



CURRICULUM and INSTRUCTIONAL SERVICES

DEVELOPING INCLUSIVE LEARNING ENVIRONMENTS: A practical approach to implementation from JK – 12

(Replacing Sensitive Issues in the Classroom)

2007

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Director of Education

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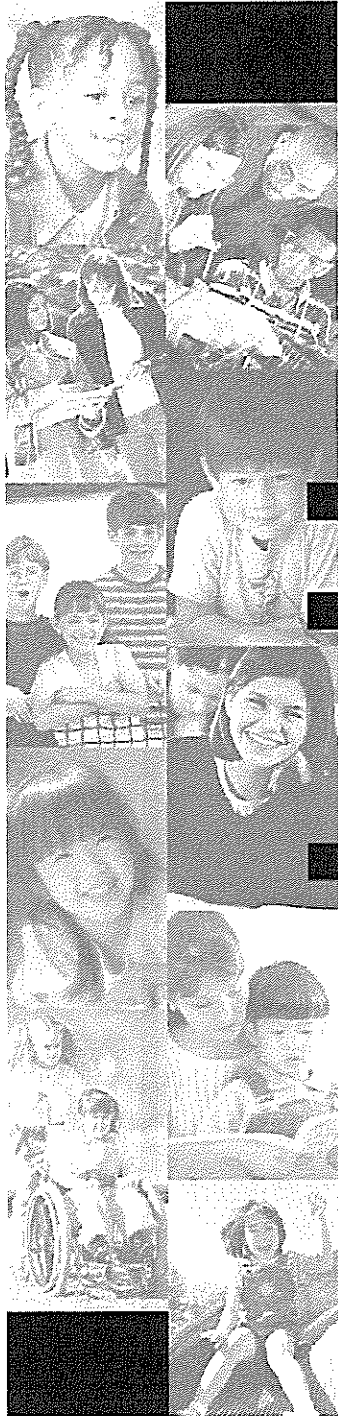
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MISSION

We unite in our purpose to inspire and prepare learners for life in our changing world community.

VISION

We are the faces of public education. We understand our gifts and challenges. We are motivated by our dreams and act towards their fulfillment. We respect and celebrate our differences. We invite and value the spirit of community, creativity, and personal growth. We support each other. We have joy in who we are and who we are becoming.

VALUES

- We recognize and celebrate excellence, and the heart-felt efforts and contributions of our community.
- We strive for equity, inclusiveness, and diversity in all our programs, practices, facilities, and people.
- We value dedication and commitment.
- We value and will respond in an appropriate manner to the voices, ideas, and understanding of all our community members.
- We believe it is the right and responsibility of everyone to ensure a safe nurturing community.
- We embrace the spirit of innovation that acts to realize opportunities to transform our vision into reality.
- We are all responsible for our words and actions.

Introduction

We know that students are more likely to perform better when they see themselves as active participants in a curriculum which acknowledges diversity. The purpose of this resource, *Developing Inclusive Learning Environments: A practical approach to implementation from JK – 12*, is to provide educators with strategies to address bias, prejudice, and discrimination in our schools.

It includes practical tools for staff to assess how they are embedding equity into their work with students on a daily basis. It also provides intervention strategies for staff to use when students are disrespectful. An annotated bibliography has been included for teachers to select texts to use in their literacy block, or to use in other subjects, to engage students in discussions about equity.

An inclusive booklist is also provided for elementary and secondary libraries. A student empowerment section includes strategies for students to assume responsibility for making schools safe for everyone because we know that when students model empathy and courage, they encourage other students to do the same. Student leadership is an essential component in the creation of an inclusive learning environment.

Students cannot learn and grow to their fullest potential when they don't feel valued or when they fear for their safety. We have a responsibility to ensure that none of the students in York Region sit in class fearful and anxious about what might be said or done to them during a lesson, in the hallway or on the playing fields.

The more often students feel part of their school system in particular, and of Canadian life in general, the more likely they are to become productive citizens. We hope that this resource provides you with strategies to create respectful, inclusive, and supportive learning environments for all York Region students.



Dr. Lyn Sharratt
Superintendent of Curriculum and Instructional Services

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Rationale

Developing Inclusive Learning Environments

YORK REGION DISTRICT

FROM: Dr. Lyn Sharratt Superintendent of Curriculum and Instructional Services

DATE: August, 2005

REFERENCE: Developing Inclusive Learning Environments

IT IS THE INTENT OF THIS GUIDELINE TO SUPPORT EDUCATORS IN OFFERING STUDENTS A LEARNING ENVIRONMENT WHICH AFFIRMS THE DIGNITY AND WORTH OF EVERY INDIVIDUAL.

The York Region District School Board recognizes its responsibility to provide a healthy and productive working and learning environment that fosters respect for and is supportive of the dignity, self-esteem and fair treatment of everyone taking part in its activities, as stated in Board Policy #240.0., Respectful Workplace and Learning Environments. The Board recognizes the diversity of our people as a source of strength and does not tolerate any expression of prejudice. In particular, York Region is committed to providing environments which are free from discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status or disability. The provision of a discrimination-free environment requires all staff to promote understanding of differences, and to confront expressions of discrimination in a manner that ensures the dignity and worth of each individual. Discrimination is defined as the practice or act of making distinctions between people based on characteristics such as race, ethnicity, nationality, language, faith, gender, disability or sexual orientation which leads to the inequitable treatment of individuals or groups.

The schools of York Region reflect a variety of cultural, religious and personal values, representing enormous potential for learning about a variety of perspectives. When facilitating discussions, teachers can support each student to develop a depth and breadth of understanding of others. This understanding can have the power to promote the elimination of discrimination and the evolution of an inclusive and respectful society.

Creating an inclusive learning environment may evoke a conflict between two or more belief systems. Teachers are to encourage students to dialogue with their parents/guardians. In this way teachers can support students to develop personal value systems which respect their personal values within the context of the realities of today's society.

The following guidelines highlight the responsibilities of teachers and all members of the school community in creating inclusive learning environments.

The Rationale for Creating An Inclusive Learning Environment

All members of the school community shall support the development of learning environments which are:

INCLUSIVE: students who do not see themselves reflected in the curriculum may feel silenced, invisible and irrelevant, while others may unconsciously acquire an unrealistic sense of themselves as the only voice that matters; all students need to feel validated as worthwhile and contributing persons.

SUPPORTIVE: students are likely to perform better when they see themselves as active participants in a curriculum which acknowledges diversity including, but not limited to, race, gender, culture, faith and sexual orientation; the more often students feel part of their school system in particular, and of Canadian life in general, the more likely they are to become productive citizens; support for all students in understanding diversity may help to reduce the risk of negative outcomes such as harassment, drug abuse and suicide.

RESPECTFUL: students are more likely to develop an informed position on issues when they have had the opportunity, within a mutually respectful environment, to hear and explore points of view which may conflict with their own; discussion of diverse points of view helps students to develop a deeper understanding of the complexity of issues, events and relationships; such discussion also ensures that differences are recognized and respected.

The Role of the Teacher

The teacher shall:

- challenge hurtful comments immediately;
- ensure the provision of a positive, respectful and supportive learning environment which will encourage students to share their responses, explore issues and express issues of concern;
- examine his/her own personal beliefs/biases in preparation for facilitating balanced discussions;
- ensure that "ground rules" for creating an inclusive environment are established at the onset;
- support students in exploring different points of view rather than determining the "right" answer;
- encourage students to appreciate the possible ethical, cultural, racial or religious implications of a point of view – advise students on relevant points of law, as appropriate;
- refrain from offering personal opinions without having first reflected on how his/her personal beliefs might inhibit the creation of an inclusive environment;
- provide balanced leadership and respect for the various points of view which may be expressed;
- ensure that discussions are suitable to the grade and developmental level of the students;
- support students in developing skills in critical thinking by examining factual information related to the topic; and

- encourage students to discuss moral, religious and/or cultural concerns with their parent(s)/guardians.

Instructional Approaches

As a part of the teaching/learning process, it is incumbent upon teachers to reflect upon how they can embed equity into their work with students on a daily basis; through the selection of resources that reflect our changing world community, by examining and addressing bias within the curriculum and by implementing assessment practices that are fair and equitable for all students.

When students select a topic for the purpose of individual research, study or presentation, the teacher will monitor student work to ensure respect for the dignity, rights and privacy of others. When a guest speaker or presentation is planned, the principal shall ensure that the content is assessed prior to addressing students. Presentations must be consistent with the expectations of The Ontario Curriculum, and with the philosophy and direction of the Board. The principal and/or school leadership team may wish to contact a school which has used the speaker previously to assess the content and delivery of the presentation. It is expected that speakers will share relevant experiences and that they will respect York Region's commitment to a learning environment which affirms the dignity and worth of every individual.

In order for students to learn and grow to their fullest potential, we can and must create learning environments that value the abilities and contributions of every student and that nurture the leadership abilities of our children. Together, we can create respectful, inclusive, and supportive schools.

For additional information, contact Heather Sears, Curriculum Consultant, Education Centre, Newmarket, ext. 3455.

Dr. Lyn Sharratt, Superintendent of Curriculum and Instructional Services

Classroom Climate

The Foundation

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- **Developmental Characteristics of a Learner 9**
- **Guidelines for Small Group Discussions 12**
- **Resources for Creating an Inclusive Classroom Environment. 15**

Creating an Inclusive Classroom Environment

To support students in feeling mutually respected and secure in their classrooms, teachers must provide conditions which promote respect. This section of the resource provides teachers with a framework and strategies for creating those conditions.

In particular, it outlines:

- the role of the teacher;
- characteristics of a learner;
- guidelines for classroom discussions; and
- a list of resources to support the teacher in this work.

The Role of the Teacher

As stated in *Developing Inclusive Learning Environments* teachers are to:

- examine their own personal beliefs in preparation for facilitating balanced discussions;
- refrain from offering personal opinions without having first reflected on how his/her personal beliefs might inhibit the creation of an inclusive environment;
- encourage students to discuss moral, religious and/or cultural concerns with their parent(s)/guardians; and
- provide a balanced leadership and respect for the various points of view which may be expressed.

Knowledge of Students

It is important for teachers to be aware of the possible diversities which may exist in their classrooms. These may include, but are not limited to, students who:

- are living in a variety of family structures (i.e. same-sex parents);
- have been adopted;
- have family members or friends who are gay, lesbian, bisexual;
- have family members or friends with disabilities;
- are struggling with their own sexual orientation;
- are gay, lesbian or bisexual; and/or
- have had a personal or family experience with abortion.

Keeping this in mind, teachers will want to use appropriate inclusive language in discussions, e.g. parents (s) guardian (s), partner, caregiver, or spouse.

As in all areas of learning, teachers are important role models. When teachers demonstrate their respect for the dignity and worth of all individuals, they set a positive foundation for their students.

Teachers must ensure that negative or hurtful comments, whether intentional or not, are challenged immediately. Such comments or actions should never be tolerated or disregarded.

Guidelines for Small Group Discussions – Primary

Aim: To create a safe, dignified and respectful atmosphere

1. Learning is about sharing different views and actively listening to one another.
2. Ask each other questions, but do not say hurtful things.
3. Remember that it is okay to disagree with each other.
4. Telling stories about someone else could be embarrassing, don't use a person's name in class discussion or outside the classroom.
5. There are no dumb questions, only questions that need answers.
6. In our discussion, use words like "I" instead of "They", "We", and "You".

Guidelines for Small Group Discussions – Junior, Intermediate and Senior

Aim: To create a safe, dignified and respectful atmosphere

1. Learning is about sharing different views and actively listening to one another. Students in this class are expected to do both.
2. Learning is enhanced when many viewpoints are expressed in the classroom.
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks or questions- instead, focus on ideas.
4. Remember that it is okay to disagree with each other.
5. All interactions and dialogue must remain confidential and respectful. (E.g., Don't tell stories about someone else that could be embarrassing, don't use a person's name in class discussion or outside the classroom.)*
6. There are no dumb questions, only questions that need answers.
7. Speak from your own experience instead of generalizing. ("I" instead of "They", "We" and "You".)
8. There is a difference between intent and impact during discussions. (E.g., I may not have intended to offend someone, but I need to acknowledge it if my comments had a negative impact.)

*Confidentiality is limited by the Child and Family Services Act when students disclose physical, sexual, emotional, or psychological abuse.

Teachers must ensure that negative or hurtful comments, whether intentional or not, are challenged immediately. Such comments or actions should never be tolerated or disregarded.

Developmental Characteristics of a Learner

It is important for teachers to provide information which is appropriate to the situation and to the developmental and maturational level of the students. A student's family plays the primary role in helping to develop an understanding of the family's values and/or religious/cultural beliefs. Teachers shall encourage students to further discuss such issues with their parent(s)/guardian(s).

The following developmental characteristics of a learner may prove useful:

Ages Three and Four

- egocentric viewpoint
- generally acts before thinking
- is concerned with satisfying personal needs

Stages of racial awareness and prejudice

- can notice differences among people
- can identify and match people according to their physical characteristics
- asks "why" questions
- no gender or ethnic constancy (Children don't know yet that attributes such as gender and skin colour remain constant throughout a person's life)
- susceptible to believing stereotypes
- may make false associations and overgeneralizations

Ages Five and Six

- egocentric viewpoint
- generally acts before thinking
- is concerned with satisfying personal needs

Stages of racial awareness and prejudice

- understand cultural identity and enjoys exploring cultural heritage of classmates
- can identify stereotypes
- explores real and pretend, fair and unfair
- tends toward rigid thinking and behaviour
- may show aggression through insults and name calling

Ages Six to Eight

- listens more attentively
- can relate to more than one perspective or point of view
- able to reverse thought
- can assume responsibility

Stages of racial awareness and prejudice

- gender and racial constancy
- understands group membership; forms groups to distinguish self from others
- can consider multiple attributes
- aware of racism against own group
- asks "What are you?"
- wants/needs a wealth of accurate information

Ages Eight to Ten

- thinks before acting
- interacts more easily with adults
- relates to peer group – "I" becomes "We"
- realizes need for cooperation and mutual understanding
- becomes sensitive about self

Stages of racial awareness and prejudice

- gender and racial constancy
- understands group membership; forms groups to distinguish self from others
- can consider multiple attributes
- aware of racism against own group
- asks "What are you?"
- wants/needs a wealth of accurate information
- developing personal strength

Ages Ten to Twelve

- seeks knowledge
- questions authority and seeks explanations for decisions by adults
- seeks peer approval and acceptance
- desires to be independent and exhibits bursts of independence which challenge the teacher
- needs to be seen as an individual
- tests boundaries
- is emotionally volatile
- feels insecure
- is at varying stages of cognitive development (moving from concrete to abstract thinking)

- looks for relevance to their lives
- begins to formulate a complex view of human motivation

Stages of racial awareness and prejudice

- interested in, and aware of, world events
- interested in ancestry, history, geography
- understands “ashamed” and “proud”
- can put self in another’s shoes
- aware of cultural/political values
- understands
- can compare and contrast minority/majority perspective
- can use skills to take social action

“After age ten, racial attitudes and values attached to racial differences tend to stay constant unless the child experiences a life changing event. Without intervention, these misconceptions will not change.”

*Adapted from:
York, Stacey. Roots and Wings. St. Paul, MN: Redleaf Press, 1991*

Creating a Positive Classroom Environment

A Teacher's Checklist

Teachers may find the following questions useful for identifying areas of focus in personal and/or professional development activities:

The Role of the Teacher

- Have I examined my beliefs and assumptions about a pluralistic society?
- What are my attitudes towards students who are religiously, racially, culturally, linguistically different from me?
- Am I willing to seek new ways to teach, adapt materials and learn about the impact of human rights on learning?
- Do I check on accessibility of all off-site locations before going on a field trip?
- Do I recognize students as individuals or do I view them as a member of a particular group i.e. ability/disability, race, culture, religion, etc.?
- What are my attitudes towards students who are different than me with respect to sexual orientation, ability/disability, gender, class, and/or religion?
- Do I have high expectations for all students and expect all students to perform well and achieve success?
- Does every member of the class have an equal opportunity to perform responsible jobs in the class (i.e. monitor, messenger, announcer, reading to younger children, peer coaching)?
- Do I enlist the help of students in examining classroom materials, visual displays, etc. to see what has been omitted or included, and assess whether a balanced or unbalanced picture is being presented?
- In what ways do I model behaviour that is consistent with the aims of equity in education?
- Do I feel free to explain my own cultural identity to my students?
- Do I understand the diverse cultural aspects with respect to "figures of authority", role models, rules, etc.?
- Do I monitor my own interactions with students who are religiously, racially or culturally different from me? i.e. respond differently, over-help, over-protect children who are different from me
- What professional development activities (i.e. exploring new materials, resources) in the area of equity in education have I been involved in during the past year?

Knowledge of Students

- Do I know who my students are in terms of their
 - interests;
 - expertise;
 - background experiences;
 - developmental levels;
 - needs;
 - languages;
 - faiths; and
 - abilities?

- Have I developed a strategy for identifying the strengths of every student in the class and a plan for building on those strengths?

- Where I am unable to clearly identify a student's strengths, what assistance have I sought to help me do so?

- Am I aware of, and do I respect, culturally based differences in behaviour and assumptions that may be found in the different groups in my classroom? Such things as:
 - classroom management and control of behaviour
 - styles of teacher-student interactions
 - peer relationships
 - social distance
 - motivating factors
 - learning styles
 - presentation of self
 - competition and teamwork
 - eye contact
 - treatment of male and female students
 - treatment of siblings and younger children

The Classroom Environment

- Do students tell me that they feel valued and comfortable in the classroom/school?

- Do students see themselves and their life experiences represented in the curriculum?

- Do students who have disabilities tell me that they feel like an "add-on" to the classroom activities or do they feel "centred" in the classroom activities?

- Do students tell me that they feel that they have opportunities to think critically and creatively and to understand the negative effects of stereotypes, biases and prejudices?

- Do students feel that they have had equal opportunities to assume, and experience, a variety of leadership roles in the class?

- How do gay/lesbian/bi-sexual/transgendered students feel with respect to their physical safety in my classroom?
- Do I ensure that stereotypes do not go unchallenged?
- Do I ensure that students/staff/parents/community members know what constitutes inappropriate behaviour and the consequences for such behaviour?
- Do I develop pro-active strategies in response to stereotypes/discriminatory comments (students need to be assured that the characteristics that make them unique from other students are valued as elements that enrich the school)?
- Do I acknowledge that I am aware of the insulting remark or inappropriate behaviour?
- Do I acknowledge the feelings of the victim?
- Do I make clear to the students that the behaviour is unacceptable?
- Do I identify what was incorrect about the remark?
- Do I offer correct information using correct terminology?
- Do I offer support to the recipient of the behaviour?
- Do I ensure remedy, such as a public apology, is made to the student to whom the inappropriate comment/behaviour was made? ¹

¹ Adapted From: *The Future We Want: Building an Inclusive Curriculum*. Peel District School Board – August 2000

Resources for Creating an Inclusive Classroom

The following is a brief list of resources that can be used by classroom teachers to acquire the knowledge, skills and confidence to create an inclusive classroom.

TITLE	AUTHOR(S)	CONTACT
<i>Tribes: A New Way of Learning and Being Together</i>	Jeanne Gibbs	For Training: Contact Curriculum and Instructional Services For Information/Resources or Materials go to: www.tribes.com
Spencer Kagan's Cooperative Learning Company and Instructional Strategies	Spencer Kagan	www.kaganonline.com
<i>Anti-bullying Curriculum Integrated Resource Units (JK-8)</i>	CAYRE	www.cayre.ca
<i>Whole School Guide to Reduce Bullying</i>	CAYRE	www.cayre.ca
<i>Cooperative Learning: Where Heart Meets Mind</i>	Barrie Bennett, Carol Rolheiser and Laurie Stevahn	Educational Connections/Bookation 905-619-0376
<i>Beyond Monet</i>	Barrie Bennett and Carol Rolheiser	Educational Connections/Bookation 905-619-0376
<i>Second Step: A Violence Prevention Curriculum</i>	Committee For Children	www.cfchildren.org
<i>Lions Quest: Skills For Growing and Skills For Adolescence</i>	Lions Quest Canada	www.lions-quest.ca

Interventions

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- **Types of Questions Students Ask** 18

Interventions JK-6 and Grades 7-12

The creation of supportive learning environments is a shared responsibility: It involves an entire school community acknowledging that we are preparing learners for the world in which they will live. It acknowledges that learning happens in every aspect of school life and that we have a responsibility to provide opportunities for students to think critically and understand bias in any medium.

Creating working and learning environments that foster respect for, and are supportive of, the dignity, self-esteem and fair treatment of everyone taking part in its activities is the goal. The board recognizes the diversity of our people as a source of strength and does not tolerate any expression of prejudice. One aspect of the creation of supportive learning environments involves intervening when educators and/or students raise issues or respond to them when they arise in the school environment. The purpose of this section of the document is to provide guidelines for intervention.

General Guidelines

- With young children, it is often useful to answer a question by probing their knowledge and understanding of the issue first. A teacher can ask back, "What do you think about..." In this way the teacher will gain insight into the origin of the questions and how much depth is needed in the answer.
- Any instances of name-calling using derogatory terms should be dealt with promptly and forcefully. Very young people sometimes use terms to slander someone without necessarily knowing exactly what it means. As with any name-calling incident, the teacher must refer back to the intent of the statement made. If a statement was intentionally or unintentionally hurtful to an individual, the behaviour must be addressed, in a way that preserves the dignity of all participants involved. Name-calling of any kind must be dealt with quickly. If the behaviour persists, it may be necessary to discuss the matter further individually.
- If a child makes a public disclosure in class (e.g. "My mom is a lesbian", "My sister is in jail") the teacher should acknowledge what the child has said and be cognizant of the reaction of the group. It may be advisable to offer to talk to the child later. It may also be necessary to address the reactions, if any, from the rest of the class. These may include shock, laughter, inappropriate comments and/or questions.
- When a student asks questions about a person's life (e.g. "Is Mr. X gay?", "Is Ms. Y a racist?") The following response is recommended:
"A person's personal life is private and should not be speculated upon."
The teacher may wish to discuss stereotyping, name-calling and/or the difference between public and private information.

Questions Students Ask

Teachers must be prepared to respond in an inclusive, supportive manner to questions students may ask. Please refer to the "Guidelines for Small Group Discussion" as a point of reference.

Questions from students will generally fall into six categories:

1. **Information-Seeking Questions**

e.g. "How many gay people are there?", "Do all people in Africa have AIDS?"

These arise from curiosity or a need for clarification. Regardless of the specific information, numbers can be no argument against human rights.

2. **"Am I Normal?" Questions**

e.g. "When I visit my cousin she always gives me a big hug when we first meet. Does this mean anything 'funny'?", "I don't feel comfortable hanging around people who don't look like me, is this normal?"

These questions reflect concerns about one's self (both emotional and physical) or others. Acknowledge the concerns and give information.

3. **Permission-Seeking Questions**

e.g. "Is it okay to be friends with a gay or lesbian person?", "Is it OK to date someone from a different religion?"

These questions seek approval to participate in a particular behaviour or to have thoughts or feelings validated. The degree of acceptability may vary from one person to another.

4. **Questions About Values**

e.g. "Is it a sin to have an abortion?", "Is it a sin to have sex with my boyfriend?"

These questions need to be handled sensitively, considering community values, personal beliefs, cultural and religious diversity. Students should be encouraged to discuss this with their parents/guardians.

5. **Shock Questions**

e.g. "Just exactly how do gay people do it?", "Aren't old people a burden to our society?"

These may be intended to embarrass you or test your ability to stay cool. Provide factual information in a calm manner.

6. **Personal Questions**

e.g. "Have you ever had an abortion?"

Affirm that you will not answer personal questions and that you refrain from giving personal opinions. Review the ground rules. Personal questions may be asked out of curiosity about your life, your personal opinion, or they may be some version of a question used to shock.

Interventions K-6

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Supporting People of All Abilities: Confronting Ableism

Ableism is discrimination of people living with mental, emotional and physical disabilities. Rauscher and McClintock define a broad range of disabilities: perceptual (visual, hearing and learning disabilities), illness-related (e.g. MS, AIDS), physical, developmental, psychiatric (e.g., bi-polar, chronic depression), mobility, or environmental (e.g., asthma, being sensitive to chemicals, allergens...).

