 9. If two female students held hands in the hallway – they would feel safe and free from harassment at our school.
- \_\_\_ 10. The students that are “out” at our school get bullied.
- \_\_\_ 11. If I heard someone saying that something or someone was “gay” in a mean way, I would call them on it.

## Reaching Out

### Grade Level:

**Junior, Intermediate** (this strategy can be adapted for use with all grade levels)

Area of Focus:

- **Developing community**

Resources:

Peace Tree Video - <http://sandalwoodproductions.com/peacetree/>

*Think Fair Trade First* by Ingrid Hess

*That's Not Fair: Emma Tenayuca's Struggle for Justice* by Carmen Tafolla and Sharyll Teneyuca

Fair Trade Resource Network - [www.ftrn.org](http://www.ftrn.org)

*Vow of Silence* – [www.freethechildren.com/vowofsilence/](http://www.freethechildren.com/vowofsilence/)

### Social Justice Context

Before working through this activity with students:

Look at the connection of peace and social justice. It is important that students choose an initiative that will bring meaning and make connection to the area of focus decided upon by the group

***You cannot fix what you will not face.* — James Baldwin**

BUILDING *Community*:

Circle: What does peace mean?

How can we have peace in our community?

What does global peace mean to you?

### Teaching Strategies

COURAGEOUS CONNECTION:

Students will brainstorm what peace would look like and share ideas about the needs that they see in their community.

- share and discuss some statistics
- students will discuss connections between statistics and issues that they experience in their community

CREATIVE CONNECTION:

**Developing initiatives supporting the idea of peace:**

Students will work with the teacher to research and draw the symbols of peace. Sometimes students will write reflections:

- create a picture of peace
- write a poem
- or a journal reflection

View the video the Peace Tree: Students may decide to have their own peace tree and bring together symbols that are important to them to represent unity.

**Community Initiative:** Identify one or more Social Justice issues

- students and teachers will research and learn about a local organization and determine if the mission statement and values match their focus
- What is the goal of the organization? Which members of the community will be supported?

**Area of Study:** An example of a topic of discussion that has to do with global relationships could be Fair Trade.

- students and teachers should first become more familiar with the concepts of equity, social justice, and Fair Trade
- students can go on various websites and read books to research Fair Trade
- through the research students will be given an opportunity to discuss and debate why Fair Trade is or is not necessary
- students will become more familiar with the concept of Fair Trade through the Social Justice lens

**Global Initiative:** Students will research and become more familiar with the impact of poverty as a form of oppression.

One local and global awareness initiative is *Vow of Silence*. *Vow of Silence* is an opportunity to give a voice to the voiceless and by remaining silent for a given length of time it brings awareness to the rights of children around the world who are not in a position to advocate for their rights. They also raise money to support student rights (eg: the right for all children to have clean water). Students are also encouraged to discuss the systems that are in place, that do not allow for all children to have the same rights.

**CRITICAL CONNECTION:**

The symbols of peace would then be paired with an initiative.

- How does peace relate to the initiative that they have chosen?
- Students should think about additional symbols of peace to reflect what they have learned from their initiative

**Student ACTION:** In The Classroom...In The Community...

Students may want to look at their Initiative, assess the impact that they had on their community and further expand on what they have already started.

**Teacher Reflection:**

Was the initiative meaningful? Did the students reflect on peace and understand that achieving peace requires taking an active role? Was there a positive impact in the initiative?

**Contributors:**

Special Thanks to Kelly Hargreaves, Alison Ellwood, Ryanne Flattery, Jill Harvey and Jill Bishop for their contributions to this submission

## A few Social Justice Resources

Before using the following resources... *(Please note – this list is not in hierarchical order, nor is this meant to be an exhaustive list. Please investigate and critique a variety of print and electronic resources prior to using them with Beyond Intersections strategies)*

Resources from the Ontario Ministry of Education

- **Greater Equity Means Greater Success (Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy)** <http://www.edu.gov.on.ca/eng/policyfunding/equity.html>
- **Ontario's Equity and Inclusive Education Strategy (quick facts pdf)**  
[cal2.edu.gov.on.ca/april2009/EquityEducationStrategy.pdf](http://www.edu.gov.on.ca/april2009/EquityEducationStrategy.pdf)
- **Promoting a Positive School Climate: A Resource for Schools**  
[www.edu.gov.on.ca/eng/parents/introdoceng.pdf](http://www.edu.gov.on.ca/eng/parents/introdoceng.pdf)  
[www.edu.gov.on.ca/eng/parents/resourcedoceng.pdf](http://www.edu.gov.on.ca/eng/parents/resourcedoceng.pdf)

Resources from the Durham District School Board *(available for DDSB staff)*

### 1. **Happens to Be...LGBTQ in Our Schools**

[https://portal.durham.edu.on.ca/ProgramServices/EquityDiversity/Guidelines%20for%20Inclusive%20Language/Happens%20To%20Be/Happens%20to%20be\\_DURHAM%202011%20Booklet%20with%20posters.pdf](https://portal.durham.edu.on.ca/ProgramServices/EquityDiversity/Guidelines%20for%20Inclusive%20Language/Happens%20To%20Be/Happens%20to%20be_DURHAM%202011%20Booklet%20with%20posters.pdf)