Children's Explanation:

Some people are born, develop, or due to an accident, become differently abled. This includes people with physical disabilities who may require special equipment such as: wheelchairs, braces, crutches, walkers, white canes, guide dogs or hearing aids etc., to access the world around them. They may attend special classrooms or get some help from assistants. Some disabilities we can see and some we cannot see. They are invisible! For example: a child who has Cerebral Palsy may need a wheelchair and/or a walker to get around, whereas a child with a learning disability may look just like you and me.

Some Things You Need to Know:

- As an educator, you need to be aware that we need to use language that views an individual as a person first. If it is necessary to draw attention to the disability, it is important to say, "He/she is a person living with a disability." We need to be conscious of, and avoid, language such as: "the wheelchair kids," "the Down Syndrome boy," "the blind kid," "the special ed. kids."
- Children are naturally curious and have many questions. Encourage and teach them to ask questions. They will require modeling of appropriate ways to ask questions, but this is a very important step toward understanding.
- Mainstream culture has taught us that it is not nice to stare. We, as educators, know that looking is part of learning, especially when you are very young and everything is a new experience. It is most important to model appropriate body language and facial expressions when demonstrating how to interact with someone who has a disability.
- Children with physical/intellectual disabilities are not *"lazy, crazy or stupid."* We need to teach able-bodied students that children with disabilities often have difficult challenges and that they **do** try very hard to succeed. While they may **seem** like they are ***not trying...they are!!!!***
- All of the above points apply not only to the children that we teach, but also in our interactions with school staff, administration, parents, and community members.
- If a question comes up that you, as an educator, are not comfortable with....That's OK! We are always learning, and it is quite acceptable to let your students know that you need to find out more, before offering an incomplete or *quick* answer.

Resources:

- ARCH – Advocacy Resource Centre for the Handicapped 416-482-8255; 1-866-482-2724; TTY/TDD 1-866-482-2728
- Community Living Newmarket/Aurora District 905-898-3000; 905-773-6346
- Learning Disabilities Association – York 905-884-7933
- Rauscher, Laura and Mary McClintock. "Ableism Curriculum Design." *Teaching For Diversity and Social Justice. A Sourcebook*. Eds. Maurianne Adams, Lee Anne Bell and Pat Griffin. New York: Routledge, 1997. (Pages 198-227)

Annotated Bibliography of Primary and Junior Resources Attached.

Sample questions or comments from students (Q) and Sample Teacher Responses (A)
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1. Information Seeking Questions/Comments:

Q. *What is wrong with him/ her?*

A. This is a common question. We need to explain that nothing is wrong with the person but that they do have a disability. The disability may require them to use a special piece of equipment and/or to need an assistant to help them in whatever way they may need help.

Q. *Does it hurt?*

A. Some disabilities are painful and some are not. At this point, it is important to provide the background knowledge that your students need to help them understand the specific disability that the students are asking about. Do not give too much information at one time.

Q. *Is he/she going to get better? (Is he/she going to die?)*

A. Depending on the disability, you can explain that a disability is generally permanent,; it is with the person forever. However, as medical science continues to improve, some people may gain more use of an effected body part as they grow, or with the help of doctors and/or specialists.

Q. *Can he/she learn?*

A. Absolutely!! All children can learn. They just learn differently and at a different pace. Some children may not look like they are learning, but they are learning in their own way.

Q. *If I talk to him/her, do they understand me?*

A. It depends on the child and the type of disability they have. A child who is hearing impaired may not be able to speak to you using their voice. They may be able to read your lips and know what you said, but they may only know how to respond using sign language. If the child is a slower learner, they may need extra time (and patience) to process what you said and to formulate a response.

**The teacher may want to respond by saying that they need to ask the people who work with a particular child and get back to the students asking this question!!

(Junior)

Q. *What do you say to a person with a handicap?*

A. First of all, avoid the term "*handicap*". It is a term originating from a long time ago, where people with disabilities were forced to beg and given a cap for collecting alms. It isn't necessary to concentrate on anything unique to say; after all, would you feel that you needed to say special things to another person in your classroom? If assistance is required, ask the person what she/he needs from you. Just because one person living with a disability requires certain things, doesn't mean that another person living with the same disability requires the same things. You don't require the same things all the time as the next person!

2. "Am I Normal?" Questions/Comments (Primary)

Q. *Can I catch their disability if I play with them?*

A. No, you will not "catch" their disability. You can play with them and it would be very nice for you to try! This is a normal question. Children are not permitted to come to school if they are sick with anything that you could catch!

Q. *I want to play with him/her, but I don't want my friends to tease me.*

A. This is a normal feeling but nobody should tease anybody! You could invite your friends to all play with the disabled person. You will learn from them and they will learn from you. You never know...everyone may have tons of fun!!

Q. *The way she/he looks scares me.*

A. This is a normal feeling. Do not be afraid! The person with the disability will not hurt you and the more you do interact with them, the more comfortable you will get. In fact, you won't even notice/see the physical or intellectual disability after you get to know the real person underneath.

Q. *I don't know how to play with him/her.*

A. Ask them! The person will let you know what they can and cannot do. Or, if they do not communicate orally, ask the adult with them how to include them in your play.

(Junior)

Q. *I don't know how to explain it, but it really makes me uncomfortable being around a handicapped person.*

A. This is normal! These feelings emerge based on deep-rooted myths, stereotypes, misunderstandings, misinformation, social and political actions of excluding and even eliminating people with disabilities. Our entire society is constructed on benefiting those with "ability". All of the things that we can do, all of the places where we can go, all of the living environments we build are designed for the abled. For centuries, people living with mental illness were called idiots, lunatics, witches and were sometimes used in freak shows. They were often placed in institutions...the "loony bin". If we are honest with ourselves, we all have some fear of disabilities. Perhaps it's the fear of the unknown. An interesting thought is to see ourselves as temporarily abled people. As we age, for example, we face our own disabilities. All of us have strengths (gifts to give) and weaknesses (areas of difficulty). Instead of only seeing the disability, we need to be focusing on the individuals: people like Terry Fox, Beethoven, Einstein, and Roosevelt. All of these people lived with disabilities and made incredible accomplishments and contributions that most of us who do not live with a disability have ever achieved. Remember to avoid using the work handicap. It is an offensive term.

3. Permission-Seeking Questions/Comments:

Q. *Can I ride in or on his/her wheelchair (or other equipment)?*

A. No! This piece of equipment is like a part of their body. They need it to get around/function and if it gets damaged, then they would not be able to participate in any activities.

Q. *Is it okay to ask him/her about their disability?*

A. (At a Primary Level) Yes, it is alright. If the person cannot answer you, you could ask the assistant to help you understand.

A. (At a Junior Level) We are all naturally curious people. It simply means that we do not understand. There is no answer for this question. Only the person from whom you want information can give you permission. But listen empathetically and be genuine. Someone will teach you new things.

4. Questions/Comments About Values:

- Q. *Why should they get special services and extra help, when I don't?*
- A. Sometimes people need special services (e.g., teacher scribing) to help them be an active participant in society, not to mention they are needed to function independently. Such supports/services are necessary to ensure that the ability to make contributions to the community and to society is accessible.

5. Shock Questions/Comments:

- C. *He/she used an offensive word..."name calling" (retard, retarded, "sped", freak, crippled, lunatic, idiot, slow...).*
- A. While we should never accept offensive words, scolding students who utter them is not a very effective practice. Should a discriminatory remark be made it is best to deconstruct the understandings that led to the use of the remark and then reconstruct a positive, inclusive framework. Discuss with the students where such remarks were heard, how they were learned, what do they mean, what messages are implied and so forth. From this, we learn the origins of myths and stereotypes, and how fears and misinformation cause us to discriminate and oppress.

With primary children, you could ask, "Did you forget what the person likes to be called?" Explain that the child's name is _____. That is the only name that she/he likes to be called.

6. Personal Questions/Comments (Junior Level)

- Q. *Will they ever have a boyfriend/girlfriend?*
- A. First, it would be important to define what a "boyfriend/girlfriend" is. The term, "relationship" should also be explained. Simply, it would be fair to say that two people who share similar interests and are attracted to each other because they like each other's company, then...yes...they could have a relationship!
- Q. *Will they ever be able to have a family?*
- A. The question is difficult to answer. It depends on the disability. There are many people who live with a variety of disabilities who have healthy, "able" children. However, there are other people who live with mental and physical disabilities who will never be able, for medical reasons, to have children.

Q. *Will they ever be able to live on their own?*

A. Again, this depends on the type of disability. There are some community support programs designed to help people with disabilities in a variety of ways. Under the Resources section, listed previously, there are three agencies, along with their telephone numbers that could provide more detailed, up-to-date information.

As long as discriminatory and oppressive practices are permitted directly or indirectly in our classrooms, our students can never reach their full potential.

**"We are committed to valuing diversity because it is our firm conviction that an environment which embraces differences is critical to each person's ability to succeed."
- Kenneth Olson**

Annotated Bibliography

Below, are a number of books to engage students in discussions about issues of social justice, books that can be used to assist students to develop critical thinking skills, books that invite children to explore our changing world community. These are only a small sample of resources that are available and we encourage you to pursue others so that students can gain glimpses of the kind of the society we **could** live in and learn the academic and social emotional skills needed to make it a reality.

Asestine, L., Mueller, E. and Tait N. (1986). *I'm Deaf and It's Okay*. Morton Grove, Ill.: A. Whitman & Co.

The young boy in this story describes the frustrations he experiences being deaf. He is especially angry and resentful. Then one day, he meets a deaf teenager who is leading a "normal", fun-filled life. The story ends with the young boy feeling good and comfortable with himself.

ISBN: 0-807-5347-22

Bogart, J. (1997). *Jeremiah Learns to Read*. Richmond Hill: North Winds Press

Learning to read is tough and even tougher when you're over seventy. *Jeremiah Learns to Read* is a delightful picture book that captures readers with words and rich acrylic paintings. Simple text is suitable for primary grades; however, the enduring message spans many ages. "You can do anything you set your mind to." "Just do it." The notion of 'smart' doesn't necessarily mean in the book sense. Jeremiah is unique in many ways; he is a talented handyman, yet he has lived his entire life unable to read. Grit, determination and preservation lead Jeremiah on a new learning experience, that of learning to read.

ISBN: 0-590-24927-4.

Bouchard, D. (1997). *If Sarah Will Take Me*. Victoria: Orca Book Publishers.

This is a heart warming and true story that is inspirational and thought provoking. Dave Bouchard touches the hearts of all, as he poetically tells of the emotional story of Robb Dunfield. Tragically, at the age of 19, his life was immediately and forever changed due to an accident that leaves him paralyzed from the neck down. The reader is taken into the world of Robb as he reflects on past memories, when life was simple and he was whole. And, "If Sarah Will Take Me", is the repeated message that will enable Robb to restore meaning to his life and express himself through his paintings – the joy of his life. Of special note to all readers, Robb Dunfield, the character in the poem, is the talented artist of the beautifully painted landscapes that richly support the text.

ISBN: 0-688-09699-9

Dupuy, D. (2003). *The Little Girl Who Did...What?* Toronto: Beyond Blacklight Inc.

Diane Dupuy uses humour in this picture book to assist her with the delivery of a very powerful message: "Accept all people, even if they are different." The little girl from Narrow village is born with a difference. She looks the same and learns the same as other children, but...she farts butterflies! One day, something magical happens that affects everyone who lives in Narrow.

Caution: Some people may find the word *fart* offensive. You may want to substitute an alternate word for the message.

ISBN: 0-9730736-0-8

Fleming, V. (1993). *Be Good to Eddie Lee*. New York: The Putnam and Grosset Group.

This is a story about a child who is *different*. Eddie Lee is referred to as a "dummy" who should be left alone. As the story unfolds, Eddie Lee ends up showing Chrissy parts of the woods that she had never seen. When she sees things through Eddie Lee's eyes, the world opens up a little for her and she sees this *different* child in a brand new way.

ISBN: 0-399-2199-35

Flynn, M. and P. (1998). *Think About Having A Learning Disability*. London: Belitha Press

This text defines what learning disabilities are and the ways that they affect people's lives. Peter, one of the authors, has a learning disability. He has included sections from his perspective that are very valuable. "We have the same rights as everyone." The author helps the reader to understand that adults and children with learning disabilities can and do learn. Everyone is "gifted" at something!

ISBN: 1-887068-86-4

Gainer, C. (1998) *I'm Like You, You're Like Me*. Hong Kong: Free Spirit.

This is a child's picture book about understanding and celebrating each other regardless of appearance, ability, beliefs etc.

ISBN: 1-57542-039-2

Henkes, K. (1991). *Chrysanthemum*. New York: Greenwillow Books.

This humorous, language-rich picture book is a wonderful September read for primary and young junior students. Chrysanthemum is a delightful, self-centered character that believes she has the perfect name... that is, until she goes to Kindergarten. There she quickly realizes that her classmates ridicule her beautiful and unique name. Even her supportive and loving parents are unable to reassure, and restore Chrysanthemum's self-esteem. The book concludes with classmates learning to accept Chrysanthemum's unique name. Readers will appreciate how hurtful and devastating teasing can be and the power that acceptance from peers can hold.

ISBN: 0-688-09699-9

- Hofbauer, M.P. (2000). *Couldn't We Make a Difference?* Hong Kong: Green Bark Press.
This early primary picture book invites children to join together to make a difference. It shows children that all of them have a responsibility to the earth and to each other.
ISBN: 1-880851-62-8
- Howe, J. (1987). *I Wish I Were A Butterfly*. Harcourt Brace, Jovanovich
Bold watercolour paintings take the reader into the world from the perspective of insects in this simple to read picture book. The young cricket in this story is on a quest to change his identity after a frog at the nearby pond says he is ugly. As he journeys through his world he encounters a variety of friends who try to restore his confidence and zest for life as a cricket. An important message that "wishing is a waste of time" will lead to class discussions on being unique and that individuals need to appreciate and develop their own personal strengths. As in many tales, the wise one, an older spider reaches the cricket by helping him to understand that true beauty is within friendship, which gives the cricket confidence to sing again.
ISBN: 0-152-0047-0X
- Keith, L. (1998). *Think About Being In A Wheelchair*. London: Belitha Press Ltd.

The author of this informational text is in a wheelchair. It looks at why some people can't walk, and how this affects their lives. She includes a history of wheelchair users and how those who use wheelchairs function at home, at school, in sports and at work. Keith helps her readers learn about the many ways in which people who use wheelchairs are able to lead ordinary, independent lives.
ISBN: 1-887068-87-2
- Kraus, R. (1971). *Leo the Late Bloomer*. New York: Harper and Row Publishers, Inc.
In this picture book, Leo's father is having difficulty understanding why his son is not learning to do what his age-appropriate peers are doing. Leo doesn't seem to be able to read, write, speak or do other things that his father thinks he should be able to do. Leo's dad wonders if his son will ever "bloom"!
ISBN: 0-590-62270-6
- Lakin, Pat. (1994). *Dad and Me in the Morning*. Morton Grove: A. Whitman
A deaf boy and his father share a special time as they watch the sun rise at the beach.
ISBN: 0-807-5141-95
- Lears, L. (1998). *Ian's Walk, a Story About Autism*. Morton Grove: A Whitman
This is a simple, yet powerful, fictional picture book viewing the world from the perspective of living with an autistic sibling. Readers follow Ian, a young autistic boy, and his sister as they visit the zoo, a common trip for most; however, it is quite challenging for Ian and his sister. Audiences will come to appreciate the enormous responsibility, and compassion that is fostered by siblings of disabled family members. A glimpse into life, through the lens of an autistic child, allows readers the opportunity to begin to understand their world. The book explores a unique balance of love and responsibility that is contrasted with authentic feelings of frustration and anger on the

part of the sister. An enduring message is that although life is far from perfect, one can celebrate the successes of those with learning disabilities.
ISBN: 0-8075-3480-3.

Meredith, S. (1993). *Why Are People Different?* Saffron Hill, London: Usborne Publishing
A delightful book which explains people first, then how they are different and what may be the cause. A variety of topics are developed, including skin colour, genes versus the environment, and disabilities.
ISBN: 0-7640-1014-1

Moore, E. (1996). *Buddy: The First Seeing Eye Dog.* New York: Scholastic Inc.
This is true account of the training and early work experiences of the German Shepherd which became the first seeing eye dog in America. It lets the reader see what it's like to be blind.
ISBN: 0-590-26585-7

Peterson, J. (1977). *I have A Sister. My Sister Is Deaf.* New York: Harper Collins Publ.
The author of this story explains to young children what it means to be totally deaf. She uses the voice of a child, and direct, simple vocabulary to describe what life with a deaf sister is like. Like many sisters, the one in this story can run, jump, tumble and play on the monkey bars. She plays the piano, feeling the vibrations rather than singing or hearing the tune. She feels the cat purring in her lap, but she can't hear the door bell or the telephone ring. This sister can say more with her facial expressions and body language than many people can with words!

Caution: The teacher may need to be sensitive to hearing impaired children in the class or to check to see if anyone has a hearing impaired sibling before reading.
ISBN: 0-06-443059-6

Philbrick, R. (1993). *Freak The Mighty.* New York: Scholastic Inc.
This is a wonderful story in which two boys, who have significant learning differences, become friends. They meet in the summer, before entering Grade 8. Max is a very tall, strong boy with a learning disability. He lives with his grandparents. Kevin is a very small, frail dwarf who has crutches, leg braces and is very smart. He lives with his mother. His father ran off when he was a baby. Max and Kevin combine their strengths to become Freak the Mighty. The many adventures that they encounter, both in and out of school, are fraught with suspense, humour and, in the end, sadness.

Caution: This story does involve the death of a child, as a result of his medical difference. Some students may be very sensitive to this.
ISBN: 0-590-47413-8

Polacco, P. (1998). *Thank you, Mr. Falker*. New York: Philomel Books

This is a wonderfully written and illustrated true story which will touch the hearts of many. Readers will embark on the journey of a young girl's struggle with learning to read. Trisha begins to feel "different" as she struggles in school. Students will make personal connections as they reflect on their experiences on learning to read. Rich text and illustrations allow the reader to explore issues of self-worth, shame, frustration and bullying. Through encouragement, understanding and perseverance Trisha diligently works to master reading.

ISBN: 0-399-23166-8.

Senisi, E. (1998). *Just Kids. Visiting a Class for Children with Special Needs*. New York: Dulton Children's Books.

The author of this story has done a lot of research on children with special needs. She combines informational text with fictional characters to deliver a very powerful message. In this story, Cindy, a Grade 4 student, is assigned to spend a part of each day in the Special Education classroom, as a result of an incident that occurred on the playground. She finds out that even though some kids may learn differently or have different abilities, they can, and do, learn and they are still "just kinds" with feelings too!

ISBN: 0-525-45646-5

Seskin, S. & Shamblin, A. (2002). *Don't Laugh at Me*. California: Tricycle Press, Berkeley.

This is a wonderful rhyming picture book to use alone, or as an introduction, to a variety of issues including; individual uniqueness, bullying, ridicule, tolerance, acceptance, and pride. *Don't Laugh at Me* takes a glimpse at a variety of "geeky" or different children including those who wear glasses or braces, to the one who's slower, or the last one to be chosen. The clear message is, "Don't get your pleasure from my pain".

Exaggerated, richly-coloured illustrations effectively enhance the text. A musical version by Peter Yarrow accompanies the book.

Caution: Be sensitive when reading this book to students in your class who are unique and may be highlighted in this book. Remember all the students are already conscientious of their uniqueness.

ISBN: 1-58246-058-2

Silverstein, S. (1974). *Listen To The Mustn'ts*. (from: *Where the Sidewalk Ends*, p. 27) New York: Harper Collins Publishers.

In this short, powerful poem, Silverstein gives some sound advice. He indicates that while one should always *listen* to what is being said, in the end, "Anything can happen, child, ANYTHING can be." This inspirational poem leaves one with the message that if you really want to accomplish something and you try really hard, then you will succeed! This is a message that ALL children should receive as they proceed along their personal education journey. It doesn't matter what their learning *differences* are, if they want to do something, someday they will!!

ISBN: 0-06-025667-2

Silverstein, S. (1974). **No Difference.** (from: *Where the Sidewalk Ends*, p. 81) New York: Harper Collins Publishers.
In this short, four-stanza poem, Silverstein points out that, "When we turn off the light: we are all the same!! He talks about people's size, social status, and race, and through rhyme and repetition indicates that "maybe the way to make everything right is for God to just reach out and turn off the light!"
ISBN: 0-06-024667-2

United Nations (2002). **For Every Child: The UN Convention on the Rights of the Child in Words and Pictures..** London: Red Fox.
The *U.N. Convention on the Rights of the Child* has 54 principles. Fourteen of them are presented here in beautiful words and pictures to help children understand the power in the Declaration.
ISBN: 0-099-4086-51.

Wiener, L., Best, A., and Pizzo, P. (1994). **Be a Friend. Children Who Live With HIV Speak.** Morton Grove, Ill.: Albert Whitman and Company.
In their own words and pictures, children with HIV and AIDS tell how it feels to be different from other kids, and how they face rejection if people learn they are sick. Their families also speak about their fears and the strain of keeping the "secret". Its powerful message is: "Please do not be scared of us...We need you to be our friends."
Caution: Religious references are made throughout this book. Perhaps a comment by the teacher about how a person's faith often keeps them going would be appropriate.

Series

From the Imagine I" series:

O'Neill, L. (2001). **Being Blind.** Vero Beach, Florida: The Rourke Press Inc.
ISBN: 1-57103-376-9

O'Neill, L. (2001). **Being Paralyzed.** Vero Beach, Florida: The Rourke Press Inc.
ISBN: 1-57103-37805

O'Neill, L. (2001). **Being Deaf.** Vero Beach, Florida: The Rourke Press Inc.
ISBN: 1-57103-377-7

Note: This series of books is meant to enlighten and give children an awareness and sensitivity to those people who might not be just like them.

From the Series: A Book About...

Gartenberg, Z. (1998). ***A Book About a Boy with Autism, Mori's Story***. Minneapolis: Lerner
Publics Company
ISBN: 0-8225-2585-2

Schulman, A. (1998). ***A Book About a Boy Who is Blind***. Minneapolis: Lerner Publications
Company
ISBN: 0-8225-2586-0

Note: This is a nonfiction series of stories about families and their children who live with severe challenges. Actual photographs and written pieces from sibling's perspectives are also included.

Supporting Children Who Have Been Adopted: Confronting Adoptism

Adoptism is the belief that being born naturally to a family is superior to being an adopted member of a family.

Children's Explanation

Families that contain adopted children may not be biologically related to each other; however, they are a family because they choose to be one. Like other families, they live together and play together. Most importantly, they share work and they share LOVE.

Some Things You Need to Know:

- Adoption means to take and raise the child of another as one's own child specifically by a formal legal act. An "adopted" child is just as much a member of the family as anyone!
- Adoption is the legal process by which the child of one parent becomes the child of another parent.
- Adoption directly or indirectly touches an estimated one in five Canadians.
- Adoption is one way of creating a family. It is as permanent and forever as those families formed through biological means.
- There is no such thing as a "real" or "natural" mother. The correct term is biological mother or birth mother. People who become parents through adoption are just as real as birth parents. Lack of a blood link does not make someone any less of a parent.
- Adoption describes the way someone's family was created. It is not a condition or a disability, therefore it is incorrect to say, "Mary is adopted," rather one should say "Mary was adopted."
- Birthmothers don't "give up", "give away", or "put their babies up for adoption". In most cases, after much consideration and planning they make a "birth plan" for their child.
- The terms "own child", "natural child", and "adopted child" are value laden. All children adopted, or biological, belong to their families. There is no need to label a child's relationship to their family.
- The term "unwanted child" is a term that should never be used in reference to adoption. The circumstances of a child's birth should not stigmatize them. Adoption says nothing about why the person was adopted, it only indicates how their family was created.

- Teachers should work to create inclusive classrooms where literature and curriculum reflect a myriad of family structures. Children who were adopted will know they belong when their experiences are reflected in the classroom.
- Make adoption part of your classroom by occasionally using the words "adoption" or "adopted", and other positive adoption language. When discussing family structures include those families who were created through adoption. If someone has a new baby in their family mention that adoption is a way that some children become part of their family. Mention that there are many people who were adopted. Some famous people who were adopted are Grant Fuhr (hockey player), Sarah McLachlan (singer/songwriter), Jeff Healy (guitarist), and Steve Jobs (founder of Apple computers).
- Using literature with adoption themes, or characters who were adopted, can be an effective way of creating an inclusive environment.
- Be prepared to modify traditional classroom activities (family tree, genetic studies, parenting activities, autobiographical reports) to insure that the needs of those children whose families were formed through adoption are being met.
- Some children may feel very uncomfortable and unsure of how to deal with questions that are asked about their adoption. Teachers need to help children who find themselves in this situation by helping the child give factual answers and dispel the myths that often accompany these types of questions. (These myths most often are that adoption is temporary and that children who were adopted don't have their "real" parents raising them.) It is crucial for teachers to use positive adoption language and counter inaccurate ideas with the correct facts.
- Teachers should remember that there are many reasons why children are adopted.
 - Children's Aid
 - Private
 - Intentional
- Teachers need to become familiar with the positive language of adoption.

Positive Language

Birthparent
 Biological Parent
 Birth Child
 My Child
 Born to Unmarried Parents
 Terminate Parental Rights
 To Parent
 Waiting Child
 Biological Father
 Making Contact With
 Parent
 International Adoption
 Adoption Triad
 Permission to Sign a Release
 Search

Negative Language

Real Parent
 Natural Parent
 Own Child
 Adopted Child
 Illegitimate
 Give Up; Give Away
 To Keep
 Adoptable Child; Available Child
 Begetter
 Reunion
 Adoptive Parent
 Foreign Adoption
 Adoption Triangle
 Disclosure
 Track Down Parents

Child Placed for Adoption
Court Termination
Child with Special Needs
Child from Abroad
Was Adopted

An Unwanted Child
Child Taken Away
Handicapped Child
Foreign Child
Is Adopted

Resources:

- Hall, Beth and Steinberg, Gail. *Adoptism: A Definition*. <<http://www.pactadopt.org/press/articles/adoptism.html>> 1998.
- Johnston, Pat. *Adoption Language*. <<http://www.comeunity.com/adoption/adopt/adopt-language.html>> 2001.
- Women's Educational Media – *Questions Educators or Parents May Ask*. <http://womedia.org/taf_questions.htm>

Annotated Bibliography of Primary and Junior Resources Attached.

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information Seeking Questions/Am I Normal?:

Q. *What does "adoption" mean?*

A. **Children become members of families in many ways.** Some children become part of a family by birth and others by adoption. **Adoption** means that an adult who wants a child to love and care for makes a decision to include them and raise them as part of their family. The adult must make an application to let people know that he/she wants a child, and the court approves the final decision.

Q. *Why did your mom give you up for adoption?*

A. We don't know for sure. What we do know is that your birth mother made a decision that it would be better for you to be raised by someone else. This decision may have been made for her.

Q. *Why doesn't "Amy" look like her parent(s)?*

A. Physical appearance (her looks) comes from "Amy's" birth parents. No two people, except identical twins, look exactly the same.

Q. *Ben is a foster child. Does that mean he's adopted?*

A. Sometimes temporary arrangements are made for a child, like Ben, to be cared for and live with another family for a specific time. Later, Ben may return to his own family or be adopted by another family.

"Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral."

- Paulo Friere

Annotated Bibliography

Below, are a number of books to engage students in discussions about issues of social justice, books that can be used to assist students to develop critical thinking skills, books that invite children to explore our changing world community. These are only a small sample of resources that are available and we encourage you to pursue others so that students can gain glimpses of the kind of the society we **could** live in and learn the academic and social emotional skills needed to make it a reality.

- Brodzinsky, Anne braff. (1986). *The Mulberry Bird: Story of an Adoption*. Fort Wayne: Perspectives Press
In the face of insurmountable problems, a young bird mother finds the strength to make an adoption plan for her much loved baby, giving him a stable home and two loving parents.
ISBN: 0-960-9504-51
- Bunting, E. ((2001). *Jin Woo*. New York: Clarion
David is initially resentful of his newly adopted sibling Jin Woo who is from Korea. He slowly comes to understand that there is enough love to share.
ISBN: 0-395-93872-4
- Kroll, Virginia L. (1994). *Beginnings: How Families Come to Be*. Morton Grove: A Whitman
Parents and children discuss how their families came to be, covering birth families, adoptive families, two-parent families, and single-parent families.
ISBN: 0-807-5060-28
- Morris, A. (2000). *Families*. Hong Kong: South China Printing Co.
This is a primary picture book which depicts many different family structures throughout the world. The brief storyline describes a variety of family structures, including fostering, international adoption, extended families, and gay parenting. Presents loving, sharing, and caring as a definition of family.
ISBN: 0-688-17198-2
- Pellegrini, Nina. (1991). *Families are Different*. New York: Holiday House
An adopted Korean girl discovers that her classmates have different types of families.
ISBN: 0-8234-0887-6
- Reiser, Lynn. (1994). *The Surprise Family*. New York: Greenwillow Books
A baby chicken accepts a young boy as her mother and later becomes a surrogate mother for some ducklings that she has hatched.
ISBN: 0-688-1167-1X

Schwartz, P. (1996). *Carolyn's Story*. Minneapolis: Lerner Publications Company

This is a story about a nine year old girl who was born in Honduras. She describes her life and her feelings about being adopted. This author also includes some great information about what adoption means, including a glossary of terms.

Sobal, H.L. (1984). *We Don't Look Like Our Mom and Dad*. New York: Coward-McCann, Inc.

This is a story about an American couple who adopt two Korean-born boys. The author portrays the notion that this family may not be related biologically, but they are a family who share their lives, their work and their love.

ISBN: 0-698-30754-2

Thomas, E. (2004). *The Red Blanket*. New York: Scholastic Press.

This is a lovely story about a little girl (5 months old) and a forgotten blanket that needed a little girl and a woman who needed them both. It is a journey about the forming of a family. The mother honestly confides to her daughter the struggles she encounters and the comfort that a red blanket provides for the child.

ISBN: 0-439-32253-7

Recognizing the Contributions of People of All Ages: Confronting Ageism

Ageism is the cultural, societal, institutional and individual set of practices and belief that assign differential value to people according to their age.

The term "ageism" was first used in 1969 by Robert Butler, the first director of the National Institute on Aging (<http://www.nia.nih.gov>).

Children's Explanation

People of all ages have many things to contribute to our lives. The knowledge and experiences of older people allow us to learn many things.

Some Things You Need to Know:

- Ageism marginalizes individuals at either end of the life span.
- Ageism deprives people of the dignity, respect and fair treatment legislated under the Ontario Human Rights Code (www.ohrc.on.ca).
- Younger people are often not perceived as comprehending, mature or having knowledge or ability.
- Older individuals are often viewed as unable to learn or contribute to families, jobs or society and often times not valued for their knowledge and experience.
- Intrapersonal, interpersonal and systemic discrimination prevents older and younger persons from being seen as individuals who are entitled to equal treatment in employment, medical care, education, etc.
- The media may perpetuate the stereotypes (e.g. youth as offenders, Viagra and Attends for seniors).
- Examples of derogatory comments:
 - "Act your age."
 - "Teens shouldn't have babies." or "You're too old to have a baby."
 - "mental pause" (for menopause)
 - "You can't teach an old dog new tricks."
 - "You don't look your age."

Resources:

- Ontario Human Rights Commission – <http://www.ohrc.on.ca>
- United Way – <http://www.unitedwaytoronto.com>

Annotated Bibliography of Primary and Junior Resources Attached.

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information Seeking Questions/Comments:

Q. *How old are you when you grow up?*

A. Young children need to know that life and maturity are a continuum and that we all mature at different times (e.g. not all youth feel ready to learn to drive when they are able to legally).

Q. *When you grow up, you don't need a mommy anymore.*

A. Children may see parents/caregivers as providers for their physical and financial needs. Explain that we all need our parents throughout our lives and feel the loss when our parents are no longer here, regardless of age.

2. "Am I Normal?" Questions/Comments:

Q. *My friends say I'm a baby because I like to play with the little kids. Are they right?*

A. Children mature at different rates and may feel more comfortable playing with younger children. Name calling should not be accepted and this message needs to be clear to the students. In addition, the teacher may wish to facilitate a discussion surrounding friendship and the characteristics of a friend.

3. Permission-Seeking Questions/Comments:

Q. *It makes me sad to see my grandpa because I think he is going to die soon. Is it OK if I don't go to see him?*

A. The child may be referred to the family to discuss the issue. Explore with the student his/her feelings about ageing and alternative ways to stay connected with Grandpa (e.g. phone calls, cards, letters, etc.).

4. Questions/Comments About Values:

Q. *Isn't Grandma too old to get married again or to have a boyfriend?*

A. Discuss how we all may need or want someone special to share our life with at any age.

5. **Shock Questions/Comments:**

Q. *Do old people smell?*

A. These questions may arise because of developmental maturity (i.e. fascination with body processes) or to get a reaction. The child may have had an experience with which he/she is uncomfortable. After gently determining the source of the comment, education about aging and the individuality of seniors and their needs can be added.

6. **Personal Questions:**

Q. *Why aren't you married yet?*

A. This question may arise from cultural, religious or familial expectations or because young children often assume everyone marries by a certain age. This question may also reflect sexist generalizations. The response may depend on the comfort of the teacher and relevance of personal information.

"This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in."

- Theodore Roosevelt

Annotated Bibliography

Below, are a number of books to engage students in discussions about issues of social justice, books that can be used to assist students to develop critical thinking skills, books that invite children to explore our changing world community. These are only a small sample of resources that are available and we encourage you to pursue others so that students can gain glimpses of the kind of the society we **could** live in and learn the academic and social emotional skills needed to make it a reality.

Bouchard, Dave. (1997). *The Elders Are Watching*. Vancouver: Raincoast Books
A young boy is sent to spend some time with his "Ya -A" (grandfather) "to listen, to think and to learn." Ya-A tells him of the Old Ones – the Elders – who are still with us, unseen, watching and observing. The message of the Elders is one of warning. The land and all its creatures have not been respected by mankind.
ISBN: 1-551-9211-03

dePaula, Tomie. (1981). *Now One Foot, Now the Other*. New York: G.P. Putnam's Sons.
When Bobby was a toddler, his grandfather built towers from blocks, made him laugh, and guided his first steps. Now, grandfather has had a stroke and Bobby reciprocates. This warmly told story will help children understand grandparents' illnesses.
ISBN: 0-399-2077-40

Graham, Bob. (1992). *Rose Meets Mr. Wintergarten*. Cambridge: Candlewick Press.
A young girl's attempt to retrieve her ball from her grouchy, old neighbour's yard changes the way they feel about each other.
ISBN: 1-564-0203-98

Hartling, Peter. (1990). *Old John*. New York: Lothrop, Lee & Shepard
Old John, mother's father, is 75 years old and has many peculiar ways. When he comes to live with them, he proves to be fiercely independent. As they try to adjust to each other, a wonderful relationship develops.
ISBN: 0-688-08734-5

Hoffman, Mary and Burroughes, Joanna. (1988). *My Grandma has Black Hair..*
New York: Dial Books.
This book portrays the charming relationship between a child and her modern grandmother, who wears jeans, drives a convertible and is a disastrous knitter and cook but tales of her childhood in the circus keeps her granddaughter enthralled.
ISBN: 0-8037-0510-7.

Horne, Constance. (1989). *Nykola and Granny*. Gage JeanPac.
Nykola, and his redoubtable granny, voyage from the Ukraine to find Nykola's family in Manitoba, Canada.
ISBN: 0-7715-7019-8

- Orr, Katherine. (1990). *My Grandpa and the Sea*. Minneapolis: Lerner/Carolrhoda
 In this retrospective tale, Lila, the narrator, relates a loving memory of her grandfather. This charming picture book is about an old man's love of the ocean, which he calls "God's World" and his determination, in the face of technological advancement, not to take from nature without giving something back.
 ISBN: 0-87614-409-1
- Polacco, Patricia. (1992). *Mrs. Katz and Tush*.. New York: Bantam Doubleday Dell.
 A story of how Larnel, a young boy, befriends an older widow named Mrs. Katz. Recognizing her loneliness, he brings her a kitten, the tailless runt of the litter, for company. She names it Tush, and a friendship begins. From frequent visits, Larnel discovers common themes of suffering and triumph between his African American heritage and her Polish-Jewish experience.
 ISBN: 0-553-08122-5.
- Taha, Karen T. (1986). *A Gift for Tia Rosa*. Minneapolis: Dillon Press
 Carmela is a sweet 8 year old girl who learns the art of knitting from Tia Rosa her elderly aunt and neighbour. This story captures the strong bonds characteristic of those special relationships found in Hispanic cultures between the young and the old.
 ISBN: 0-875-1830-69
- Waddell, Martin. (1990). *My Great Grandpa*. New York: Putnam Publishing Group.
 A child reaches beyond the limits of blindness and frailty to expand the world of her grandfather. In return, the gift of knowledge and special insights is received: "He's slow, his eyes are weak, his legs don't go. He knows things no one else knows."
 ISBN: 0-399-2215-57
- Wilson, Christopher. (1980). *A Treasure Hunt*. National Inst. on Aging.
 Several children acquaint us with some elderly folks they know and show us that their lives are active, and that they have much to teach the young. Young and old come from every ethnic background and are portrayed in large, realistic illustrations full of detail.

Promoting Sexual Orientation/Gender Identity Equity: Confronting Heterosexism and Homophobia

Heterosexism is the cultural, institutional and individual set of practices and beliefs that assume heterosexuality is the only sexual orientation and which precludes acknowledgement of other sexual minorities: lesbian, gay, bisexual, questioning, two-spirited and transgender people.

Homophobia is the cultural, institutional and individual set of practices and beliefs that assign differential value to people according to their sexual orientation. Homophobia includes fear, hatred or intolerance of sexual minorities: lesbian, gay, bisexual, questioning, two-spirited and transgender people.

Children's Explanation

Heterosexism is the belief that people are always attracted to the opposite sex. It is the belief that when people fall in love, a girl will love a boy or a boy will love a girl. Heterosexism is the belief that everyone loves this way.

Homophobia is the fear of gay people. People will sometimes treat people differently due to their sexual orientation. Homophobia is being afraid of people who love people of the same gender.

Some Things You Need to Know:

- You need to present families representing all family groupings, (eg. 2 moms, 2 dads etc.) allowing all children to feel valued.
- When talking about emotions, be sure to not present it as only heterosexual feelings.
- When celebrating holidays, remember that Pride Day is in June.
- When reading family literature make sure to include literature that represents all the families of your community.
- Children need role models from all walks of life.
- Talking about any family does not mean talking about sex. Children see books that talk and have images of moms and dads. None of these include or require discussions of sexuality. The same is true with gay or lesbian parents. Trust, love and mutual family support are to be stressed, not sexual activity.

Resources:

Annotated Bibliography of Primary and Junior Resources Attached.

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information Seeking Questions/Comments:

Q. *How can you have two moms/ two dads?*

A. Parenting is part of being an adult. Some adults fall in love with people of the same sex and chose to raise children together.

Q. *Can you catch being gay?*

A. No. Being exposed to a variety of lifestyles and cultures only makes us understanding of others. Who you are is inside you.

2. Am I Normal Questions/Comments:

Q. *Is it wrong to like someone of the same sex?*

A. No it is not. We are attracted to people for various reasons: similar interests, likes and dislikes, and values. As long as you care for each other, your feelings cannot be wrong.

Q. *Is it normal to have a crush on someone who is the same sex?*

A. During adolescence it is not uncommon for teenagers to experience an attraction to the same sex. You may experience a 'crush', infatuation, or may sexually experiment. For most of those who express this confusion about sexual orientation, they are not gay.

3. Personal/Shock Questions/Comments:

Q. *Are you gay?*

A. Answering no is okay if you are a heterosexual. But if you say 'no' when you are gay it tends to send a negative message to those who may be looking for a role model or support. If you want to play it safe, you can respond with "We respect each other's privacy and values; personal experiences must not be asked."

"Straight people need...an education of the heart and soul. They must understand – to begin with – how it can feel to spend years denying your own deepest truths, to sit silently through classes, meals and church services while people you love toss off remarks that brutalize your soul."

- Bruce Bawer

Annotated Bibliography

Below are a number of books to engage students in discussions about issues of social justice, books that can be used to assist students to develop critical thinking skills, books that invite children to explore our changing world community. These are only a small sample of resources that are available and we encourage you to pursue others so that students can gain glimpses of the kind of the society we **could** live in and learn the academic and social emotional skills needed to make it a reality.

de Haan, L., Nijland, S. (2000). *King and King*. Berkeley California Tricycle Press

This is an amazing picture book which tells the story of a prince who is being forced to find a princess. He lets his parents know that he really does not care for princesses. After meeting many a princess, one arrived with her prince brother. When the prince saw the brother, it was love at first sight. They married with the support of all. King and King lived happily after.
ISBN: 1-58246-061-2

De Paola, Tomie. (1979). *Oliver Button is a Sissy*. New York: Harcourt Brace Jovanovich

Oliver Button wants to sing and dance and wear dancing shoes. His classmates tease him and call him a sissy. This story tells how Oliver coped with the teasing/bullying.
ISBN: 0-15-668140-4

Elwin, R. and Paulse, M. (1990). *Asha's Mums*. Toronto: Women's Press

Asha is going on a trip to the Science Centre and needs both parents' signatures. The teacher tells Asha that she needs both her mom's and her dad's signature. Asha brings in the signatures of both her moms. The teacher receives the guidance from Asha's moms. The children in the class ask, "Isn't it wrong to have two moms?" Handled very innocently. Focuses on love makes a family.
ISBN: 0-88961-143-2

Greenberg, K. (1996). *Zack's Story (Growing Up With Same-Sex Parents)*, Minneapolis:

Lerner Publications Co.

An eleven year old boy describes life as part of a family made up of himself, his mother and her lesbian partner.

ISBN: 0-8225-2581-X

Morris, A. (2000). *Families*. Hong Kong: South China Printing Co.

This is a primary picture book which depicts many different family structures throughout the world. The brief storyline describes a variety of family structures, including fostering, international adoption, extended families, and gay parenting. Presents loving, sharing, and caring as a definition of family.

ISBN: 0-688-17198-2

Newman, Leslea. (2000). *Heather Has Two Mommies*. Los Angeles: Alyson Publications
When Heather goes to play group, at first she feels bad because she has two mothers and no father. She learns that there are lots of different kinds of families and the most important factor is that family is all about love.
ISBN: 1-55583-543-0

Newman, Leslea. (1995). *Too Far Away To Touch*. New York, Clarion Books, A Houghton Mifflin Co.
Zoe's favourite uncle, who is in a gay relationship, takes her to the planetarium. He is dying from AIDS and explains to her that when he dies he will be like the stars, too far away to touch, but close enough to see.
ISBN: 0-395-90018-2

Velthuijs, Max. (1989). *Frog In Love*. Toronto: Stoddard Publishing Co.
This is a beautiful story of a green frog in love with a white duck. The frog tries to find a way for the duck to notice him and realize that he loves her. All of frog's friends tell him that a green frog cannot be in love with a white duck due to the fact that they are different colours and species. Frog does not let that bother him. Story teaches that love knows no boundaries.
ISBN: 0-7737-2376-5

Vigna, Judith. (1995). *My Two Uncles*. Morton Grove, Illinois: A. Whitman & Co.
Elly's grandfather has trouble accepting the fact that his son is gay. The story teaches how experience affects attitude and with understanding and patience there is a chance attitudes will change. Story presents a generational perspective.
ISBN: 0-8075-5507-X

Zolotow, Charlotte. (1972). *William's Doll*. New York: Harper Collins.
William's father gives him a basketball and a train but these do not make him want a doll less. Everyone makes fun of William for wanting a doll but his grandmother understands why he not only wants one but why he should have one. She talks to William's father about why it is an excellent idea.
ISBN: 0-060-270470

Promoting Race and Ethnocultural Equity: Confronting Racism

Racism is a set of implicit or explicit beliefs, erroneous assumptions and actions based on an ideology of the inherent superiority of one racial group over another. Racism is evident with organizational and institutional structures and programs, as well as in the thinking and behaviour patterns of the individuals. (*Creating Schools & Classrooms for Antiracism and Ethnocultural Equity, YRDSB, 2001*).

Children's Explanation

Racism occurs when someone is treated differently because of the colour of their skin, their hair or their eyes.

Some Things You Need to Know:

- It is no longer acceptable to claim that one is "colour-blind". To say that one does not see someone's "colour" is to deny a part of someone's identity. In an inclusive classroom, all children are seen as holistic beings and the unique traits that make up an individual (including skin colour, texture of hair, shape of eyes, etc.) are affirmed rather than made invisible.
- Every educator must model proper language. Even words, which are commonly used, may carry within them, potent associations (e.g. calling an Asian child "Oriental", using "Eskimo" instead of "Inuit"). Language is a complicated issue where terms such as "black" may be acceptable in certain circles, but not in others. Reflective practitioners are encouraged to speak to their colleagues, contact associations within the community, and become more consciously aware of the changing trends of language use. It is crucial that the educator take cues from the child herself/himself. By automatically assigning a "western-sounding" name for a child who has a name that is difficult to pronounce, once again denies or diminishes the child's pride in his/her ancestry as well as his/her identity. If the family chooses a "school name", then that is their prerogative, but it is not up to the teacher to impose a new name/identity on the child.
- Every effort should be made to find out about the background of the children in your classroom. For a concise definition of a particular religious group or tradition, an excellent resource to refer to is the *Accommodation of Religious Requirements, Practices, and Observances* which is a document published by our board.
- It is an undeniable fact that every individual carries within herself/himself certain biases and prejudices. It is difficult to completely eradicate these beliefs or attitudes (especially when many of these prejudices are passed down from generation to generation); however, the critical educator should once again model non-biased questions such as "Tell me about yourself" rather than "Where are you from?" the latter depicts an automatic "outsider" status to a child (usually a child of colour) and assumes that every child of colour is a recent immigrant or that every European child has long-standing roots here in Canada.

- All the above points apply not only to the children we teach, but also in our interactions with school staff, administration, parents, and community members.
- Racial prejudice can occur within, and between, various racial/ethnic/religious/cultural groups (i.e. settled Chinese-Canadians being antagonistic toward recently arrived immigrants; class differences between members of the same racial group).
- Educators do not need to feel that they must have all the answers. Often the dialogue that emerges is integral in the creation of an inclusive learning environment, rather than giving “quick” answers to very complex issues.

Resources:

- Lee, E. (1985). *Letters to Marcia: A Teacher's Guide to Anti-Racist Education*. Toronto, Ontario: Cross Cultural Communication Centre.
ISBN: 096910605X
- Rodriguea, C. & Ramrattan Smith, S. (1996) *Untie the Knots of Prejudice: A Literature-Based Anti-Racist Education Resource Kit*. Toronto, Ontario: Federation of Women Teachers' Associations of Ontario.
- Delpit, Lisa (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press.
ISBN: 1-56584-179-4
- Videos from the National Film Board of Canada – *Carol's Mirror, Hey Kelly!, Mila's Lunch* (available through the Learning Resource Centre)
<<http://www.nfb.ca/celebratingdiversity>>
- International Day for the Elimination of Racial Discrimination (Canadian Heritage Multiculturalism) - <<http://www.pch.gc.ca/march-21-mars>>
- Canadian Race Relations Foundations - <<http://www.crr.caEN/default.htm>>
- YRDSB Community and Cultural Services – *Accommodation of Religious Requirements, Practices and Observances*

Annotated Bibliography of Primary and Junior Resources Attached.

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information Seeking Questions/Comments:

- Q. *Why are there so many (any racial/ethnic/religious/cultural group) students in this class/school?*
- A. Canada is a country that welcomes people from all over the world which makes our country a very unique and inviting place to live. When you move to a new place, you often feel more comfortable with others that have the same values, ideas, thoughts, and experiences as yourself. What's great about having so many different people from different places is that we learn about them and from them. The more that we learn about each other the more we know about ourselves.