### 2. **Closing the Gap Initiative Resource Document**

<https://portal.durham.edu.on.ca/ProgramServices/EquityDiversity/Guidelines%20for%20Inclusive%20Language/Closing%20the%20Gap%20Document.pdf>

### 3. **Guidelines for Inclusive Language**

<https://portal.durham.edu.on.ca/ProgramServices/EquityDiversity/Guidelines%20for%20Inclusive%20Language/Guidelines%20for%20Inclusive%20Language%205.5x8.5%20FINAL.pdf>

### 4. **Guidelines and Procedures for the Accommodations of Religious Requirements, Practices, and Observance**

<https://portal.durham.edu.on.ca/ProgramServices/EquityDiversity/Guidelines%20for%20Inclusive%20Language/Guidelines%20and%20Procedures%20for%20Religious%202010-11.pdf>

Internet Resources

- |                                    |   |
|------------------------------------|---|
| 1. So Just                         | <a href="http://www.sojust.net/">http://www.sojust.net/</a>                                 |
| 2. Critical Multicultural Pavilion | <a href="http://www.edchange.org/multicultural/">http://www.edchange.org/multicultural/</a> |
| 3. EdChange                        | <a href="http://www.edchange.org/">http://www.edchange.org/</a>                             |
| 4. Youth for Human Rights          | <a href="http://www.youthforhumanrights.org/">http://www.youthforhumanrights.org/</a>       |

- |  |   |
|--|---|
| 5. United for Human Rights                 | <a href="http://www.humanrights.com/">http://www.humanrights.com/</a>   |
| 6. Facing History                          | <a href="http://www.facinghistory.org">http://www.facinghistory.org</a>   |
| 7. Centre for Social Justice               | <a href="http://www.socialjustice.org">http://www.socialjustice.org</a>   |
| 8. My GSA by EGALE Canada                  | <a href="http://www.mygsa.ca">http://www.mygsa.ca</a>   |
| 9. Free the Children                       | <a href="http://www.freethechildren.com/">http://www.freethechildren.com/</a>   |
| 10. National Film Board of Canada          | <a href="http://www.nfb.ca">http://www.nfb.ca</a>   |
| 11. Classroom Connections                  | <a href="http://www.classroomconnections.ca">http://www.classroomconnections.ca</a>   |
| 12. Where Race Lives                       | <a href="http://www.pbs.org/race/006_WhereRaceLives/006_00-home.htm">http://www.pbs.org/race/006_WhereRaceLives/006_00-home.htm</a> |
| 13. Minority Rights Group International    | <a href="http://www.minorityrights.org/">http://www.minorityrights.org/</a>   |
| 14. EconKids                               | <a href="http://econkids.rutgers.edu/">http://econkids.rutgers.edu/</a>   |
| 15. Council of Canadians with Disabilities | <a href="http://www.ccdonline.ca/">http://www.ccdonline.ca/</a>   |

#### Teacher Resource Books

***Teaching for Diversity and Social Justice*** by Maurianne Adams, Lee Anne Bell, and Pat Griffin

***Readings for Diversity and Social Justice*** by Maurianne Adams, Warren Blumenfeld, and Carmelita Castaneda

***Cultural Proficiency*** by Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell

***Promoting Diversity and Social Justice*** by Diane J. Goodman

***Oppression, Privilege, and Resistance*** by Lisa Heldke

***Courageous Conversations*** about Race by Glenn E. Singleton

***Everyday Antiracism*** Edited by Mica Pollock

***Beauty is a Verb: The New Poetry of Disability*** by Jennifer Bartlett and Michael Northern

***Without a Net: The Female Experience of Growing Up Working Class*** by Michelle Tea

***Looking for 'X'*** (a novel) by Deborah Ellis

#### Resources from the Public Health Agency of Canada

- ***Questions and Answers: Gender Identity in Schools***  
library.catie.ca/pdf/ATI-20000s/26289E.pdf
- ***Questions and Answers: Sexual Orientation in Schools***  
<https://portal.durham.edu.on.ca/ProgramServices/EquityDiversity/Guidelines%20for%20Inclusive%20Language/Sexual%20Orientation%20in%20Schools%20CANADA.pdf>

#### Resources related to Human Rights

- ***Youth For Human Rights***  
<http://www.youthforhumanrights.org/?source=gaw>
- ***United for Human Rights***  
<http://www.humanrights.com/voices-for-human-rights/human-rights-organizations.html>



- **Human Rights Campaign**  
<http://www.hrc.org/issues/transgender?gclid=CPuP1MPCpLUCFexaMgodR2cA-w>