In addition, Canada relies on immigration to maintain its economic growth and development. Because Canada has such a low birth rate and thousands of people emigrate out of Canada each year, new immigrants are needed to maintain the economical and social stability of the nation.

2. "Am I Normal?" Questions/Comments:

- Q. *I don't feel comfortable playing with _____. OR, I don't feel comfortable hanging around with people who don't look like me or who can't even speak English. Does that mean I am prejudiced?*
- A. All people, children and adults alike, have preferences and biases that are either instilled in us through various means (i.e. parents, media, religion, etc.) or embedded in our genetic make-up. To claim that one has no biases is inaccurate and possibly a hindrance to open and honest communication about issues such as difference and bias. Often when people claim that they are "colour blind" or have no prejudices/biases, they are simply avoiding the difficult exercise of being self-reflective and carefully examining their own attitudes.

You cannot force a student to be friends with another child but you can encourage him/her to be respectful of others and be open to knowing/learning about them. The student who asked this question has taken a risk, and his/her honesty should be commended. This could be used as a means of opening a dialogue around issues of race, biases, language, difference, uniqueness, and so forth. Chances are, there are many other students who have the same feelings as the child who asked this question, but are not willing to take the risk of verbalizing his/her feelings.

3. Permission-Seeking Questions/Comments:

- Q. *Why can she wear that scarf (hijab) on her head and I can't wear my baseball cap?*
- A. These kinds of questions suggest that the student is feeling that she/he is not being treated fairly. It is important to hear and acknowledge what the student is saying and what feelings she/he is communicating. Let the student know the school's reasons for not allowing head gear to be worn inside the school (i.e. hygiene, not necessary indoors, difficult to see eyes, etc.). Explain that the hijab is a religious head cover that has special meaning to the girl/young woman that wears it. Because of its special religious significance, the hijab cannot really be compared to a baseball cap. "The wearing of hijab is primarily an Islamic requirement and within the Islamic context, is seen as a symbol of identity and modesty." (*Accommodation of Religious Requirements, Practices, and Observances, YRDSB, 2003*). By her wearing her hijab she is sharing a special part of herself with all of us.

The Toronto police have to wear their official police hats but male officers that are of the Sikh religion may wear their religious head covering instead (turban). Because our country respects the various religious and cultural differences that exist in Canada, we are free to practice our religion in any (lawful) way we choose including wearing our special clothing.

4. Questions/Comments About Values:

- Q. *My parents told me that the immigrants are taking over our country. Are they?*
- A. Remember that the student is relaying information they obtained from their parents so it is very important to not "put-down" what they are saying because it may be taken as being a "put-down" towards their parents. Explain to them that with the exception of Aboriginal peoples, everyone living in Canada is an immigrant or descendant of immigrants. Include also that various ethnic groups have existed in Canada since the 1700's (including people of Asian, African, and Eastern European heritage). Encourage the student to respect the viewpoints of his/her parents, but also point out the positive contributions that new and more settled immigrants have made to the social and economic development in Canada. Toronto is the most multicultural city in the world and the contributions of all immigrants can be seen in various areas including: music, politics, cuisine, fashion, art, literature, architecture, etc. Canada is constantly changing because of the contributions and experiences of everyone, including those who have been Canadians for a long time and those that are recent Canadians. We all bring the richness of our backgrounds. This is what makes Canada a special place to live. (*Creating Schools & Classrooms for Antiracism and Ethnocultural Equity, YRDSB, 2001*)

5. **Shock Questions/Comments:**

- C. *The use of any offensive word(s) (i.e. white trash, nigger, chink, paki, jap, etc.).*
- C. *I think it's funny when my friend pretends to speak like a Chinese/Indian/Jamaican person.*
- Q. *What's wrong with calling my best friend a "nigger"? He calls himself one.*

- A. Though your first reactions may be to immediately scold the student that uttered the offensive word(s) or to pretend you didn't hear them at all, either response will not yield positive results. As well, making assumptions of the perpetrator (i.e. "Figures he would say that", "There's no point speaking to him because he's always saying that") will not serve to break down stereotypes and discriminatory practices. Make sure to let the student know that using those types of words to speak to someone is hurtful. It does not show respect to them but rather makes them feel like they are not important and perhaps unwanted in the school. It is more appropriate to use their name.

If the student is using the offensive name in a light way with a friend or to refer to themselves (i.e. Like a term of endearment, self-put-down) the same protocol applies. Explain to them that by using the term they are promoting low self-esteem among the members of that group. When a "self-put-down" is used, others may find it extremely offensive, but may not voice their feelings. In order to create a safe environment in the school, no put-downs should be used. It says that you don't respect your own group and lets others think that using the offensive term is appropriate. It basically reinforces false views and hurts them, the group they are referring to, and the school community as a whole. (*Creating Schools & Classrooms for Antiracism and Ethnocultural Equity, 2001*).

6. **Personal Questions/Comments:**

- Q. *Any personal question inquiring about the teacher's personal beliefs, biases, prejudices, and attitudes.*

- A. Although it is important to be honest with the students (i.e. admitting that everyone has biases/prejudices/preferences), **every** teacher should be cautious when responding to questions relating to race, faith and spirituality. Because teachers are role models, teachers may inadvertently project their own biases onto the students without realizing the far-reaching implications this may have on the students' lives. Students may sometimes find that there are conflicts between what is being taught at school and what is being taught at home, and teachers should be respectful of this as responses are given.

"Where, after all, do human rights begin? In small places, close to home – so small that they cannot be seen on any map of the world. Yet they are the world of the individual person: the neighbourhood...the school or college...the factory, farm or office. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere."

- Eleanor Roosevelt

Annotated Bibliography

Below, are a number of books to engage students in discussions about issues of social justice, books that can be used to assist students to develop critical thinking skills, books that invite children to explore our changing world community. These are only a small sample of resources that are available and we encourage you to pursue others so that students can gain glimpses of the kind of the society we **could** live in and learn the academic and social emotional skills needed to make it a reality.

Brophy, N. (1992). *The Color of My Fur*. Nashville: Winston-Derek.

Using bunnies as the characters, small children learn a valuable lesson about discrimination. When the bunnies all lose their color as the result of a "special" rain , they all see each other as they really are and get along quite happily.

ISBN: 1-55523-456-9

Choi, Y. (2001). *The Name Jar*. New York: Alfred A. Knopf.

New to the school, and to the country, Unhei tries to decide what her name should be since her own is difficult to pronounce. She is anxious to fit in but eventually discovers that being different is often a good thing.

ISBN: 0-375-80613-X.

Cooper, F. *Mandela*. New York: Philomel Books.

This is a picture book of the life of Nelson Mandela, a leader in the fight to end apartheid in South Africa who became the president of his country.

ISBN: 0-399-22942-6

Fox, M. (1997). *Whoever You Are*. New York: Harcourt Brace.

A beautifully illustrated book which takes children around the world to discover that no matter where they are from we are all united by common bonds.

ISBN: 0-15-200787-3

Holman, S.L. (1998-2000). *Grandpa, Is Everything Black Bad?* Hong Kong:

Culture CO-OP.

Montsho discusses with his Grampy the notion that he is beginning to believe that all black things are bad. His grandfather shows him that it isn't true and that there are many things of which a black child can be proud.

ISBN: 0-9644655-0-7

Hooks, B. (2004) *Skin Again*. New York: Hyperion

Race matters but only so much...it's who we are inside that matters. This story helps children understand that we need to "peel back" the skin just like the layers of an onion in order to see what's inside.

ISBN: 078680825-X

- King, M. (Foreword by Coretta Scott King) (1997). *I Have a Dream*. New York: Scholastic.
This is a picture book version of Dr. King's famous speech, accompanied by fifteen paintings from Honor Book Artists and a foreword by Coretta Scott King.
ISBN: 0-590-20516-1
- Lester, J. (2000). *From Slave Ship to Freedom Road*. Toronto: Penguin Books (Puffin).
This text is different in that it describes the journey from Africa to the slave fields of America. It challenges the reader with "Imagination Exercises" identified only for blacks, only for whites and some for blacks and whites together. The paintings of well-known artist Rod Brown are powerful and challenge the reader to think about the issues depicted.
ISBN: 0-14-056669-4
- Llorbiecki, M. (2000). *Sister Anne's Hands*. Hong Kong: Puffin.
Seven-year old Anna has her first encounter with racism in the 1960's when an African-American nun comes to teach at her parochial school.
ISBN: 0-14-056534-5
- Marsden, J. and Tan, S. (1998). *The Rabbits*. Victoria, Australia: Lothian Books.
The story of the white man coming to Australia and "taking over" the land from the Aboriginal residents is told in a tale of rabbits coming and taking over the land from the inhabitants. This book is suitable for older children and for engaging in discussions of residential schools and racism.
ISBN: 0-85091-878-2
- Munsch, R. ((1995). *From Far Away*. Toronto: Annick Press.
A story about how a young girl from a war-torn country feels as a new ESL student in a grade two class.
ISBN: 1-55037-396-X
- Polacco, Patricia. (2001). *Mr. Lincoln's Way*. New York: Philomel Books
When Mr. Lincoln, "the coolest principal in the whole world," discovers that Eugene, the school bully, knows a lot about birds, he uses this interest to help Eugene overcome his intolerance.
ISBN: 0-399-2375-42
- Rappaport, D. (2001). *Martin's Big Words: The Life of Dr. Martin Luther King Jr.*, New York: Hyperion.
Each beautifully illustrated page contains a quote from Dr. King which supports/reinforces his teachings and beliefs about racism and non-violence.
ISBN: 0-7868-0714-8

Shange, N. (1997). ***White Wash***. New York: Walker & Co.

This story is based on a series of true incidents. It tells of a terrible racial incident that happens to Helene-Angel on her way home from school. It becomes a lesson in tolerance - and triumph.

ISBN: 0-8027- 8490-9.

Smith, David J. and Armstrong, Shelagh. (2002). ***If the World Were a Village: A Book About the World's People***. Toronto: Kids Can Press

Tells us who we are, where we live, how fast we are growing, what languages we speak, what religions we practice and more. Learn about the world's population by examining a group of one hundred people placed in a village representing the world.

ISBN: 1-550-7477-97

Thomas, P. (2003). ***The Skin I'm In***. Hauppauge, New York: Barron's Educational Series.

This is a first look at racism for the primary-aged child. It has excellent, yet simple, explanations of complex issues.

ISBN: 0-7641-2459-5

United Nations. (2002). ***For Every Child: The UN Convention on the Rights of the Child in Words and Pictures***.. London: Red Fox.

The U.N. Convention on the Rights of the Child has 54 principles. Fourteen of them are presented here in beautiful words and pictures to help children understand the power in the Declaration.

ISBN: 0-099-4086-51.

War/Political Unrest

Bunting, E. (1998). ***So Far From the Sea***. New York: Houghton Mifflin.

This is the story of the Iwasakis family's 1972 return to the relocation camp where Mr. Iwasakis' father had been taken during World War II, even though he was an American citizen. His grandchild learns what really happened and what life was like in the camp.

ISBN: 0-395-72095-8

Coerr, E. (1993). ***Sadako***. New York: Putnam & Grossett

This is a new edition of the famous *Sadako and the Thousand Paper Cranes* story about a twelve year old girl who developed leukemia ten years after the atomic bomb was dropped on Hiroshima. It has hauntingly beautiful illustrations by Ed Young.

ISBN: 0-399-21771-1

Ellis, D. (2000). ***The Breadwinner***. Toronto: Groundwood Books.

This novel describes life for an 11 year old girl in Taliban controlled Afghanistan who needs to find a way to support her family because her father is not there.

ISBN: 0-88899-416-8

- Ellis, D. (2003). *Mud City*. Toronto: Groundwood Books.
This is the third novel in the trilogy about Parvana and how she survives life in the refugee camp.
ISBN: 0-88899-542-3
- Ellis, D. (2002). *Parvana's Journey*. Toronto: Groundwood Books.
The second book in the trilogy continues the adventures of Parvana and speaks clearly of the courage and hope displayed by the children involved in horrific circumstances.
ISBN: 0-88899-519-9
- Innocenti, R. (1985). *Rose Blanche*. New York: Stewart, Tabori & Chang.
This hauntingly illustrated and beautifully written tale is about a young girl in a small town in Nazi Germany during the war. She realizes that people are disappearing and sets out to discover why with tragic consequences.
ISBN: 1-55670-207-8
- Johnston, T. (2004). *The Harmonica*. Watertown, Maine: Charlesbridge
The tale was inspired by the true story of a young boy who was sent to a concentration camp where his only possession was a harmonica which his father had taught him to play. His playing provided comfort and hope to the other prisoners.
ISBN: 1-57091-547-4
- Levine, K. (2002). *Hana's Suitcase*. Toronto: Second Story
This is the story of an investigation to find out about the owner of a child's suitcase that arrived at the Holocaust Education Centre in Tokyo, Japan. It had the name Hana Brady and a date painted on it as well as the German word for orphan. The curator did trace the suitcase back to where it all began. This is a very powerful story that is suitable for junior/ intermediate students.
ISBN: 1-896764-55-X
- Mochizuki, K. (1993). *Baseball Saved Us*. Hong Kong: Lee & Low Books.
A first person narrative of how a young Japanese boy and his friends created a baseball diamond in an internment camp during World war II and how baseball gave them a purpose while enduring injustice and humiliation.
ISBN: 1-880000-19-9
- Polacco, P. (2000). *The Butterfly*. New York: Philomel Books
Monique discovers a young Jewish girl hiding from the Nazis in her own basement. They become friends until the day comes when they have to escape in order to avoid capture.
ISBN: 0-399-213170-6

Vander Zee, R. (2003). *Erika's Story*. Mankato, Maine: Creative Editions

A woman recalls how she was thrown from a train headed for a concentration camp in 1944 and raised by someone who risked her life for her and how she finally found peace through her own story.

ISBN: 1-56846-176-3

Promoting Gender Equity: Confronting Sexism

Sexism is any action, attitude or practice, conscious or unconscious, individual or institutional, that subordinates an individual or a group of people based on sex and gender identity (*Manifesting Encouraging and Respectful Environments*, Peel District School Board, 2000, P.33).

Children's Explanation

Boys and girls are equal.

Some Things You Need to Know:

- Sexism deprives an individual of his or her right to be treated as an equal member of society. This right is guaranteed and protected under the Human Rights Code (www.ohrc.on.ca).
- Historically, in Canada, certain behaviours and roles have come to be seen as appropriate for either men or women. "Gender roles" are defined by Adams (1997) as socially constructed and culturally specific behaviour and expectations for women (femininity) and men (masculinity). In contrast, "gender identity" is a personal or psychological sense of oneself as male or female. It is important to remember that we learn the gender roles that are deemed appropriate for our "biological sex" from the society around us although our gender identity may be different from the gender roles assigned to us. (*Manifesting, Encouraging and Respectful Environments*, Peel District School Board, 2000)
- The role of the teacher has been identified as a strong influence in children's perceptions of appropriate gender behaviours. What you say or don't say matters. Teachers need to model gender equity through language.
 - Boys and girls can carry equipment.
 - Girls and boys can erase the board.
 - Usage of gender-specific language (i.e., "policeman" vs. "police officer").
- The media and literature serve to further gender stereotype by surrounding us with images of the "perfect" male and female body type and personalities that portray women as weak, nurturing, and modest whereas men are shown as strong, independent and proud.
- "Sex" refers to the biological (physiology and anatomy) characteristics of males and females. "Gender" is a socially constructed term which defines what is deemed to be "masculine" or "feminine". One's gender identity may conflict with the ethnocultural and social norm.

Resources:

- Adams, M., Bell, L.A., Griffin, P. (1997). *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Rutledge.
- Peel District School Board (2000), *Manifesting, Encouraging and Respectful Environments*, Canadian Cataloguing in Publication Data
- Boys and Girls Clubs of Ontario – <<http://www.boysandgirlsontario.ca>>
- Canadian Federation of University Women
- Congress of Black Women Canada – York Region Chapter – 905-726-8193
- East Metro Youth Services – <<http://www.emys.on.ca>>
- National Council of Jewish Women of Canada – Toronto Section – 416-633-5100
- Ontario Women's Directorate – 416-314-0300
- Statistics Canada – <<http://www.statcan.ca>>
- Video: *Sensitive Issues in the Classroom, Name Calling*

Annotated Bibliography of Primary and Junior Resources Attached.

Sample questions or comments from students (Q) and Sample Teacher Responses (A)
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1. Information Seeking Questions/Comments:

Q. *Are girls better at reading and writing?*

A. This type of question usually arises from curiosity or an observation. It is important to clarify that a skill like reading or writing is not related to a person's gender. This is a good opportunity to highlight individual differences and celebrate that everyone has different abilities and strengths to contribute.

2. "Am I Normal?" Questions/Comments:

Q. *My friends say I'm weird because I like to play with dolls and none of the other boys do. Am I?*

A. This kind of comments reflects concerns about one's self (social and emotional) or others. Acknowledge the student's concerns and explain that everyone has a unique set of likes and dislikes and the right to choose for one's self.

3. **Permission-Seeking Questions/Comments:**

- Q. *You always ask the boys to help you lift things. Why don't you ever ask the girls?*
- A. These questions need to be handled sensitively and with respect. It is important that you listen to the child's concerns and validate his or her feelings. Explain that if it appeared that a particular group of individuals were being favoured, it was not intentional and that you do your best to treat everyone equally and with respect. Thank him/her for bringing his/her concerns to you and express your intentions to make a conscious effort to be more aware of your behaviour.

4. **Questions/Comments About Values:**

- C. *"Boys don't cry."*
- A. Emotions or feelings are not gender specific. Explain to the child that we all experience the full range of emotions but the manner in which these emotions are expressed or the behaviours resulting from them differ from individual to individual. These expressions are not specific to gender but to the individual.

5. **Shock Questions/Comments:**

- C. *"You throw like a girl! You are such a wimp!"*
- A. Name calling and labeling should not be accepted; however reprimanding the student is not an effective practice. In this type of situation it is better to facilitate a discussion surrounding the comment's origin and its validity. By dispelling the myth, the student is then empowered by knowledge instead of being limited by a lack of understanding. (See Video: *Sensitive Issues in the Classroom, Name Calling*.)

6. **Personal Questions/Comments:**

- Q. *Why aren't you married yet? (to female teacher)*
- A. This question reflects generalizations that girls or women need to be looked after and only want to get married. The response to a question of this personal nature is at the discretion of the individual teacher and his or her comfort level. It is important to address the fact that marriage is a personal choice and assuming that all people want to or need to be married is unfair. Emphasis should be placed on the fact that many individuals, both males and females, choose to not marry for a variety of reasons and lead fulfilling and complete lives. A person's value must always be measured by who they are on the inside.

"When I dare to be powerful – to use my strength in the service of my vision – then it becomes less and less important whether I am afraid."

- Audre Lorde

Annotated Bibliography

Below, are a number of books to engage students in discussions about issues of social justice, books that can be used to assist students to develop critical thinking skills, books that invite children to explore our changing world community. These are only a small sample of resources that are available and we encourage you to pursue others so that students can gain glimpses of the kind of the society we could live in and learn the academic and social emotional skills needed to make it a reality.

- Ackerman, Karen. (1992). *When Mama Retires*. New York: Knopf
Henry, Will and Charley learn to do things around the house when Mama considers retiring from housework and becoming a wartime riveter.
ISBN: 0-679-8028-94
- Barrett, Joyce Durham. (1989). *Willie's Not the Hugging Kind*. New York: Harper Collins
Willie's best friend Jo-Jo thinks hugging is silly, so Willie stops hugging everybody but he soon misses giving and getting hugs from his family.
ISBN: 0-060-2041-68
- Bernhard, Emery. (1994). *The Girl Who Wanted to Hunt: A Siberian Tale*. New York: Holiday House
A young girl uses her skills as a hunter to avenge her father's death and to escape her evil stepmother.
ISBN: 0-823-4112-57
- Browne, Eileen. (1993). *No Problem*. Cambridge: Candlewick Press
Mouse's friends take turns putting together the pieces that come in a box as a birthday present; but, only Shrew, who takes the time to read the instructions, is able to build something that really works.
ISBN: 1-564-0217-69
- Cristaldi, Kathryn. (1992). *Baseball Ballerina* New York: Random House
A baseball loving girl worries that the ballet class her mother forces her to take will ruin her reputation with the other members of her baseball team.
ISBN: 0-679-8173-44
- De Paola, Tomie. (1979). *Oliver Button is a Sissy*. New York: Harcourt Brace Jovanovich
Oliver Button wants to sing and dance and wear dancing shoes. He classmates tease him and call him a sissy. This story tells how Oliver coped with the teasing/bullying.
ISBN: 0-15-668140-4

Douglass, Barbara. (1985). *The Chocolate Chip Cookie Contest*. New York: Lothrop, Lee & Shepard.

A small boy learns to bake chocolate chip cookies with a difference, and wins first prize in a cookie contest.

ISBN: 0-688-0404-38

Gauch, Patricia Lee. (1974). *This Time, Tempe Wick?* New York: Coward, McCann & Geoghegan

Everyone knows that Tempe Wick is a most surprising girl, but she exceeds even her own reputation when two mutinous Revolutionary soldiers try to steal her beloved horse.

ISBN: 0-698-2030-03

Hoban, Lillian. (1974). *Arthur's Honey Bear*. New York: Harper & Row.

Arthur decides to sell his old toys but is reluctant to part with his old bear.

ISBN: 0-060-2237-07

Isaacs, Anne. (1994). *Swamp Angel*. New York: Puffin Books.

Along with other amazing feats, Angelica Longrider, also known as Swamp Angel, wrestles a huge bear, known as Thundering Tarnation, to save the winter supplies of the settlers in Tennessee.

ISBN: 0-140-5590-86

Isadora, Rachel. (1976). *Max*. New York: MacMillan.

Max finds a new way to warm up for his Saturday baseball game – his sister's dancing class.

ISBN: 0-027-4745-0X

Khalsa, Dayal Kaur. (1990). *Cowboy Dreams*. New York: Clarkson N. Potter

A little city girl wants to grow up to be a cowboy.

ISBN: 0-517-5749-0X

Kurtz, Jane. (1996). *Miro in the Kingdom of the Sun*. Boston: Houghton Mifflin Co.

A young Inca girl succeeds where her brothers and others have failed, when her bird friends help her find the special water that will cure the king's son.

ISBN: 0-395-6918-18

Leggat, Bonnie-Alise. (1992) *Punt, Pass & Point!* Kansas City: Landmark Editions

When Amy, the only girl and star player on her school's football team, breaks her arm, her parents insist that she give up football and take up ballet instead.

ISBN: 0-933-8493-97

- Mahy, Margaret. (1990). *The Seven Chinese Brothers*. New York: Scholastic Inc.
Seven Chinese brothers elude execution by virtue of their extraordinary individual qualities.
ISBN: 0-590-4205-50
- Munsch, Robert. (1980). *The Paper Bag Princess*. Toronto: Annick Press
Princess Elizabeth wears expensive clothes and plans to marry Prince Ronald. When a dragon burns up her castle and clothes and carries Ronald away, Elizabeth dons a paper bag to rescue him. She outwits the dragon and enters its lair, but Prince Ronald turns up his nose at her attire. She promptly leaves him to his fate.
ISBN: 0-929236-82-0
- Stops, Sue. (1992). *Dulcie Dando, Soccer Star*. New York: H. Holt
Dulcie, a talented soccer player, proves that girls are just as capable as boys when she's given the chance to play on the school team during a big game.
ISBN: 0-805-024131
- Waber, Bernard. (1972). *Ira Sleeps Over*. New York: Scholastic Inc.
A little boy is excited at the prospect of spending the night at his friend's house but worries how he'll get along without his teddy bear.
ISBN: 0-590-0992-05
- Walter, Mildred Pitts. (1986). *Justin and the Best Biscuits in the World*. New York: Lothrop, Lee & Shepard.
A young fatherless boy is taken under the wing of his grandfather, who helps him overcome obstacles and mature into manhood. What makes this book unique is that the boy does not overcome a bully or score a touchdown; his maturation is in the form of domestic accomplishments. It is manly to be self sufficient on the homefront; washing, cleaning, and cooking are not gender-based activities.
ISBN: 0-679-80346-7
- Winthrop, Elizabeth. (1985). *Tough Eddie*. New York: Dutton.
Although Eddie appears to be a tough kid, he also plays with a dollhouse, a secret he feels he cannot reveal even to his closest friends.
ISBN: 0-525-4416-46
- Zolotow, Charlotte. (1972). *William's Doll*. New York: Harper Collins.
William's father gives him a basketball and a train but these do not make him want a doll less. Everyone makes fun of William for wanting a doll but his grandmother understands why he not only wants one but why he should have one. She talks to William's father about why it is an excellent idea.
ISBN: 0-060-270470

Interventions 7-12

- Grade 7 – Grade 12

65

Supporting People of All Abilities: Confronting Ableism

Ableism is discrimination of people living with mental, emotional and physical disabilities. Rauscher and McClintock define a broad range of disabilities: perceptual (visual, hearing and learning disabilities), illness-related (e.g., MS, AIDS), physical, developmental, and psychiatric (e.g., bi-polar, chronic depression), mobility, environmental (e.g., asthma, being sensitive to chemicals, allergens...)

Some Things You Need to Know:

- The language we use tends to view the person as a disability rather than as a person; we should say, "She/he is a person living with a disability" as opposed to "She/he is disabled".
- Stereotypic beliefs about the human body in the areas of health, beauty, and competency in the media perpetuate discrimination and oppression of people living with disabilities.
- Discrimination is exhibited through alienation, marginalization, mistreatment, infantilization, and institutionalization.
- Our perceptions about our own vulnerability (especially as we age) heighten our discriminatory practices.
- Feeling sorry for people living with disabilities, pitying them, overcompensating in our efforts to assist, and trying to feel what it is like with a disability by imitating it only serves to focus on the disability and not the person as a whole. As well, it ignores the fact that ableism is oppression at societal levels, not simply at the individual level.

Resources:

- ARCH—Advocacy Resource Centre for the Handicapped - 416-482-8255; 1-866-482-2724;
- TTY/TDD 1-866-482-2728
- Community Living Newmarket/Aurora District - 905-898-3000; 905-773-6346
- Learning Disabilities Association, York Region - 905-884-7933
- Rauscher, Laura and Mary McClintock. *"Ableism Curriculum Design". Teaching For Diversity and Social Justice A Sourcebook.* Eds. Maurianne Adams, Lee Anne Bell and Pat Griffin. New York: Routledge, 1997. 198 – 227.

Greenfield, Eloise, and Alesia Revis. (1981). *Alesia*. Putnam/Philomel
ISBN: 0-399-20831-3

Mikaelsen, Ben. (1998). *Petey*. New York: Hyperion Books for Children
ISBN: 0-786-8042-62

Neufeld, John. (1969). *Lisa, Bright and Dark*. New York: S.G. Phillips
ISBN: 0-875-9915-3X

Orr, Wendy. (1997). *Peeling the Onion*. New York: Holiday House
ISBN: 0-823-4128-9X

Paulsen, Gary. (1998). *Soldier's Heart: A Novel of the Civil War*. New York: Delacorte Press
ISBN: 0-385-3249-87

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information-Seeking Questions/Comments:

Q. *"What do you say to a person with a handicap?"*

A. First of all, avoid the term "handicap". It is a term originating from the Elizabethan England Poor laws where people with disabilities were forced to beg and given a cap for collecting alms. It isn't necessary to concentrate on anything unique to say; after all, would you feel that you needed to say special things to another person in your classroom? If assistance is required, ask the person what she/he needs from you. Just because one person living with a disability requires certain things, doesn't mean that another person living with the same disability requires the same things. Don't homogenize experiences. After all, you don't require all the same things as the next person.

2. "Am I Normal?" Questions/Comments:

Q. *"I don't know how to explain it, but it really makes me uncomfortable being around a handicapped person."*

A. It's understandable that these feelings emerge. But they're based on deep-rooted myths, stereotypes, misunderstanding, misinformation, social and political actions of excluding and even eliminating people with disabilities. **Our entire society is constructed on benefiting those with "ability". All of the things that we can do, all of the places where we can go, all of the living environments we build are designed for the abled.** For centuries, people living with mental illness were called idiots, lunatics, witches and were thought to have been possessed by the devil. They were beaten, tortured and often executed. In the 1800's, people living with disabilities were institutionalized in "insane asylums" or the "loony bin". Up until the 1940's in the US, freak shows were popular. In 1933, Nazi sterilization began and then euthanasia. Sterilization programs existed in many countries worldwide. Now, genetic screening and testing make it possible to stop the birth of babies with genetic "defects". Our own feelings of vulnerability, our sense of our life and death make us fear disabilities. An interesting thought is to see ourselves as temporarily abled people. As we age, for example, we face our own disabilities. We all of us have strengths and limitations. Instead of only seeing the disability,

we need to be focusing on the individuals: people like Terry Fox, Beethoven, Einstein, and Roosevelt. All of these people lived with disabilities and made incredible accomplishments and contributions that most of us who do not live with a disability have ever achieved. Remember to avoid using the word "handicap" which is an offensive term.

3. Permission-Seeking Questions/Comments:

- Q. *"Deep down I'm curious about what it's like living with the disability. Can I ask?"*
- A. We are all naturally curious people. It simply means we don't understand. There is no answer for this question. Only the person from whom you want information can give you permission. But listen empathically and be genuine. Someone will teach you new things.

4. Questions About Values/Comments:

- Q. *"Why should we have to pay all of this money for special services? I have to struggle and no one helps me."*
- A. Such a value reinforces the arbitrary expectations that society and institutions have on competency and independence. Outwardly, such a comment seems directed at the person living with a disability, as if s/he were the root of the problem. But, rethinking the statement shows that it is really self-serving and egocentric. There is no such absolute construct of independence. Special services are necessary to ensure that the ability to make contributions to the community and to society are accessible.

5. Shock Questions/Comments:

- C. *The use of any offensive word. (retard, retarded, "sped", freak, crippled, lunatic, idiot, slow...)*
- A. While we should never accept offensive words, scolding students who utter them is not a very effective practice. Should a discriminatory remark be made it is best to deconstruct the understandings that led to the use of the remark and then reconstruct a positive, inclusive framework. Discuss with the students where such remarks were heard, how they were learned, what do they mean, what messages are implied and so forth. From this, we learn the origins of myths and stereotypes, and how fears and misinformation cause us to discriminate and oppress.

As long as discriminatory and oppressive practices are permitted directly or indirectly in our classrooms, our students can never reach their full potential.

"How lovely to think that no one need wait a moment: we can start now, start slowly changing the world! How lovely that everyone, great or small, can make a contribution toward introducing justice straight away!"

- Anne Frank

Supporting Youth Who Have Been Adopted: Confronting Adoptism

Adoptism is the belief that being born naturally to a family is superior to being an adopted member of a family.

Some Things You Need to Know:

- Adoption is the legal process by which the child of one parent becomes the child of another parent.
- Adoption directly or indirectly touches an estimated one in five Canadians.
- Adoption is one way of creating a family. It is as permanent and forever as those families formed through biological means.
- There is no such thing as a “real” or “natural” mother. The correct term is biological mother or birth mother. People who become parents through adoption are just as real as birth parents. Lack of a blood link does not make someone any less of a parent.
- Adoption describes the way someone’s family was created. It is not a condition or a disability, therefore it is incorrect to say, “Mary is adopted,” rather one should say “Mary was adopted.”
- Birthmothers don’t “give up”, “give away”, or “put their babies up for adoption”. In most cases, after much consideration and planning they make a “birth plan” for their child.
- The terms “own child”, “natural child”, and “adopted child” are value laden. All children adopted, or biological, belong to their families. There is no need to label a child’s relationship to their family.
- The term “unwanted child” is a term that should never be used in reference to adoption. The circumstances of a child’s birth should not stigmatize them. Adoption says nothing about the person why was adopted, it only indicates how their family was created.
- Teachers should work to create inclusive classrooms where literature and curriculum reflect a myriad of family structures. Children who were adopted will know they belong when their experiences are reflected in the classroom.
- Make adoption part of your classroom by occasionally using the words “adoption” or “adopted”, and other positive adoption language. When discussing family structures include those families who were created through adoption. If someone has a new baby in their family mention that adoption is a way that some children become part of their family. Mention that there are many people who were adopted. Some famous people who were adopted are Grant Fuhr (hockey player), Halle Berry (actress), Sarah McLachlan (singer/songwriter), Jeff Healy (guitarist), and Steve Jobs (founder of Apple computers).

- Using literature with adoption themes, or characters who were adopted, can be an effective way of creating an inclusive environment.
- Be prepared to modify traditional classroom activities (family tree, genetic studies, parenting activities, autobiographical reports) to ensure that the needs of those children whose families were formed through adoption are being met.
- Some children may feel very uncomfortable and unsure of how to deal with questions that are asked about their adoption. Teachers need to help children who find themselves in this situation by helping the child give factual answers and dispel the myths that often accompany these types of questions. (These myths most often are that adoption is temporary and that children who were adopted don't have their "real" parents raising them.) It is crucial for teachers to use positive adoption language and counter inaccurate ideas with the correct facts.

Resources:

- *Making Sense of Adoption*, by Lois Melina (adults)
- *The Mulberry Bird*, by Anne Braff Brodzinsky (All Grades)
- *Beginnings: How Families Came To Be*, by Virginia Krall
- *Adoption and the Schools Resources for Parents and Teachers*, edited by Lansing Wood and Nancy Ng
- Adoption Council of Ontario, 3216 Yonge Street, 2nd Floor, Toronto Ontario, M4N 2L2.
Telephone: 416-482-0021

Girard, Linda Walvoord. (1989). *We Adopted You, Benjamin Koo*. Albert Whitman
ISBN: 0-8075-8694-3

Heneghan, Jim. (1988). *Promises to Come*. Overlea House
ISBN: 0-7172-2297-7

Johnson, Angela. (1998). *Heaven*. New York: Simon & Schuster.
ISBN: 0-689-8222-94

Lantz, Frances. (1997). *Someone to Love*. New York: Avon Books.
ISBN: 0380775905

Sobal, H.L.(1984). *We Don't Look Like Our Mom and Dad*. New York: Coward-McCann, Inc.
ISBN: 0-698-30754-2

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information Seeking Questions/Comments:

- Q. *Because they did not inherit family looks, traits or personalities, can children who were adopted ever truly belong to their adoptive families?*
- A. State that inherited biological traits do not make a family. Have the student think of families that he/she knows where the children are very different from their biological parents.

2. "Am I Normal?" Questions/Comments:

- Q. *I was adopted. Does that mean I am more prone to get into trouble and/or become a delinquent?*
- A. A person's behaviour is influenced by many factors. Stress that adoption is only one of the many variables affecting a person's experience.

3. Permission-Seeking Questions/Comments:

- Q. *If a person really loved their child, how could they "give them away"?*
- A. Stress that birth parents typically love their child very much but because of circumstances are unable to parent them. It is because they love their child that they make very difficult choices and choose what is best for the child. They make a plan to allow someone else to become a parent to their child. In some international and child welfare cases the birth parents are not involved in making the adoption plan.

4. Questions/Comments About Values:

- Q. People who adopt children are "saints" for "taking in" someone else's child. Children who were adopted are so lucky to have been "rescued".
- A. Stress that adopters are parents just like any other parents who wanted a family. They have chosen, for what may be any number of reasons, to build their family through adoption. Adoptive parents want children and children who are adopted need parents. Adoption is just another normal way of building a family. It is not some saintly or heroic endeavour.

5. **Shock Questions/Comments:**

- C. *"Poor Bill, he doesn't even know who his real parents are!"*
- A. Respond to this comment in a calm manner and point out that Bill's parents most certainly are real. Do not take this issue any further because the information about a child's biological parents and circumstances surrounding their adoption is personal. This is not the forum for discussing positive adoption language because the purpose of the comment is to embarrass, therefore lack of attention to the comment is the best way to "shut it down".

6. **Personal Questions/Comments:**

- Q. *Would you ever plan adoption for a child to whom you gave birth?*
- A. Affirm that you will not answer personal questions and review the ground rules for dealing with sensitive issues in the classroom.

"The only thing necessary for the persistence of evil is for enough good people to do nothing."

- Amnesty

Recognizing the Contributions of People of All Ages: Confronting Ageism

Ageism is the cultural, institutional and individual set of practices and beliefs that assign differential value to people according to their age.

Some Things You Need to Know:

- Ageism marginalizes older people and devalues their contributions to society.
- It deprives seniors of the dignity, fair treatment and social involvement that are everyone's due, regardless of age.
- More contact between generations can create a more realistic picture of aging...research suggests that this helps break down stereotypes, and destroy myths.
- Negative images of aging are often reinforced in the media.
- Contrary to popular belief many seniors are not in declining health, rapidly filling up hospitals and doctors offices and overtaxing the health care system.
- According to The Ontario Human Rights Commission (OHRC), incorrect assumptions and stereotypes about older persons leads to negative attitudes and discrimination.
- In employment, the most obvious form is mandatory retirement, based on the myth that older workers are less ambitious, less flexible and less adaptable and that older workers block the way for younger workers. (In health care, the health care professionals' lack of knowledge about the aging process can lead to seniors being under-treated for conditions such as heart disease, hearing loss, chronic pain and depression, because of the myth that these are just part of getting old!)
- Identifying ageism can be difficult, it can take time to piece together the signs and recognize a pattern of ageist behaviour.

Resources:

- Health Canada – <<http://www.hc.gc.ca>>
- Ontario Human Rights Commission – <<http://www.ohrc.on.ca>>
- United Way – <<http://www.unitedwaytoronto.com>>
- Unicef – <<http://www.unicef.org>>

Anaya, Rudolfo A. (1972). *Bless Me, Ultima: A Novel*. Berkeley, CA: TSQ Publications
ISBN: 0-89229-002-1

Hamilton, Virginia (1985). *Junius Over Far*. New York, New York: Harper & Row.
ISBN: 0-06022194-1

Irwin, Hadley. (1979). *The Lilith Summer*. Old Westbury, New York: Feminist Press.
ISBN: 0912670525

Mikaelsen, Ben. (1998). *Petey*. New York: Hyperion Paperbacks for Children.
ISBN: 0786813369

Roy, Gabrielle. (1993). *The Road Past Altamont*. University of Nebraska Press.
ISBN: 0-8032-8948-0

Sample questions or comments from students (Q) and Sample Teacher Responses (A)
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1. **Information Seeking Questions/Comments:**

Q. *Do most old people live in nursing homes?*

A. This kind of a question usually arises from curiosity or a need for clarification. No! In fact only 5% of men and 9% of women over age 65 live in health care institutions; most are 85 or older. Most older people live independently, are in good health, satisfied with their social life and are involved in their community. We need to dispel the myth that peoples' lives are over when they turn 65.

2. **"Am I Normal?" Questions/Comments:**

Q. *Why does being around older people make me feel uncomfortable?*

A. These questions reflect concerns about one's self (both emotional and physical) or others. Acknowledge the concerns and try to answer the question using this resource. This is not unusual. Many young people, because of ageism and discrimination, have been deprived of wisdom from their elders and personal knowledge of what aging is really like. The more opportunities young students have to talk and learn from older people the more comfortable they will be. This will also help dispel some of the myths about aging.

3. **Permission-Seeking Questions/Comments:**

Q. *Is it okay to seek help and support from my grandmother?*

A. This is a difficult question. This kind of question is directly seeking information/approval to participate in a particular behaviour. Up to a third of seniors provide help to friends and family, including caregiving for spouses and grandchildren and financial assistance. For seniors, myths can become self-fulfilling prophecies. Believing you are supposed to be frail and dependent "at your age" damages self-image, leading to stress and health problems. So ask lots of questions and enjoy the wisdom that life has given them!

4. **Questions/Comments About Values:**

- Q. *Is it wrong for an employer not to hire an older person because they don't pull their weight and are less adaptable to new technologies?*
- A. These questions need to be handled sensitively, with respect for cultural and religious diversity. According to the OHRC, it is a myth that job productivity declines with age, that older workers have reduced physical capacity, and that older workers can't learn new things. Furthermore older workers perform at a steadier rate than younger workers and have less job turnover, fewer accidents and less absenteeism. It is also a myth that seniors and technology don't mix! The reality is that seniors are the fastest growing group online. It is wrong and goes against the OHRC to discriminate against anyone based on age.

5. **Shock Questions/Comments:**

- Q. *Do old people have sex?*
- A. Explain that you will not answer personal questions and review the ground rules. Personal questions may be asked out of curiosity about your life, or they may be some version of a question used to shock. This is an embarrassing question that is likely being asked out of curiosity.

"Each time a person stands up for an ideal, or acts to improve the life of others, or strikes out against injustice, he or she sends a tiny ripple of hope, and those ripples, crossing each other from a million different centers of energy, build a current which can sweep down the mightiest walls of oppression and resistance."

- Robert F. Kennedy

Promoting Sexual Orientation/Gender Identity Equity: Confronting Heterosexism and Homophobia

Heterosexism is the cultural, institutional and individual set of practices and beliefs that assume heterosexuality is the only sexual orientation and which precludes acknowledgement of other sexual minorities: lesbian, gay, bisexual, questioning, two-spirited and transgender people.

Homophobia is the cultural, institutional and individual set of practices and beliefs that assign differential value to people according to their sexual orientation. Homophobia includes fear, hatred or intolerance of sexual minorities: lesbian, gay, bisexual, questioning, and two-spirited and transgender people.

Some Things You Need to Know:

- You need to present families representing all family groupings, (e.g. 2 moms, 2 dads etc.) allowing all children to feel valued.
- When talking about emotions, be sure to not present it as only heterosexual feelings.
- When celebrating holidays, remember that Pride Day is in June.
- When reading family literature make sure to include literature that represents all the families of your community.
- Children need role models from all walks of life.
- Talking about any family does not mean talking about sex. Children see books that talk about, and have images of, moms and dads. None of these include or require discussions of sexuality. The same is true with gay or lesbian parents. Trust, love and mutual family support are to be stressed, not sexual activity.
- Imagine the following:
 - not having any role model whatsoever
 - not having positive media images with whom you can identify
 - not learning about romance or relationships in class or from all forms of media
 - not receiving social acceptance from peers, family, colleagues, co-workers, faith communities, the public
 - not dating the person of your desire or not being open about the person you are dating
 - having to lie about yourself, your social activities, your life
 - being told you're harmful to children, a pedophile
 - being told your feelings are sick, immoral, wrong
 - being told your feelings are just a phase; you can change if you want to
 - being told that everything about you is based on sex only

- being told by some people that they “accept” you as if there is something to accept, to be tolerated
- constantly living in fear of being ostracized, victimized, beaten up
- at great risk for any form of suicidal behaviour
- always being identified by your sexuality

This reflective process helps us to understand what it is like to be gay, lesbian, bisexual, questioning, two-spirited or transgender every single day.

- As a teacher, each time you don’t acknowledge the contributions of gay, lesbian, bisexual, questioning, two-spirited or transgender people in society, each time you discuss, read, or observe social situations from a heteronormative (heterosexist) perspective in your classroom, and each time you don’t correct inappropriate and discriminatory comments, you reinforce all of the above facts.
- The term *homosexuality* first appeared in 1869, coined by the Hungarian writer Karl Maria Kertbeny, as **part of a broader system for the classification of sexual types**. Indeed, Kertbeny maintained that homosexuals were often superior to heterosexuals. Kertbeny followed the work of Dr. Karl Heinrich Ulrichs of Germany (who studied theology and law); both supported the idea that same-sex relations are natural and healthy. Unfortunately, the original definition was adopted by medical practitioners as a diagnosis for mental pathology, and this continued until the 1970’s.

Some famous people who are gay/lesbian or bisexual:

Virginia Woolf	British author
Sophocles	Greek playwright
James I	British king
Martina Navratilova	Tennis champion
Edward Albee	Playwright
David Kopay	Pro football player
Melissa Etheridge, Elton John	Musicians
Scott Thompson	Actor
Rudy Galindo	U.S. figure skating champion
Barney Frank	U.S. Congressman
Svend Robinson	Canadian member of parliament
Keith Norton	Ontario Human Rights Chief Commissioner
James Baldwin	Writer
Jenny Shumuzu	Supermodel

Resources:

- York Region Public Health Nurse (Elaine Hampson). 905-940-1333 or 1-800-461-2135. <<http://www.region.york.on.ca>>. Email: elaine.hampson@region.york.on.ca
- The Lesbian, Gay, Bisexual Youth Line. 1-800-268-YOUTH or 416-9623-9688.
- PFLAG York Region (Parents, Friends, Families of Lesbians and Gays). 416-929-2022 . <<http://www.gaycanada.com/pflag-york>>. Email: marilyn.byers@sympatico.ca

- *Beautiful Thing*. Dir. Hettie McDonald. Perf. Linda Henry, Glen Berry, Scott Neal, Tameka Epton, Ben Daniels. Alliance, 1997. The story of the growing affection for two teenage boys in the midst of personal and family issues.
- *Get Real*. Dir. Simon Shore. Perf. Ben Silverstone, Brad Gorton, Charlotte Brittain. Paramount, 1999. A young gay male struggling with his identity in the midst of parental, school, peer and other social pressures.
- *Heterosexual Privileges*. York Region Health Services. Apr. 2001.
- Gibson, Paul, 1989. *Gay Male and Lesbian Youth Suicide. Report of the Secretary's Task*
- *Force on Youth Suicide*. Department of Health and Human Services: Washington, pp. 3-110 to 3-142.
- Health Canada, 1994. *Suicide in Canada: Update of the Report of the Task Force on Suicide in Canada*. Minister of National Health and Welfare: Ottawa, Canada.
- <http://www.samesexmarriage.ca/docs/Morrison-ReedAffidavit1.doc>

Alphin, Elaine. Marie. (2002). *Simon Says*. San Diego, CA: Harcourt Brace, 2002
ISBN: 0-15-216355-7

Arnold, June. (1995). *The Cook and the Carpenter: A Novel by the Carpenter*. New York: New York University Press.
ISBN: 0814706312

Bass, Helen and Kauffman, Kate. (1996). *Free Your Mind: The Book for Gay, Lesbian and Bisexual Youth-And Their Allies*. New York: HarperPerennial
ISBN: 0060951044

Bauer, Marion Dane. (1994). *Am I Blue? Coming Out from the Silence*. New York: HarperCollins.
ISBN: 0-06-024253-1

Borhek, Mary V. (1983). *Coming Out to Parents: A two-way survival guide for lesbians and gay men and their parents*. New York: Pilgrim Press.
ISBN: 0829806652

Fricke, Aaron. (1981). *Reflections of a Rock Lobster: A Story About Growing Up Gay*. Boston: Alyson Publications.
ISBN: 0932870090

Ford, Michael Thomas. (1998). *Outspoken: Role models from the lesbian and gay community*. New York: Morrow Junior Books.
ISBN: 0-688-14897-2

Griman, Tony. (1995). *Not the Only One: Lesbian & Gay Fiction for Teens*. Boston: Alyson Publications
ISBN: 1-55583-275-X

Hamilton, Jane. (1998). *The Short History of a Prince*. New York: Random House.
ISBN: 0679457550

- Hamilton, R.J. (1995). *Who Framed Lorenzo Garcia?* Los Angeles: AlyCat Books.
ISBN: 1-55583-608-9
- Hartinger, Brent. (2003). *Geography Club*. New York: HarperTempest.
ISBN: 0060012218
- Heron, Ann, (1994). *Two Teenagers in Twenty: Writings by Gay and Lesbian Youth*. Boston:
Alyson Publications
ISBN: 1555832822
- Kerr, M.E. (1994). *Deliver Us From Evie*. New York: HarperCollins
ISBN: 0-06-024475-5
- Kerr, M.E. (1997). *Hello I Lied*. New York: HarperCollins.
ISBN: 0060275294
- Lamb, Wendy. (1992). *Ten Out of Ten: Ten winning plays selected from the Young Playwrights
Festival, 1982-1991, produced by the Foundation of the Dramatists Guild*. New York:
Bantam Doubleday Dell.
ISBN: 0-440-21914-0
- Levithan, David. (2003). *Boy Meets Boy*. New York: Knopf.
ISBN: 0-37-92400-0
- Macdonald, Anne-Marie. (1996). *Fall on Your Knees*. New York: Simon & Schuster.
ISBN: 0684833204
- Marcusm, Eric and Caldwell, June. (1993). *Is It A Choice? Answers to 3000 of the Most
Frequently Asked Questions About Gay and Lesbian People*. San Francisco: Harper San
Francisco.
ISBN: 0062506641
- Pollack, Rachel and Schwartz, Cheryl. (1995). *The Journey Out*. New York: Viking.
ISBN: 0-670-85845-5
- Rench, Janice. E. (1990). *Understanding Sexual Identity: A Book for Gay and Lesbian Teens
and their Friends*. Minneapolis: Lerner Publications.
ISBN: 0822500442
- Rule, Jane. (1964). *Desert of the Heart*. Burnaby, BC: Talon Books.
ISBN: 0889223017
- Saffron, Lisa. (1996). *What About the Children? Sons and Daughters of Lesbians and Gay
Parents Talk About their Lives*. London: Cassell.
ISBN: 0304335231
- Selvadurai, Shyam. (1994). *Funny Boy: A novel in six stories*. London: J. Cape.
ISBN: 0224041304
- Shyer, Marlene and Christopher. (1996). *Not Like Other Boys*. Boston: Houghton Mifflin.
ISBN: 0395709393

Sutton, Roger. (1994). *Hearing Us Out: Voices from the Gay and Lesbian Community*. Boston: Little Brown.
ISBN: 0-316-82326-0

Woodson, Jacqueline. (1997). *The House You Pass on the Way*. New York: Delacorte.
ISBN: 0-385-32189-9

Woodson, Jacqueline. (1995). *From the Notebooks of Melanin Sun*. New York: Blue Sky Press.
ISBN: 0-590-45880-9

Books for Parents and Families

Bain, Dr. Gerald. (2000). *So Your Child is Gay: A Guide for Canadian Families and Their Friends*. Phyllis Bruce Book. Toronto: Harper Collins.
ISBN: 0006384927

Clark, Don. (1991). *Loving Someone Gay*. Berkeley, CA: Celestial Arts.
ISBN: 0890875057

Fairchild, Betty and Hayward, Nancy. (1998). *Now That You Know*. San Diego, CA: Harcourt Brace.
ISBN: 0156006057

Griffin, Carolyn. (1996). *Beyond Acceptance: Parents of Lesbians and Gays Talk About Their Experiences*. New York, New York: St. Martin's Press.
ISBN: 0312145500

Muller, Ann. (1987). *Parents Matter: Parents' relationships with lesbian daughters and gay sons*. Tallahassee, FL: Naiad Press.
ISBN: 0930044916

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information-Seeking Questions/Comments:

- Q. *Isn't it true that gay men tend to be effeminate and lesbians tend to be masculine?*
- A. What is defined as masculine or feminine behaviours is really a cluster of generalized and stereotypic behaviours all contributing to heteronormative and heterosexist beliefs and practices. Lesbians, gays, bisexuals, questioning, two-spirited or transgender people are as diverse in their behaviours as anyone else, not to mention their ethno-cultural background, age, ability, education and so forth.