Resources from the Elementary Teachers' Federation of Ontario

- **Home Free: Exploring Issues of Homelessness**  
<http://www.etfo.ca/Resources/ForTeachers/Documents/Home%20Free%20%20Exploring%20Issues%20of%20Homelessness.pdf>

**PDF Resources**

- **My GSA by EGALÉ Canada**  
[http://mygsa.ca/files/MyGSA\\_ON\\_Resource\\_CompleteKit.pdf](http://mygsa.ca/files/MyGSA_ON_Resource_CompleteKit.pdf)
- **A Guide for Integrating Issues of Social and Economic Justice into Mathematics Curriculum**  
<http://www.radicalmath.org/docs/SJMathGuide.pdf>

Dates of Significance

**United Nations Observances (International Dates)**  
<http://www.un.org/en/events/observances/days.shtml>

**Interfaith Calendar**

[www.interfaithcalendar.org/](http://www.interfaithcalendar.org/)

**Multifaith Calendar**

[multifaithcalendar.org](http://multifaithcalendar.org)

Book List \*Please note – this is not meant to be an exhaustive list.

Area of Focus	title	Author	ISBN
<b>Race, Culture, Heritage, Identity</b>			
	Everybody Cooks Rice	Norah Dooley	9780876145913
	The Skin You Live In	Michael Tyler	9780975958001
	Martin’s Big Words	Doreen Rappaport	9780786807147
	Let’s Talk About Race	Julius Lester	9780064462266
	All the Colours of the Earth	Sheila Hamanaka	9780688111311
	Whoever You Are	Mem Fox	9780152164065
	The Story of Ruby Bridges	Robert Coles	
<b>Age</b>			
	Wilfrid Gordon McDonald Partridge	Mem Fox	9780140505863

	Queen of the Falls	Chris Van Allsburg	9780547315813
<b>Socio-economic status</b>			
	Fly Away Home	Eve Bunting	9780395664155
	Those Shoes	Maribeth Boelts	9780763624996
<b>Identity</b>			
	Wanda's Freckles	Barbara Azore	978088768620
	Odd Velvet	Mary E. Whitcomb	9780811820042
	Stand Tall, Molly Lou Mellon	Patty Lovell	9780399234163
	It's Okay to Be Different	Todd Parr	9780316155625
	Marsupial Sue	John Lithgow	9780689843945
	Naked Mole Rat Gets Dressed	Mo Willems	9781423114376
<b>Gender</b>	The Sissy Duckling	Harvey Fierstein	9781416903130
<b>Ability</b>	Don't Laugh at Me	Steve Seskin, Allen Shamblin	9781582460581
	The Dot	Peter H. Reynolds	9780763619619
	Leon the chameleon	Melanie Watt	9781554535644
<b>Inclusion</b>	I Don't Have Your Eyes	Carrie A. Kitze	9780972624428

# Become a Social Justice ALLY!

## ASK YOURSELF: How can I become an ally?

**This document may be discussed with students and staff...**

Social Justice Educators are aware of:

- Invisible privilege, systemic barriers, and biases they might hold against social groups
- The three forms of oppression (interpersonal, intrapersonal, & institutional p. 6)
- The Dimensions of Diversity, social group identity and possible barriers (p. 4)
- Their own identity, barriers and bias(es) students, staff & parents might experience
- Positive social change requires ongoing communication, collaboration, and action as everyone in the school grows together. All experiences and voices are valued!

Social Justice educators actively interrupt:

- Bias in the curriculum (p.25)
- Discrimination in the classroom, hallways, and schoolyard
- The idea that difference/diversity is a deficit.

## TAKING ACTION!

**Students and educators should discuss issues within their school and develop an action plan for addressing social justice issues** (focus on – issues in classrooms, hallways, cafeteria, washrooms, school yard)

Social Justice Ally - ACTION Plan! <i>*develop this chart during student – staff collaboration</i>			
Social Justice Issue	In the past, we have addressed this issue by...	Starting today we will...	Resource that we will need...

**STARTING TODAY:**

I will set the tone for positive school reform by...

Develop a list of 7 points that relate to doable actions to take within the classroom, hallways and school setting.

**Display your Social Justice Ally - ACTION Plan! and/or STARTING TODAY!**

- **within the classroom, equity and social justice group, GSA, or school office**

**Display your BECOME A Social Justice ALLY poster as a sign of your commitment to positive social change.**

# Become a Social Justice...



## Awareness

- Understand equity, diversity, inclusion & historic barriers

## Advocacy

- Identify current barriers to inclusion
- Support acceptance

## Action

- Plan & create positive social change

Support all dimensions of diversity.



**For copies of the full size Social Justice Ally poster ( 20" x 30") contact:  
Sheryl Pearson, Creative Services, Durham District School Board**

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Electronic resources for Durham District School Board Educators: Under the Program Services tab on the Durham District School Board Portal, please select the Equity, Diversity and Race Relations button, followed by the Supporting Inclusive Schools tab on the left hand side.