2. **“Am I Normal?” Questions/Comments:**

- C. *I'm just not comfortable being around gays or lesbians.*
- A. It's understandable that these feelings emerge. But they're based on deep-rooted myths, stereotypes, misunderstanding, misinformation, and/or social and political actions of silencing and oppressing sexual minorities. We choose our friendships based on common interests, not based on common sexuality. We may even have had a friend who was lesbian or gay and we didn't know it. Our friendship was based on our mutual interests. Often, one might feel that others will question his/her sexual orientation if he or she associates with gays or lesbians. This makes no sense. Certainly, people have many friends of the opposite sex and there is no sexual attraction whatsoever. Any assumption made that a gay or lesbian person would automatically have an attraction to a person because he or she is of the same sex only reinforces the myths, stereotypes, misunderstandings and misinformation.

3. **Permission-Seeking Questions**

- Q. *I'm okay with Gays and Lesbians, but do I really have to watch them flaunt it? I mean, what they do in their own beds is their own business.*
- A. On the surface this statement shows a sense of inclusivity; however, it really is discriminatory because it implies a double standard. Heterosexual privilege is seen every day: celebrations of anniversaries, opposite-sex couples holding hands, kissing in public, dancing together at school dances or local clubs are all perfectly acceptable behaviours. Same-sex couples, when they do this, are seen as flaunting their sexual identity, are asked not to engage in these behaviours and become the target of physical and verbal harassment.

4. **Questions/Comments About Values**

- C. *My religion says homosexuality is wrong.*
- A. Whatever your religious beliefs, it is important to understand that you must still give the same amount of dignity and respect to everyone else as your faith offers you. It is also important to note that there are faiths where an individual's sexual orientation is not an issue. For example, Toronto Unitarian Minister Mark Morrison-Reid, cited in his affidavit to the Ontario Superior Court of Justice, the principles of Unitarianism which embrace equally sexual minorities: the first which is, "The inherent worth and dignity of every person, and the second which promotes "justice, equity and compassion in human relations. Furthermore, I uphold these principles in regard to the equality of all individuals, whether their sexual orientation is heterosexual, homosexual, lesbian or bisexual".

5 and 6. Personal/Shock Questions/Comments

Q. *Are you gay?*

A. Undoubtedly, this question is the shocker. If you're heterosexual, it's easy to answer. If you're not, then it really puts you on the spot. If you answer yes, then be prepared for the entire school community knowing within 30 seconds or so after your class is over. Then again, if you answer yes, the chances are that you are very comfortable and that your administration is also supportive. You also may get many gay, lesbian, bisexual, questioning, or transgender students wanting to talk with you. Work with your guidance department and administration in providing the best resources for them. Don't play the expert role just because you're gay or lesbian. If you answer no when you really are gay or lesbian, it sends a negative message to the gay, lesbian, bisexual, questioning, or transgender students in your class or school. It reinforces the lying, the hiding and the oppression. **Therefore, to avoid this question, it would be best to preface your discussion on heterosexism and homophobia in order to set the tone with something like, "We respect each other's privacy and values; personal experiences must not be asked".** At the same time, it is easy to deflect the question with some humour, "Sorry. If you know someone, I'm already taken" and then quickly move on. Positive laughter helps make people feel more comfortable and normalizes the situation.

"I shall pass through this world but once. Any good that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again."

- Mahatma Gandhi

Promoting Race and Ethnocultural Equity: Confronting Racism

Racism is a set of implicit or explicit beliefs, erroneous assumptions and actions based on an ideology of the inherent superiority of one racial group over another. Racism is evident with organizational and institutional structures and programs, as well as in the thinking and behaviour patterns of the individuals. (*Creating Schools & Classrooms for Antiracism and Ethnocultural Equity*, YRDSB, 2001).

Some Things You Need to Know:

“Before we, as a society, can liberate ourselves from the grip of racism, we have to acknowledge that it exists, and that it is not something which has been blown out of proportion; neither is it the figment of some people’s imagination.” (Adrienne Shadd, in McKague, 1991)

- Racism and bigotry still exist today in spite of Canada’s own multicultural policies and human rights laws. The current relevance of this issue is found in the following example: Ontario Human Rights Commissioner, Keith Norton, says he is concerned that the zero-tolerance law in the province’s schools is singling out visible minority and disabled students for punishment. He has heard enough complaints to feel that an investigation is warranted. (*Globe & Mail*, Friday July 4, 2003).
- The rationale for investigating complaints is clearly outlined in the following quote: “Systemic discrimination means practices or attitudes that have, whether by design or impact, the effect of limiting an individual’s or a group’s right to the opportunities generally available because of attributed rather than actual characteristics... It is not a question of whether this discrimination is motivated by an intentional desire to obstruct someone’s potential, or whether it is the accidental byproduct of innocently motivated practices or systems. If the barrier is affecting some groups in a disproportionately negative way, it is a signal that the practices that lead to this adverse impact may be discriminatory.” (Abella, 1984)
- The white supremacist movement exists in Canada and includes groups who have developed new ways to organize hate. The following list identifies some of these groups.
 - Neo Nazis admire Hitler and use symbols of the Nazi party to convey their beliefs.
 - Christian Identity is a pseudo religion that tries to find biblical justification of hate by distorting biblical passages. The most notorious of these groups is Aryan Nations. Christian Identity literature is distributed through groups such as the British Israel World Federation, which has branches in Vancouver, Calgary and Toronto.
 - Holocaust Denial: These people distort the memory and meaning of the Holocaust as a way of cleansing the reputation of Adolf Hitler and Nazism. Deniers often claim to be legitimate historians or use the pursuit of academic freedom to disguise the purpose of their activities. However, unlike legitimate historians, deniers use fabricated “evidence to support their conclusions”.
 - Racist Skinheads emerged in the late 1980’s and is entirely youth driven. They are one of the most violent segments of the white supremacist movement and have been particularly successful in exploiting the music industry and the Internet to attract followers. Individuals are linked to groups such as the Northern Hammerskins,

- The Final Solution Skins, the Aryan Resistance Movement (ARM) have been responsible for assaults and murders.
- There is a tendency to categorize racism according to specific historical events, for example, the Holocaust and the treatment of Japanese Canadians in World War Two. It is critical to remember that it was daily examples of racism that made these events possible.
- Critically analyzing and becoming aware of a society's history of bigotry and discrimination is essential for promoting equality and justice. We need to understand how we got to where we are to clearly know where we should be going.
- **Did you know that ...**

Aboriginal people faced the denigration of their traditions and culture when the federal government banned the practice of potlaches and some traditional Indian dances. Implemented in 1984, this ban was not lifted until 1951.

Between the 1870's and the late 1940's, people of Chinese and Japanese origin were denied the right to vote in Canada. Aboriginal people were denied this right until the 1960's.

Between 1850 and 1964, the Ontario government allowed segregation of African Canadians in public schools.

In British Columbia, changes in the Public Schools Act in 1908 allowed public schools to reject a child on racial grounds.

In 1945, the University of Manitoba became the first Canadian University to remove admission quotas against Jews and other "non-preferred" groups.

- Every Canadian belongs to some ethnic group and shares some cultural heritage particular to people of a certain national, religious and/or language background.
- There are a wide variety of ethnocultural groups among people of African, Asian, European, North, Central and South American backgrounds in Canada.
- Some Canadians experience discrimination because of ethnocultural affiliation (ethnicity, religion, nationality and/or language).
- Students need to see their ethnocultural background acknowledged and affirmed through integration in their school curriculum. Seeing themselves reflected in the curriculum affirms the value and sense of belonging of individual students and respects their background.
- When students see themselves reflected in the curriculum it becomes more relevant to them and allows them more opportunities to engage in the learning process. These connections increase the chances that students will be successful.

- Ignoring or singling out a student's ethnocultural background may lead the student to feel ashamed of their roots and/or embarrassed about being different. This may manifest itself in low self esteem and reluctance to participate in classroom activities.
- Activities should be celebrated/explored within the curriculum. It is through exploring both similarities and differences between cultures that students develop pride in their backgrounds.

Resources:

- Enid Lee, Deborah Menkart, Margo Okazawa-Ray, editors of *Beyond Heroes and Holidays*, A practical guide to K-12 Anti-racist, Multicultural Education and Staff Development.
- Cindy Bailey, *Start-Up Multiculturalism*, (specific lesson plans and ideas for integrating multiculturalism into the curriculum).
- Canadian Council for Multicultural and Intercultural Education – <http://www.ccmic.com/siteinternet>
- Equal Opportunity Education – <http://www.equalop.web.net>
- First Nations on School Net – <http://www.schoolnet.ca/aboriginal/menu-c.html>
- YRDSB Community and Cultural Services Unit
- Ontario Human Rights Commission – <http://www.chrc-ccdp.ca/>
- Canadian Race Relations Foundation – <http://www.crr.ca>
- Cross Point Anti-Racism – <http://www.magenta.pl/crosspoint>
- Racism Stop It!
- (Department of Canadian Heritage) – <http://www.march21.com>
- Hatewatch (link to academic bodies in the U.S. studying racism)
- League for Human Rights of B'nai Brith Canada – <http://www.bnaibrith.ca>
- Media Awareness Network (provides education and resources to challenge online hate) – <http://www.media-awareness.ca/eng/issues/internet/hintro.htm>
- Nizkor (award winning site on the holocaust and deniers) – <http://www.nizkor.org>

Bode, Janet. (1989). *Different Worlds: Interracial and Cross-Cultural Dating*. New York: Franklin Watts.
ISBN: 0-531-10663-2

Pausewang, Gudrun (1996). *The Final Journey*. New York: Viking
ISBN: 0670861049

Senna, Danzy. (1998). *Caucasia*. New York: Riverhead Books.
ISBN: 1573220914

Woodson, Jacqueline. (1998). *If You Come Softly*. New York: Putnam
ISBN: 0399231129

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. **Information Seeking Questions/Comments:**

- C. *All (insert name of group) are (insert stereotypical attribute).*
- A. These types of comments need to be dealt with in two parts. First, the use of the word "all" to assign a behaviour or an attribute to an entire group of people defies logic and is not inclusive. It is not possible to know all the people within any one group. Secondly, there is no scientific basis for differentiating between racial groups. "Such a distinction is arbitrary, unscientific and works to perpetuate divisive assumptions about people."
- Q. *Why don't people new to Canada learn Canadian traditions?*
- A. It is important to realize that Canadian traditions are traditions that Canadians practice. As Canadians come from many backgrounds, so do our traditions. This means that what constitutes Canadian traditions are constantly being shaped and reshaped. It is important for everyone to learn about Canadian history, geography, literature and films.

2. **"Am I Normal?" Questions/Comments:**

- Q. *Why do others have a problem with me hanging out with people from a different background? I've been called names and shunned by kids who think that just because I'm not very "cultural" and act differently from them that I'm trying to be white.*
- A. First validate the fact that it is okay to be friends with people who come from a different background. Emphasize the following:
- It takes courage to be true to yourself.
 - What is most important is that you have found people who share your interests and who are kind to you.
 - You have no control over how others will react to what you do, you can only control what you do and who knows, maybe your example will give other people the courage to examine their prejudices and step out of their insular worlds.
- Q. *Acknowledging people's differences is divisive. Everybody's the same, really. Are differences not important?*
- A. "Colour blindness" and blindness to other differences deprives us of the benefits of diversity: the different abilities people have and the contributions they can make. It often allows us to ignore the barriers to opportunity and in turn prevents full participation for some Canadians. Refusal to see differences is also a way of ignoring important aspects of people's identity.

3. Permission-Seeking Questions/Comments:

- Q. *I wear a hijab at all times. Is it okay to apply for a job at a fast food restaurant where employees wear uniforms that include hats?*
- A. Yes it is okay. *The Human Rights Code of Ontario* and the *Canadian Charter of Rights and Freedoms* make it illegal to deny employment to someone based on their need to wear religious garb.
- Q. *Aren't "self put-downs" about one's ethnic background just harmless?*
- A. The act of "mocking one's own ethnic or racial group" may produce low self esteem in its members and lead to acceptance of negative views. Self put-downs are a sign of alienation from oneself and one's own group. They reinforce false views and hurt the individual, the group and society as a whole.

4. Questions/Comments About Values:

- Q. *I am involved with someone who is from a different racial and cultural background than me. My family doesn't know about us and has said that these types of relationships are a sin. I am scared to tell my parents about us. What should I do?*
- A.
- Offer support to the student without giving your opinion about the situation.
 - Empathize with their difficulty in being torn between their family and girl/boyfriend.
 - Try to ascertain if there is any risk of physical harm to the student if he/she discloses to their family.
 - Encourage the student to be calm and non-confrontational when talking to their family and explaining the relationship.
 - Seek out support for the student from those who have experience in this area (other students, guidance counselors, community liaison, settlement worker, etc.).
- Q. *It's a waste of time to learn about other cultures when everyone in our class is culturally and racially the same.*
- A. The chance that students will spend their lives in an apparently homogeneous community is increasingly remote. Not learning about different cultures, faiths and ethnicity deprives students of essential knowledge and skills that they will need to function in the broad range of social contexts they encounter during their lives.

5. **Shock Questions/Comments:**

These questions/comments can be dealt with by providing facts in as calm and unemotional way as possible.

- C. *A student may tell an "ethnic" joke.*
- A. Clearly state this kind of joke is unacceptable and inappropriate. Explain that such "jokes" are not funny but rather are a form of intimidation. They are racist and can be extremely hurtful to the target group.

6. **Personal Questions/Comments:**

- Q. *Have you ever dated a person from a different cultural/racial background?*
- A. Affirm that you will not answer personal questions and review the ground rules for dealing with sensitive issues in the classroom.

- Q. *What do you think of (insert topic)?*
- A. Affirm that you will not answer personal questions and review the ground rules for the treatment of sensitive issues in the classroom.

"Nations will rise and fall, but equality remains the ideal. The universal aim is to achieve respect for the entire human race, not just for the dominant few."

- Carlos P. Romulo

Promoting Gender Equity: Confronting Sexism

Sexism is any action, attitude or practice, conscious or unconscious, individual or institutional, that subordinates an individual or a group of people based on sex and gender identity (*Manifesting Encouraging and Respectful Environments*, Peel District School Board, 2000, P.33).

Some Things You Need to Know:

- Sex refers to the biological (physiology and anatomy) characteristics of males and females. Gender is a socially constructed term which defines what is deemed to be “masculine” or “feminine”. One’s gender identity may conflict with the ethnocultural and social norm.
- Think about this story. A father was driving home one evening with his son in the car. Out of nowhere, a truck darted out, and although the father swerved to try to avoid the truck, he hit the truck and was killed instantly. His son, however, didn’t die, but was seriously injured and was rushed to the hospital in an ambulance. The surgeon on duty, one of the hospital’s finest, just as the operation was about to start, said, “I can’t operate on this boy. He’s my son.” Stuck figuring it out? The answer isn’t difficult: the surgeon is the boy’s mother. What is difficult is that most people do not guess the answer, which demonstrates how pervasive sexism and gender stereotyping are in our society.
- Differences in traits, behaviours and roles of the sexes have always existed, but historically, only in agrarian and industrial societies did males dominate women. Laws governing property, inheritance and labour all created male supremacy over women. Women had no value, no right to property or inheritance; the only value they had was a reproductive, maternal value.
- Traditionally, historically and culturally, women have been seen as temptresses, weak, silly, dependent, emotional, not the real wage earners, not good with money, only interested in clothes, sexual objects to be conquered and so forth. Women in positions of authority or great responsibility are seen as aggressive male bashers.
- Sexism permeates the English language (as well as others). Maleness is the norm: “policeman”, “chairman”, the “best man for the job”, “everyone should do his best in school”; we say a “female doctor”. There are many more insulting words for women than there are for men.
- The socialization of males and females begins immediately, meaning, before birth and continues forever after: male/masculine colours, female/feminine colours, male/masculine toys, female/feminine toys, male/masculine sports/play, female/feminine sports/play; male/masculine careers, female/feminine careers, and very significantly, male/masculine behaviour, female/feminine behaviour. This includes the double standards—women are severely judged by certain actions whereas men are not. This is understood, in particular, with respect to sexual behaviour.

- Males who exhibit what is deemed as feminine/female behaviours are immediately thought of as being gay—another fundamental form of discrimination known as heterosexism.
- Historically and culturally, sexism was pervasive as is evidenced by the following quotes:
 - “There is a good principle which created order, light, and man, and an evil principle which created chaos, darkness, and woman.” –Pythagoras.
 - “Women are usually more patient in working at unexciting, repetitive tasks...women on the average have more passivity in the inborn core of their personality...I believe women are designed in their deeper instincts to get more pleasure out of life—not only sexually but socially, occupationally, maternally—when they are not aggressive. To put it another way I think that when women are encouraged to be competitive too many of them become disagreeable.” –Dr. Benjamin M. Spock, *Decent and Indecent*.
 - “It would be preposterously naive to suggest that a B.A. can be made as attractive to girls as a marriage licence.” –Dr. Grayson Kirk, President, Columbia University (1953-1968).

Resources:

- Canadian Federation of University Women Aurora/Newmarket. 905.853.5384.
- Congress of Black Women of Canada—York Region Chapter. 905.726.8193.
- National Council of Jewish Women of Canada—Toronto Section. 416.633.5100.
- Ontario Women’s Directorate. 416.314.0300.
- York Region Violence Against Women Coordinating Committee. 905.895.3854.
- *Ma vie en rose*. Dir. Alain Berliner. Perf. Michèle Laroque, Jean-Philippe Ecco Coffey, Georges du Fresne. Sony, 1997. A film about a seven year old boy waiting for a miracle—that he will become a girl. Honest and innocent, he only finds rejection, exclusion and guilt.
- *Achieving Gender Equity in Science Classrooms*. 1996. Office of the Dean of the College, Brown University.
- Basow, Susan A. *Stereotypes Traditions and Alternatives Gender*, 2nd ed. Pacific Grove: Brooks/Cole, 1986.
- Morgan, Robin. *Knowing Your Enemy: A Sampling of Sexist Quotes*. Gender Roles doing What Comes Naturally?. Eds. Salamon, E.D. and Robinson, B.W. Toronto: Nelson, 1991.

Cooney, Caroline B. (1998) *Prisoner of Time*. New York: Delacorte.
ISBN: 0385322445

Cross, Donna Woolfolk. (1996). *Pope Joan: A Novel*. New York: Crown.
ISBN: 0517593653

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

5. Shock Questions

Q. *The use of any offensive word. (bitch, slut, whore, ho,)*

A. While we should never accept offensive words, scolding students who utter them is not a very effective practice. Should a discriminatory remark be made it is best to deconstruct the understandings that lead to the use of the remark and then reconstruct a positive, inclusive framework. Discuss with the students where such remarks were heard, how they were learned, what they mean, what messages are implied and so forth. From this, we learn the origins of myths and stereotypes, and how fears and misinformation cause us to discriminate and oppress.

“True peace is not merely the absence of tension, it is the presence of justice.”

- Martin Luther King Jr.

Promoting Beauty in All Shapes and Sizes: Confronting Lookism

Lookism is the cultural, institutional and individual set of practices and beliefs that assign differential value to people according to their physical appearance. Believing that appearance and looks determine status (e.g. "unattractive" people are inferior to "attractive" people)

Some Things You Need to Know:

- Lookism is a form of discrimination.
- One could add the bias of "lookism" to sexism and racism, it is equally as destructive.
- Lookism is a form of prejudice; and when people act on their prejudices, they are discriminating against others. For example, an "attractive" slender woman receiving better treatment or service than an "unattractive" heavy-set woman.
- Some areas that attractiveness, or lack thereof, can enhance your chances or hinder your prospects include: approval and popularity in school, rights and privileges, power, knowledge, employment and promotion, in the judicial system and in the home. For example, teachers often give better grades to good looking children, police officers go easier on attractive people, good looking defendants get more favourable verdicts or sentences, and cute-as-a-button children receive more attention from their mothers than unattractive children.
- According to US research in Texas and Michigan, an attractive worker is paid 10 percent more than his or her unattractive counterpart, even where they perform the same work and have similar levels of education and experience.
- Research also shows that better-looking people get better job evaluations than average- or below average looking people.
- "Looks may not be everything, but not having them can be a liability in the workplace" (Bureau of National Affairs). "An individual who is obese, particularly short or unattractive, may face subtle and not-so-subtle forms of discrimination at work."

"If beauty is in the eye of the beholder" then how can one explain the following:

- ❖ Anna Kournikova is ranked 37th in women's tennis, and has never won a major singles championship and yet she makes millions more dollars from endorsement than player ranked higher?
- ❖ Does New York Giants' cornerback Jason Sehorn get so much attention just because he is a top athlete? Is that why he was featured in Sports Illustrated for women?
- ❖ What about the famous Kennedy-Nixon debates---people listening on the radio thought Richard Nixon had won. Those watching TV thought the handsome John F. Kennedy had won.

- ❖ Did the press cover JFK Jr. so relentlessly solely because he was the son of a president?
- ❖ Would we have cared so much about Princess Diana if she looked like Prince Margaret?
- ❖ What about the “Hell’s Angels’ looking guy, complete with tattoos and a ponytail, who just happens to be one of the most talented engineers around?
- ❖ What about individuals who choose to wear dreadlocks and facial hair?
- It may seem obvious to most of us that people would prefer to look at beautiful faces. While beauty itself may be only skin deep, studies show our perception of beauty may be hard-wired in our brains. It is really important as educators that we help our students to move beyond this media driven perception of beauty.

Resources:

- Kids Help Phone – <<http://www.kidshelp.sympatico.ca>>
- East Metro Youth Services – <<http://www.emys.on.ca>>
- Boys and Girls Clubs of Ontario – <<http://www.boysandgirlsontario.ca>>
- Catholic Community Services of York Region – <<http://www.ccsyr.org>>

Sample questions or comments from students (Q) and Sample Teacher Responses (A)

1. Information Seeking Questions/Comments:

- Q. *Can an employer refuse to hire me because I am overweight?*
- A. This kind of a question usually arises from curiosity or a need for clarification. It is discrimination and in violation of the Code of Human Rights for an employer or prospective employer to refuse to hire someone on the basis of their physical appearance. While this is obvious discrimination it is very difficult to prove.

2. “Am I Normal?” Questions/Comments:

- Q. I hate the way I look; my nose is so big! Is it normal to want plastic surgery at my age?
- A. These questions reflect concerns about one’s self (both emotional and physical) or others. Acknowledge the concern and try to answer the question using this resource. We all have features or parts of our body that we would change in a heart beat if we could. Society puts a great deal of pressure on us to look “amazing” all of the time, taking heed of the latest issue of *People Magazine* or *Sports Illustrated* not to mention the constant bombardment of new anti-aging techniques on the market. Any kind of surgery is risky; speak with your family doctor to seek out his/her advice.

Remember, when you are looking at a magazine, you are not looking at reality. It is amazing what technology can do to remove the flaws and imperfections that the rest of us must live with everyday. Try to take pride in what makes you unique!

3. **Permission-Seeking Questions/Comments:**

- Q. Is it okay to be friends with someone who has several piercings, obvious tattoos and a ponytail?
- A. This is a difficult question. This kind of question is directly seeking information/approval to participate in a particular behaviour. You should not choose friends based on their physical looks. It is important that we look at and accept people as unique individuals. How would you feel if someone excluded you on the basis of your looks?

4. **Questions/Comments About Values:**

- Q. *Why do you pay more attention to the "good-looking" children in the class?*
- A. These questions need to be handled sensitively and with respect. It is important that you listen to the individual and validate his/her feelings. When someone feels insecure about his/her looks, her/she may perceive that you are favouring the "more attractive" children in the class. Explain that you do your best to treat everyone equally and respectfully and that you will try to be more aware of your behaviour.

Shock Questions/Personal Questions

- Q. *Have you had your breasts enlarged?*
- A. Explain that you will not answer personal questions and review the ground rules. Personal questions may be asked out of curiosity about your life, or they may be some version of a question used to shock.

**"I am one, but still I am one. I cannot do everything, but still I can do something; And because I cannot do everything I will not refuse to do the something that I can do."
- Edward Everett**

School-Wide Strategies

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A Guide for School Administrators

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School-Wide Strategies

The purpose of this section of the document is to provide administrators, teachers and staff with resources to assist with the creation of school environments in which staff dialogue about equity and human rights and their impact on learning. This section also supports students as they work collaboratively to advocate for social justice within their school environment. These school-wide strategies include staff surveys, an inclusive booklist for elementary and secondary libraries, a professional resource list and a student guide for students who wish to start an equity group within the school.

WHAT DOES EQUITY LOOK LIKE? (A SUMMARY)

Equity happens when we ...

- re-design everyday practices (see *Curriculum Connections*);
- evaluate and modify policies, procedures and practices to eliminate barriers and ensure inclusion of all staff/students/parents/community members on an ongoing basis;
- promote respectful workplace and learning environments;
- provide school staff with professional development related to issues of diversity, equity and respectful workplaces;
- provide effective/positive role models through staff, volunteers, guest speakers, etc.;
- ensure the curriculum is grounded in the lives of our students (see *Curriculum Connections*);
- incorporate historically accurate and meaningful issues of diversity and equity into texts and curriculum (not just an add-on or separate unit);
- upgrade library and media to reflect diversity (see *School-Wide Strategies*);
- encourage inclusive, respectful, accurate and appropriate language and histories for curriculum (see *Interventions*);

- develop and enforce inclusive and respectful language and behaviour/attitudes within the school (see *Interventions*);
- enhance school environment (use of inclusive language, accessibility, accommodation of needs as set out in the Ontario Human Rights Code etc., including curriculum, by ensuring a) representation (spectrum of experience and perspective), and b) inclusion;
- ensure that diverse perspectives, histories and ways of doing tasks are part of everyday culture through:
 - words (right of all persons to relate their own experience and their own history in their own words, in their own way, without interpretation by dominant group members)
 - content/substance
 - visual representation, and
 - representation, i.e., diverse committee memberships that include but are not limited to:
 - persons with disabilities
 - persons of colour
 - girls/women
 - gay, lesbian, bisexual, transgendered, transsexual, and two-spirited persons
 - persons of all ages
 - all socio-economic backgrounds;
- check for demonstrated results that reflect a shift in the way activities or tasks are planned and carried out;
- develop and maintain equitable work environments;
- pro-actively seek information about issues regarding inclusiveness and implement changes/shifts in workplace culture that reflect meaningful (substantive) inclusion and representation; and
- create and maintain a positive atmosphere by learning the distinction between tolerance, respect, acceptance, celebration and advocacy².

² Adapted from *The Future We Want: Building an Inclusive Curriculum*
Peel District School Board – August 2000

Equity Indicators for an Inclusive Environment Reflection Tool

The York Region District School Board's mission statement calls upon all members of staff to "unite in our purpose to inspire and prepare learners for life in our changing world community". Through our board, policies, procedures and programs "we strive for equity, inclusiveness and diversity in all our programs, practices, facilities and people."

The attached survey is a self reflection tool for administrators and managers in our system. The purpose of the tool is to provide leaders in our system with an opportunity to reflect on their professional practice, growth and expectations in the area of equity.

This tool has been developed to assist York Region District School Board educators, in a practical way, as we progress towards success for all students in our schools. It is a resource to be used in assessing current practice, in identifying objectives for the School Plan for Continuous Improvement, in improving student achievement and in bringing observable change in schools and classrooms. In addition, it is intended as a tool to assist staff in reflecting upon their own professional growth and the expectations achieved by our students.

For each of the statements below, circle the number that most closely corresponds with your own belief.

1= In Place

2= In Progress

3= Not Yet

1. **Our school has strategies to address the over and/or under representation of individual groups in specialized programs.**

1 2 3

Indicators: _____

2. **Our school encourages and supports staff, students and parents of diverse backgrounds, to pursue leadership positions.**

1 2 3

Indicators: _____

3. Our school has processes in place to encourage staff, students, and parents/guardians, to feel comfortable speaking a language other than English in our school.

1 2 3

Indicators: _____

4. Our school ensures that we accommodate for faith diversity.

1 2 3

Indicators: _____

5. Our school involves parents/guardians of diverse backgrounds, in school-related activities and in the life of the classroom.

1 2 3

Indicators: _____

6. Our school supports community and parent initiatives that challenge discriminatory practices/behaviour.

1 2 3

Indicators: _____

7. Our school council is representative of the school community.

1 2 3

Indicators: _____

8. Our school uses a variety of strategies to encourage and support parents and other community partners from diverse backgrounds to become more involved in school activities.

1 2 3

Indicators: _____

9. Our staff is familiar with, and makes use of, community supported services which provide for individuals according to socioeconomic status, gender, cultural, racial and/or faith parameters.

1 2 3

Indicators: _____

10. Our school shares equity resources and expertise with colleagues.

1 2 3

Indicators: _____

11. Our school encourages open dialogue on issues in society, our community, and our school.

1 2 3

Indicators: _____

12. Our school takes into account the gender, cultural and class biases in standardized tests.

1 2 3

Indicators: _____

13. We assess and monitor the over, and under, representation of individual groups in specialized programs (consider race, culture, gender, class).

1 2 3

Indicators: _____

14. We use data to develop strategies to address the needs of under-achieving students?

1 2 3

Indicators: _____

Comments/Reflections:

A) What do your responses tell you about your understanding and comfort level with dealing with issues of equity in your school/work place?

B) What type of support would you require to assist you with your growth, knowledge and understanding of equity issues in education?³

³ Adapted from: *Antiracism Indicators for An Antiracist School – 2001.*

Developing Inclusive Learning Environments: Staff Reflection Scenarios

The Staff Reflection Scenarios have been designed to help educators dialogue and reflect on issues related to the creation of inclusive learning environments. In order to ensure that staff feel confident in responding to incidents that occur daily in our schools, administrators are encouraged to utilize the following case scenarios with their staff to help engage teachers in the reflection and discussion process.

Purpose/Mental Set

"We have been working on ways to create a positive, supportive and inclusive learning environment for all of our students. Today we are going to reflect on a number of case scenarios that will help us, as a staff, respond appropriately and with consistency to incidents that occur in our classrooms and hallways that may have an impact on our inclusive learning environment.

To do this, we will be working (in pairs, at tables etc) to review various case scenarios and to discuss possible responses based on the following focus question."

Focus Question

"How could a teacher respond to this situation appropriately, in a way that builds inclusivity for the student or students involved?"

Instructions

"Each group will receive a different case scenario. Groups are asked to brainstorm ways to respond to the situation that will build inclusivity for all the students involved in the scenario."

Allow 5 -10 minutes to discuss the scenario, then distribute the 'answer sheet' for each scenario. Ask each group to compare their brainstorming ideas with the list provided. Discuss.

Sharing Thinking

Depending on time constraints, there are a variety of ways to have staff share their thoughts. To ensure consistency in responses among staff, it is critical that each group share their scenario and the appropriate responses with the whole staff.



Scenario #1 Confronting Ableism

In your school, students are often heard referring to others or themselves as being "SPED kids". Today you overheard a group of students complain because a "SPED kid" was included in their project group and "he is lazy and will not do anything." How could a teacher respond to this situation appropriately in a way that builds inclusivity for the students involved?

Appropriate Response – Scenario #1

- While we should never accept offensive words, scolding students who utter them is not a very effective practice. Discuss with the students what messages are implied by the use of the word.
- As educators, we need to be aware of the need to use language that views an individual as a person first. We need to be conscious that we are role models and avoid language such as "the wheelchair kids," "the Down Syndrome boy," "the blind kid," "the special ed kids."
- If it is necessary to draw attention to the disability, it is important to say, "He/she is a person living with a disability."
- Emphasize that children with physical/intellectual disabilities are not "lazy, crazy or stupid." We need to teach able-bodied students that children with disabilities often have difficult challenges and that they try very hard to succeed. While they may seem like they are not trying...they are!
- Emphasize that we all have strengths (gifts to give) and weaknesses (areas of difficulty/challenges) and help the group to focus on the strengths this student will bring to the group work.

Scenario #2 Confronting Adoptism

Avery was adopted from China when she was 15 months old and brought to Canada. She has no information about her birth history. She has been asked to construct and present a family tree in her Grade 2 class at school. Ever since the assignment has been given, Avery has been withdrawn and not her usual happy self. She says she will not do the assignment. How could a teacher respond to this situation appropriately in a way that builds inclusivity for the students involved?

Appropriate Response – Scenario #2

- Work to create inclusive classrooms where literature and curriculum reflect a myriad of family structures. Children who were adopted will know they belong when their experiences are reflected in the classroom and they will feel more comfortable discussing their family structure.

When discussing family structures include those families that were created through adoption. Use positive adoption language as outlined in the Interventions section of *Developing Inclusive Learning Environments: A Practical Approach to Implementation from JK – 12*.

- Be proactive and modify traditional classroom activities (family tree, genetic studies, parenting activities, autobiographical reports) to insure that the needs of those children whose families were formed through adoption are being met.

Scenario #3 Confronting Ageism

Students in a Grade 10 English Class are presenting their novel study reports to the class. As part of their humorous presentation, one group reinforces all the negative images of aging. The impact of their presentation is to marginalize older people and to devalue their contributions to society.

Appropriate Response – Scenario #3

- Identifying ageism can be difficult. The students may not be aware of the impact of their comments and actions or how they reinforce negative images and stereotypes. A class discussion of the negative images of aging is a good starting point.
- Have students examine the media to explore how the stereotypes are perpetuated.
- More contact between generations can create a more realistic picture of aging. Research suggests that this helps break down stereotypes and destroys myths. Consider:
 - having older adults as guest speakers to your classroom;
 - having your class participate in a structured program like the Memory Project with war veterans; and/or
 - having your students interview an older adult (family member, neighbour, etc.) to record their life experiences.

Scenario #4 Confronting Heterosexism and Homophobia

Marissa and Jonathan come to your classroom. They would like to start a club for LGBT youth, perhaps a Gay Straight Alliance. They wonder how to do this and ask where they can get more information. They have heard that sometimes students have experienced barriers from administration in other schools when trying to start a GSA. How could a teacher respond to this situation appropriately in a way that builds inclusivity for the students involved?

Appropriate Response – Scenario #4

- Provide the students with the Student Empowerment section from the School-Wide Strategies section of the *Developing Inclusive Learning Environments: A Practical Approach to Implementation, JK-12*.
- Direct them to various websites like www.outproud.org/school.html and www.glsen.org
- Ask them to connect with other GSA's in other high schools for advice.
- Consider who would be willing to be a staff advisor to the GSA and encourage the students to speak to that person.
- Check out the school policy on how to create and run a club.
- Discuss the process of approaching administration and the points to consider first, as outlined in the Student Empowerment checklist, "Your Guide to Starting and Sustaining a Student Group".

Scenario #5 Confronting Heterosexism and Homophobia

Walking down the hall of your school between classes you hear Janice and Riah talking about another girl's outfit. "That sweater is so gay!" Around the corner, you see Paul lightly shove Nathan into the lockers and call him "faggot". How could a teacher respond to these situations appropriately in a way that builds inclusivity for the students involved?

Appropriate Response – Scenario #5

- When we do not respond to incidents like these, the implicit, unintended, message sent to students is that we are condoning the slur or put down. This is a serious problem that deserves a serious and firm response.
- It is essential that teachers respond immediately to the use of degrading comments and "put downs". Interventions have the greatest impact when students have a clear memory of the words. In addition, when a teacher delays speaking to a student, other students who heard the comment likely will not be present later to hear the teacher's response. As a result, these students may believe that the teacher did not care about the comment or that the teacher condoned its use.
- Educators need to consistently intervene to interrupt students' use of degrading language. When we intervene only occasionally, we send a mixed and confusing message.
- When responding, educators should model for students the courage and confidence to speak up for a safe school environment and they should also model how to intervene. It is important that the intervention treats the student who uses the slur respectfully because an intervention that embarrasses or humiliates a student is more likely to make the student angry or resentful and secondly, many students who use slurs do not intend to do anything disrespectful or hurtful.
- Send an immediate and clear message that you heard the comment and that the language is not acceptable with statements such as:
 - I do not appreciate that kind of language.
 - That word offends me.
 - Watch your language!
 - Language please!
 - I heard that.
 - Please use a different word to describe something you don't like – such as that's "not cool".
 - That word is sometimes used as a mean word to describe gay men or lesbians. I don't want anyone to use that word here.

- When a teacher, walking through the halls, hears a student direct a slur at a particular student in a tone or with words that are threatening or intimidating, it is critical in this situation to interrupt the conversation and to clearly state that the language used is unacceptable. The teacher needs to take the student who made the intimidating comment to the principal's office and equally important, the teacher needs to talk privately with the targeted student to see if he is alright. Alternatively, the teacher can remove the targeted student from the situation ("Nathan, please come with me. I'd like to talk with you.") and report the name of the offending student to an administrator.

Scenario #6 Confronting Racism

Jamal, a Grade 11 student, is involved in a lively discussion about human rights and employment equity in his Law class when the conversation suddenly turns sour. Jason, a fellow classmate, uses racial slurs to express his opinion about the issue. The teacher ignores Jason's comments and changes the subject. Jamal is angry and as a result, when the bell rings, he confronts Jason in the hallway. How could a teacher respond to this situation appropriately in a way that builds inclusivity for the students involved?

Appropriate Response – Scenario #6

- It is essential that teachers respond immediately to the use of degrading comments and “put downs”. Interventions have the greatest impact when students have a clear memory of the words. In addition, when a teacher delays speaking to a student, other students who heard the comment likely will not be present later to hear the teacher’s response. As a result, these students may believe that the teacher did not care about the comment or that the teacher condoned its use.
- When responding, educators should model for students the courage and confidence to speak up for a safe school environment and they should also model how to intervene. It is important that the intervention treats the student who uses the slur respectfully because an intervention that embarrasses or humiliates a student is more likely to make the student angry or resentful and secondly, many students who use slurs do not intend to do anything disrespectful or hurtful.
- It is effective to explain that the words the student used are demeaning to this particular group of people. It is critically important to send the message that the use of degrading words about any person or group is not acceptable to you, in your class, or anywhere else.
- This situation allows the teacher to take advantage of the “teachable moment” and to address the general use of degrading language in more detail.

Scenario #7 Confronting Racism

Mary is a First Nations' child who has been learning about the history of Canada ever since she started grade school. Her parents have made learning about her heritage a priority at home. Lately, Mary doesn't want to have anything to do with family celebrations of their heritage. She has even refused to complete a school project on First Nations' traditions saying that it is a stupid topic and questions who needs to know about a bunch of "savages". How could a teacher respond to this situation appropriately in a way that builds inclusivity for the students involved?

Appropriate Response – Scenario #7

- Students need to see their ethnocultural background acknowledged and affirmed through integration in their school curriculum. Seeing themselves reflected in the curriculum affirms the value and the sense of belonging of individual students and respects their background.
- It is important that teachers incorporate historically accurate and meaningful issues of diversity and equity into texts and curriculum and that resources be upgraded to reflect this.
- Utilize inclusive, respectful, accurate and appropriate language and histories in the curriculum.
- When curriculum resources that are not respectful, accurate or appropriate are inadvertently used, the teacher should take advantage of the "teachable moment" to discuss in detail how historical perspective has changed.

Scenario #8 Confronting Sexism

Your grade 5 class is reading a book that explores gender equity issues. As an assignment you ask them to record any instances of sexism or gender inequity that they witness over the course of a week. Their list includes the following overheard comments:

“You throw like a girl! You are such a wimp!”

“Boys don’t cry!”

“He’s a boy, no wonder his language skills are so weak.”

Observations:

The teachers always ask the boys to lift heavy things and never ask the girls.

Appropriate Response – Scenario #8

- The role of the teacher has been identified as a strong influence in children's perceptions of appropriate gender behaviours. Teachers need to model gender equity through their use of language and their actions. If the students' research revealed significant use of inequitable gender language, you may want to consider making this a discussion item at a staff meeting.
- It is important to clarify that skills like reading and writing are not related to a person's gender. This is a good opportunity to highlight individual differences and celebrate that everyone has different abilities and strengths to contribute.

An Inclusive Library: A Suggested Resource List for Elementary School Libraries and/or Classrooms

As outlined in *Developing Inclusive Learning Environments*, students who do not see themselves reflected in the curriculum may feel silenced, invisible and/or irrelevant. When library resources reflect the experiences of only one group of students, we fail in our responsibility to help all students to feel validated as worthwhile and contributing persons with a voice that matters.

Since students are more likely to develop an informed and sensitive position on issues when they have had the opportunity to hear, explore and discuss diverse points of view that may conflict with their own, it is critical that library resources acknowledge and reflect diversity in areas such as race, gender, culture, faith, sexual orientation, etc. To promote a mutually respectful environment and to ensure that differences are recognized and respected, educators will want to select library resources from the following suggested resource list:

Supporting People of All Abilities: Confronting Ableism

Aseltine, L., Mueller, E. and Tait N. (1986). *I'm Deaf and It's Okay*. Morton Grove, Ill.: A. Whitman & Co.

The young boy in this story describes the frustrations he experiences being deaf. He is especially angry and resentful. Then one day, he meets a deaf teenager who is leading a "normal", fun-filled life. The story ends with the young boy feeling good and comfortable with himself.

ISBN: 0-807-5347-22

Bogart, J. (1997). *Jeremiah Learns to Read*. Richmond Hill: North Winds Press

Learning to read is tough and even tougher when you're over seventy. *Jeremiah Learns to Read* is a delightful picture book that captures readers with words and rich acrylic paintings. Simple text is suitable for primary grades; however, the enduring message spans many ages. "You can do anything you set your mind to." "Just do it." The notion of 'smart' doesn't necessarily mean in the book sense. Jeremiah is unique in many ways; he is a talented handyman, yet he has lived his entire life unable to read. Grit, determination and preservation lead Jeremiah on a new learning experience, that of learning to read.

ISBN: 0-590-24927-4.

Bouchard, D. (1997). *If Sarah Will Take Me*. Victoria: Orca Book Publishers.

A heart-warming, true story that is inspirational and thought provoking. Dave Bouchard touches the hearts of all, as he poetically tells of the emotional story of Robb Dunfield. Tragically, at the age of 19 his life was immediately and forever changed due to an accident that leaves him paralyzed from the neck down. The reader is taken into the world of Robb as he reflects on past memories, when life was simple and he was whole. And, "If Sarah will take me", is the repeated message that will enable Robb to restore meaning to his life and express himself through his paintings – the joy of his life. Of special note to all readers, Robb Dunfield, the character in the poem, is the talented artist of the beautifully painted landscapes that richly support the text.
ISBN: 0-688-09699-9

Dupuy, D. (2003). *The Little Girl Who Did...What?* Toronto: Beyond Blacklight Inc.

Diane Dupuy uses humour in this picture book to assist her with the delivery of a very powerful message: "Accept all people, even if they are different." The little girl from Narrow village is born with a difference. She looks the same and learns the same as other children, but...she farts butterflies! One day, something magical happens that affects everyone who lives in Narrow.

Caution: Some people may find the word *fart* offensive. You may want to substitute an alternate word for the message.

ISBN: 0-9730736-0-8

Fleming, V. (1993). *Be Good to Eddie Lee*. New York: The Putnam and Grosset Group.

This is a story about a child who is *different*. Eddie Lee is referred to as a "dummy" who should be left alone. As the story unfolds, Eddie Lee ends up showing Chrissy parts of the woods that she had never seen. When she sees things through Eddie Lee's eyes, the world opens up a little for her and she sees this *different* child in a brand new way.
ISBN: 0-399-2199-35

Flynn, M. and P. (1998). *Think About Having A Learning Disability*. London: Belitha Press

This text defines what learning disabilities are and the ways that they affect people's lives. Peter, one of the authors, has a learning disability. He has included sections from his perspective that are very valuable. "We have the same rights as everyone." The author helps the reader to understand that adults and children with learning disabilities can and do learn. Everyone is "gifted" at something!
ISBN: 1-887068-86-4

Gainer, C. (1998) *I'm Like You, You're Like Me*. Hong Kong: Free Spirit.

This is a child's picture book about understanding and celebrating each other regardless of appearance, ability, beliefs etc.
ISBN: 1-57542-039-2

Henkes, K. (1991). *Chrysanthemum*. New York: Greenwillow Books.

This humorous, language-rich picture book is a wonderful September read for primary and young junior students. Chrysanthemum is a delightful, self-centered character that believes she has the perfect name... that is, until she goes to Kindergarten. There she quickly realizes that her classmates ridicule her beautiful and unique name. Even her supportive and lovingly parents are unable to reassure, and restore Chrysanthemum's self-esteem. The book concludes with classmates learning to accept Chrysanthemum's unique name. Readers will appreciate how hurtful and devastating teasing can be and the power that acceptance from peers can hold.

ISBN: 0-688-09699-9

Hofbauer, M.P. (2000). *Couldn't We Make a Difference?* Hong Kong: Green Bark Press.

This early primary picture book invites children to join together to make a difference. It shows children that all of them have a responsibility to the earth and to each other.

ISBN: 1-880851-62-8

Howe, J. (1987). *I Wish I Were A Butterfly*. Harcourt Brace, Jovanovich

Bold watercolour paintings take the reader into the world from the perspective of insects in this simple to read picture book. The young cricket in this story is on a quest to change his identity after a frog at the nearby pond says he is ugly. As he journeys through his world he encounters a variety of friends who try to restore his confidence and zest for life as a cricket. An important message that "wishing is a waste of time" will lead to class discussions on being unique and that individuals need to appreciate and develop their own personal strengths. As in many tales, the wise one, an older spider reaches the cricket by helping him to understand that true beauty is within friendship, which gives the cricket confidence to sing again.

ISBN: 0-152-0047-0X

Keith, L. (1998). *Think About Being In A Wheelchair*. London: Belitha Press Ltd.

The author of this informational text is in a wheelchair. It looks at why some people can't walk, and how this affects their lives. She includes a history of wheelchair users and how those who use wheelchairs function at home, at school, in sports and at work. Keith helps her readers learn about the many ways in which people who use wheelchairs are able to lead ordinary, independent lives.

ISBN: 1-887068-87-2

Kraus, R. (1971). *Leo the Late Bloomer*. New York: Harper and Row Publishers, Inc.

In this picture book, Leo's father is having difficulty understanding why his son is not learning to do what his age-appropriate peers are doing. Leo doesn't seem to be able to read, write, speak or do other things that his father thinks he should be able to do. Leo's dad wonders if his son will ever "bloom"!

ISBN: 0-590-62270-6

- Lakin, Pat. (1994). *Dad and Me in the Morning*. Morton Grove: A. Whitman
A deaf boy and his father share a special time as they watch the sun rise at the beach.
ISBN: 0-807-5141-95
- Lears, L. (1998). *Ian's Walk, a Story About Autism*. Morton Grove: A Whitman
This is a simple, yet powerful, fictional picture book viewing the world from the perspective of living with an autistic sibling. Readers follow Ian, a young autistic boy, and his sister as they visit the zoo, a common trip for most; however, challenging for Ian and his sister. Audiences will come to appreciate the enormous responsibility, and compassion that is fostered by siblings of disabled family members. A glimpse into life, through the lens of an autistic child, allows readers the opportunity to begin to understand their world. The book explores a unique balance of love and responsibility that is contrasted with authentic feelings of frustration and anger on the part of the sister. An enduring message is that although life is far from perfect, one can celebrate the successes of those with disabilities.
ISBN: 0-8075-3480-3.
- Meredith, S. (1993). *Why Are People Different?* Saffron Hill, London: Usborne Publishing
A delightful book which explains people first, then how they are different and what may be the cause. A variety of topics are developed, including skin colour, genes versus the environment, and disabilities.
ISBN: 0-7640-1014-1
- Moore, E. (1996). *Buddy: The First Seeing Eye Dog*. New York: Scholastic Inc.
This is true account of the training and early work experiences of the German Shepherd which became the first seeing eye dog in America. It lets the reader see what it's like to be blind.
ISBN: 0-590-26585-7
- Peterson, J. (1977). *I have A Sister. My Sister Is Deaf*. New York: Harper Collins Publ.
The author of this story explains to young children what it means to be totally deaf. She uses the voice of a child, and direct, simple vocabulary to describe what life with a deaf sister is like. Like many sisters, the one in this story can run, jump, tumble and play on the monkey bars. She plays the piano, feeling the vibrations rather than singing or hearing the tune. She feels the cat purring in her lap, but she can't hear the door bell or the telephone ring. This sister can say more with her facial expressions and body language than many people can with words!
- Caution: The teacher may need to be sensitive to hearing impaired children in the class or to check to see if anyone has a hearing impaired sibling before reading.
ISBN: 0-06-443059-6

Philbrick, R. (1993). *Freak The Mighty*. New York: Scholastic Inc.

This is a wonderful story in which two boys, who have significant learning differences, become friends. They meet in the summer, before entering Grade 8. Max is a very tall, strong boy with a learning disability. He lives with his grandparents. Kevin is a very small, frail dwarf who has crutches, leg braces and is very smart. He lives with his mother. His father ran off when he was a baby. Max and Kevin combine their strengths to become Freak the Mighty. The many adventures that they encounter, both in and out of school, are fraught with suspense, humour and, in the end, sadness.

Caution: This story does involve the death of a child, as a result of his medical difference. Some students may be very sensitive to this.

ISBN: 0-590-47413-8

Polacco, P. (1998). *Thank you, Mr. Falker*. New York: Philomel Books

A wonderfully written and illustrated true story will touch the hearts of many. Readers will embark on the journey of a young girl's struggle with learning to read. Trisha begins to feel "different" as she struggles in school. Students will make personal connections as they reflect on their experiences on learning to read. Rich text and illustrations allow the reader to explore issues of self-worth, shame, frustration and bullying. Through encouragement, understanding and perseverance Trisha diligently works to master reading.

ISBN: 0-399-23166-8.

Senisi, E. (1998). *Just Kids. Visiting a Class for Children with Special Needs*. New York: Dulton Children's Books.

The author of this story has done a lot of research on children with special needs. She combines informational text with fictional characters to deliver a very powerful message. In this story, Cindy, a Grade 4 student, is assigned to spend a part of each day in the Special Education classroom, as a result of an incident that occurred on the playground. She finds out that even though some kids may learn differently or have different abilities, they can and do learn and they are still "just kinds" with feelings too!

ISBN: 0-525-45646-5

Seskin, S. & Shamblin, A. (2002). *Don't Laugh at Me*. California: Tricycle Press, Berkeley.

A wonderful rhyming picture book to use alone, or as an introduction, to a variety of issues including; individual uniqueness, bullying, ridicule, tolerance, acceptance, and pride. *Don't Laugh at Me*, takes a glimpse at a variety of "geeky" or different children including those who wear glasses or braces, to the one who's slower, or the last one to be chosen. The clear message is, "Don't get your pleasure from my pain". Exaggerated, richly-coloured illustrations effectively enhance the text. A musical version by, Peter Yarrow accompanies the book.

Caution: Be sensitive when reading this book to students in your class who are unique and may be highlighted in this book. Remember they are all already conscientious of their uniqueness.

ISBN: 1-58246-058-2

Silverstein, S. (1974). *Listen To The Mustn'ts*. (from: *Where the Sidewalk Ends*, p. 27) New York: Harper Collins Publishers.

In this short, powerful poem, Silverstein gives some sound advice. He indicates that while one should always *listen* to what is being said, in the end, "Anything can happen, child, ANYTHING can be." This inspirational poem leaves one with the message that if you really want to accomplish something and you try really hard, then you will succeed! This is a message that ALL children should receive as they proceed along their personal education journey. It doesn't matter what their learning *differences* are, if they want to do something, someday they will!!

ISBN: 0-06-025667-2

Silverstein, S. (1974). *No Difference*. (from: *Where the Sidewalk Ends*, p. 81) New York: Harper Collins Publishers.

In this short, four-stanza poem, Silverstein points out that, "When we turn off the light: we are all the same!!" He talks about people's size, social status, and race, and through rhyme and repetition indicates that "maybe the way to make everything right is for God to just reach out and turn off the light!"

ISBN: 0-06-024667-2

United Nations (2002). *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*.. London: Red Fox.

The U.N. Convention on the Rights of the Child has 54 principles. Fourteen of them are presented here in beautiful words and pictures to help children understand the power in the Declaration .

ISBN: 0-099-4086-51.

Wiener, L., Best, A., and Pizzo, P. (1994). *Be A Friend. Children Who Live With HIV Speak*. Morton Grove, Ill.: Albert Whitman and Company.

In their own words and pictures, children with HIV and AIDS tell how it feels to be different from other kids, and how they face rejection if people learn they are sick. Their families also speak about their fears and the strain of keeping the "secret". Its powerful message is: "Please do not be scared of us... We need you to be our friends."

Caution: Religious references are made throughout this book. Perhaps a comment by the teacher about how a person's faith often keeps them going would be appropriate.

Series

From the *Imagine I* series:

O'Neill, L. (2001). *Being Blind*. Vero Beach, Florida: The Rourke Press Inc.
ISBN: 1-57103-376-9

O'Neill, L. (2001). *Being Paralyzed*. Vero Beach, Florida: The Rourke Press Inc.
ISBN: 1-57103-37805

O'Neill, L. (2001). *Being Deaf*. Vero Beach, Florida: The Rourke Press Inc.
ISBN: 1-57103-377-7

Note: This series of books is meant to enlighten and give children an awareness and sensitivity to those people who might not be just like them.

From the *A Book About ...* series:

Gartenberg, Z. (1998). *A Book About a Boy with Autism, Mori's Story*. Minneapolis: Lerner
Publics Company
ISBN: 0-8225-2585-2

Schulman, A. (1998). *A Book About a Boy Who is Blind*. Minneapolis: Lerner Publications
Company
ISBN: 0-8225-2586-0

Note: This is a nonfiction series of stories about families and their children who live with severe challenges. Actual photographs and written pieces from sibling's perspectives are also included.

Supporting Children Who Have Been Adopted: Confronting Adoptism

- Brodzinsky, Anne Braff. (1986). *The Mulberry Bird: Story of an Adoption*. Fort Wayne: Perspectives Press
In the face of insurmountable problems, a young bird mother finds the strength to make an adoption plan for her much loved baby, giving him a stable home and two loving parents.
ISBN: 0-960-9504-51
- Bunting, E. ((2001). *Jin Woo*. New York: Clarion
David is initially resentful of his newly adopted sibling Jin Woo, who is from Korea. He slowly comes to understand that there is enough love to share.
ISBN: 0-395-93872-4
- Kroll, Virginia L. (1994). *Beginnings: How Families Come to Be*. Morton Grove: A Whitman
Parents and children discuss how their families came to be, covering birth families, adoptive families, two-parent families, and single-parent families.
ISBN: 0-807-5060-28
- Morris, A. (2000). *Families*. Hong Kong: South China Printing Co.
This is a primary picture book which depicts many different family structures throughout the world. The brief storyline describes a variety of family structures, including fostering, international adoption, extended families, and gay parenting. Presents loving, sharing, and caring as a definition of family.
ISBN: 0-688-17198-2
- Pellegrini, Nina. (1991). *Families are Different*. New York: Holiday House
An adopted Korean girl discovers that her classmates have different types of families.
ISBN: 0-8234-0887-6
- Reiser, Lynn. (1994). *The Surprise Family*. New York: Greenwillow Books
A baby chicken accepts a young boy as her mother and later becomes a surrogate mother for some ducklings that she has hatched.
ISBN: 0-688-1167-1X
- Schwartz, P. (1996). *Carolyn's Story*. Minneapolis: Lerner Publications Company
This is a story about a nine year old girl who was born in Honduras. She describes her life and her feelings about being adopted. This author also includes some great information about what adoption means, including a glossary of terms.
ISBN: 0-06-026671-6

Sobal, H.L. (1984). *We Don't Look Like Our Mom and Dad*. New York: Coward-McCann, Inc.
This is a story about an American couple who adopt two Korean-born boys. The author portrays the notion that this family may not be related biologically, but they are a family who share their lives, their work and their love.
ISBN: 0-698-30754-2

Thomas, E. (2004). *The Red Blanket*. New York: Scholastic Press.
This is a lovely story about a little girl (5 months old) and a forgotten blanket that needed a little girl and a woman who needed them both. It is a journey about the forming of a family. The mother confides to her daughter honestly the struggles she encounters and the comfort that a red blanket provides for the child.
ISBN: 0-439-32253-7

Recognizing the Contributions of People of All Ages: Confronting Ageism

- Bouchard, Dave. (1997). *The Elders Are Watching*. Vancouver: Raincoast Books
A young boy is sent to spend some time with his "Ya -A" (grandfather) "to listen, to think and to learn." Ya-A tells him of the Old Ones – the Elders – who are still with us, unseen, watching and observing. The message of the Elders is one of warning. The land and all its creatures have not been respected by mankind.
ISBN: 1-551-9211-03
- dePaula, Tomie. (1981). *Now One Foot, Now the Other*. New York: G.P. Putnam's Sons.
When Bobby was a toddler, his grandfather built towers from blocks, made him laugh, and guided his first steps. Now, grandfather has had a stroke and Bobby reciprocates. This warmly told story will help children understand grandparents' illnesses.
ISBN: 0-399-2077-40
- Graham, Bob. (1992). *Rose Meets Mr. Wintergarten*. Cambridge: Candlewick Press.
A young girl's attempt to retrieve her ball from her grouchy, old neighbour's yard changes the way they feel about each other.
ISBN: 1-564-0203-98
- Hartling, Peter. (1990). *Old John*. New York: Lothrop, Lee & Shepard
Old John, mother's father, is 75 years old and has many peculiar ways. When he comes to live with them, he proves to be fiercely independent. As they try to adjust to each other, a wonderful relationship develops.
ISBN: 0-688-08734-5
- Hoffman, Mary and Burroughes, Joanna. (1988). *My Grandma has Black Hair..*
New York: Dial Books.
This book portrays the charming relationship between a child and her modern grandmother, who wears jeans, drives a convertible and is a disastrous knitter and cook. Tales of her childhood in the circus keep her granddaughter enthralled.
ISBN: 0-8037-0510-7.
- Horne, Constance. (1989). *Nykola and Granny*. Gage JeanPac.
Nykola, and his redoubtable granny, voyage from the Ukraine to find Nykola's family in Manitoba, Canada.
ISBN: 0-7715-7019-8

Orr, Katherine. (1990). *My Grandpa and the Sea*. Minneapolis: Lerner/Carolrhoda
In this retrospective tale, Lila, the narrator, relates a loving memory of her grandfather. This charming picture book is about an old man's love of the ocean, which he calls "God's World" and his determination, in the face of technological advancement, not to take from nature without giving something back.
ISBN: 0-87614-409-1

Polacco, Patricia. (1992). *Mrs. Katz and Tush*,,. New York: Bantam
Doubleday Dell.
A story of how Larnel, a young boy, befriends an older widow named Mrs. Katz. Recognizing her loneliness, he brings her a kitten, the tailless runt of the litter, for company. She names it Tush, and a friendship begins. From frequent visits, Larnel discovers common themes of suffering and triumph between his African American heritage and her Polish-Jewish experience.
ISBN: 0-553-08122-5.

Taha, Karen T. (1986). *A Gift for Tia Rosa*. Minneapolis: Dillon Press
Carmela is a sweet 8 year old girl who learns the art of knitting from Tia Rosa her elderly aunt and neighbour. This story captures the strong bonds characteristic of those special relationships found in Hispanic cultures between the young and the old.
ISBN: 0-875-1830-69

Waddell, Martin. (1990). *My Great Grandpa*. New York: Putnam Publishing Group.
A child reaches beyond the limits of blindness and frailty to expand the world of her grandfather. In return, the gift of knowledge and special insights is received: "He's slow, his eyes are weak, his legs don't go. He knows things no one else knows."
ISBN: 0-399-2215-57

**Promoting Sexual Orientation/Gender Identity Equity:
Confronting Heterosexism and Homophobia**

- de Haan, L., Nijland, S. (2000). *King and King*. Berkeley California Tricycle Press
This is an amazing picture book which tells the story of a prince who is being forced to find a princess. He lets his parents know that he really does not care for princesses. After meeting many a princess, one arrived with her prince brother. When the prince saw the brother, it was love at first sight. They married with the support of all. King and King lived happily after.
ISBN: 1-58246-061-2
- De Paola, Tomie. (1979). *Oliver Button is a Sissy*. New York: Harcourt Brace Jovanovich
Oliver Button wants to sing and dance and wear dancing shoes. His classmates tease him and call him a sissy. This story tells how Oliver coped with the teasing/bullying.
ISBN: 0-15-668140-4
- Elwin, R. and Pause, M. (1990). *Asha's Mums*. Toronto: Women's Press
Asha is going on a trip to the Science Centre and needs both parents' signatures. The teacher tells Asha that she needs both her mom's and her dad's signature. Asha brings in the signatures of both her moms. The teacher receives guidance from Asha's moms. The children in the class ask, "Isn't it wrong to have two moms?" Handled very innocently. Focus of love makes a family.
ISBN: 0-88961-143-2
- Greenberg, K. (1996). *Zack's Story (Growing Up With Same-Sex Parents)*, Minneapolis: Lerner Publications Co.
An eleven year old boy describes life as part of a family made up of himself, his mother and her lesbian partner.
ISBN: 0-8225-2581-X
- Morris, A. (2000). *Families*. Hong Kong: South China Printing Co.
This is a primary picture book which depicts many different family structures throughout the world. The brief storyline describes a variety of family structures, including fostering, international adoption, extended families, and gay parenting. Presents loving, sharing, and caring as a definition of family.
ISBN: 0-688-17198-2
- Newan, Leslea. (2000). *Heather Has Two Mommies*. Los Angeles: Alyson Publications
When Heather goes to play group, at first she feels bad because she has two mothers and no father. She learns that there are lots of different kinds of families and the most important factor is that family is all about love.
ISBN: 1-55583-543-0

Newman, Leslea. (1995). *Too Far Away To Touch*. New York, Clarion Books, A Houghton Mifflin Co.

Zoe's favourite uncle, who is in a gay relationship, takes her to the planetarium. He is dying from AIDS and explains to her that when he dies he will be like the stars, too far away to touch, but close enough to see.

ISBN: 0-395-90018-2

Velthuijs, Max. (1989). *Frog In Love*. Toronto: Stoddard Publishing Co.

This is a beautiful story of a green frog in love with a white duck. The frog tries to find a way for the duck to notice him and realize that he loves her. All of frog's friends tell him that a green frog cannot be in love with a white duck due to the fact that they are different colours and species. Frog does not let that bother him. Story teaches that love knows no boundaries.

ISBN: 0-7737-2376-5

Vigna, Judith. (1995). *My Two Uncles*. Morton Grove, Illinois: A. Whitman & Co.

Elly's grandfather has trouble accepting the fact that his son is gay. The story teaches how experience affects attitude and with understanding and patience there is a chance attitudes will change. Story presents a generational perspective.

ISBN: 0-8075-5507-X

Zolotow, Charlotte. (1972). *William's Doll*. New York: Harper Collins.

William's father gives him a basketball and a train but these do not make him want a doll less. Everyone makes fun of William for wanting a doll but his grandmother understands why he not only wants one but why he should have one. She talks to William's father about why it is an excellent idea.

ISBN: 0-060-270470

Promoting Race and Ethnocultural Equity: Confronting Racism

- Brophy, N. (1992). *The Color of My Fur*. Nashville: Winston-Derek.
Using bunnies as the characters, small children learn a valuable lesson about discrimination. When the bunnies all lose their color as the result of a "special" rain, they all see each other as they really are and get along quite happily.
ISBN: 1-55523-456-9
- Choi, Y. (2001). *The Name Jar*. New York: Alfred A. Knopf.
New to the school, and to the country, Unhei tries to decide what her name should be since her own is difficult to pronounce. She is anxious to fit in but eventually discovers that being different is often a good thing.
ISBN: 0-375-80613-X.
- Cooper, F. *Mandela*. New York: Philomel Books.
This is a picture book of the life of Nelson Mandela, a leader in the fight to end apartheid in South Africa who became the president of his country.
ISBN: 0-399-22942-6
- Fox, M. (1997). *Whoever You Are*. New York: Harcourt Brace.
A beautifully illustrated book which takes children around the world to discover that no matter where we are from, we are all united by common bonds.
ISBN: 0-15-200787-3
- Holman, S.L. (1998-2000). *Grandpa, Is Everything Black Bad?* Hong Kong: Culture CO-OP.
Montsho discusses with his Grampy the notion that he is beginning to believe that all black things are bad. His grandfather shows him that it isn't true and that there are many things of which a black child can be proud.
ISBN: 0-9644655-0-7
- Hooks, B. (2004) *Skin Again*. New York: Hyperion
Race matters but only so much...it's who we are inside that matters. This story helps children understand that we need to "peel back" the skin just like the layers of an onion in order to see what's inside.
ISBN: 078680825-X
- King, M. (Foreword by Coretta Scott King) (1997). *I Have a Dream*. New York: Scholastic.
This is a picture book version of Dr. King's famous speech, accompanied by fifteen paintings from Honor Book Artists and a foreword by Coretta Scott King.
ISBN: 0-590-20516-1

- Lester, J. (2000). *From Slave Ship to Freedom Road*. Toronto: Penquin Books (Puffin).
This text is different in that it describes the journey from Africa to the slave fields of America. It challenges the reader with "Imagination Exercises" identified only for blacks, only for whites and some for blacks and whites together. The paintings of well-known artist Rod Brown are powerful and challenge the reader to think about the issues depicted.
ISBN: 0-14-056669-4
- Llorbiecki, M. (2000). *Sister Anne's Hands*. Hong Kong: Puffin.
Seven-year old Anna has her first encounter with racism in the 1960's when an African-American nun comes to teach at her parochial school.
ISBN: 0-14-056534-5
- Marsden, J. and Tan, S. (1998). *The Rabbits*. Victoria, Australia: Lothian Books.
The story of the white man coming to Australia and "taking over" the land from the Aboriginal residents is told in a tale of rabbits coming and taking over the land from the inhabitants. This book is suitable for older children and for engaging in discussions of residential schools and racism.
ISBN: 0-85091-878-2
- Munsch, R. ((1995). *From Far Away*. Toronto: Annick Press.
A story about how a young girl from a war-torn country feels as a new ESL student in a grade two class.
ISBN: 1-55037-396-X
- Polacco, Patricia. (2001). *Mr. Lincoln's Way*. New York: Philomel Books
When Mr. Lincoln, "the coolest principal in the whole world," discovers that Eugene, the school bully, knows a lot about birds, he uses this interest to help Eugene overcome his intolerance.
ISBN: 0-399-2375-42
- Rappaport, D. (2001). *Martin's Big Words: The Life of Dr. Martin Luther King Jr.*, New York: Hyperion.
Each beautifully illustrated page contains a quote from Dr. King which supports/reinforces his teachings and beliefs about racism and non-violence.
ISBN: 0-7868-0714-8
- Shange, N. (1997). *White Wash*. New York: Walker & Co.
This story is based on a series of true incidents. It tells of a terrible racial incident that happens to Helene-Angel on her way home from school. It becomes a lesson in tolerance - and triumph.
ISBN: 0-8027- 8490-9.

Smith, David J. and Armstrong, Shelagh. (2002). *If the World Were a Village: A Book About the World's People*. Toronto: Kids Can Press

Tells us who we are, where we live, how fast we are growing, what languages we speak, what religions we practice and more. Learn about the world's population by examining a group of one hundred people placed in a village representing the world.
ISBN: 1-550-7477-97

Thomas, P. (2003). *The Skin I'm In*. Hauppauge, New York: Barron's Educational Series.

This is a first look at racism for the primary-aged child. It has excellent, yet simple, explanations of complex issues.
ISBN: 0-7641-2459-5

United Nations. (2002). *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*. London: Red Fox.

The U.N. Convention on the Rights of the Child has 54 principles. Fourteen of them are presented here in beautiful words and pictures to help children understand the power in the Declaration.
ISBN: 0-099-4086-51.

**Promoting Race and Ethnocultural Equity:
Confronting Racism (War/Political Unrest)**

- Bunting, E. (1998). *So Far From the Sea*. New York: Houghton Mifflin.
This is the story of the Iwasakis family's 1972 return to the relocation camp where Mr. Iwasakis' father had been taken during World War II, even though he was an American citizen. His grandchild learns what really happened and what life was like in the camp.
ISBN: 0-395-72095-8
- Coerr, E. (1993). *Sadako*. New York: Putnam & Grossett
This is a new edition of the famous *Sadako and the Thousand Paper Cranes* story about a twelve year old girl who developed leukemia ten years after the atomic bomb was dropped on Hiroshima. It has hauntingly beautiful illustrations by Ed Young.
ISBN: 0-399-21771-1
- Ellis, D. (2000). *The Breadwinner*. Toronto: Groundwood Books.
This novel describes life for an 11 year old girl in Taliban controlled Afghanistan who needs to find a way to support her family because her father is not there.
ISBN: 0-88899-416-8
- Ellis, D. (2003). *Mud City* Toronto: Groundwood Books.
This is the third novel in the trilogy about Parvana and how she survives life in the refugee camp.
ISBN: 0-88899-542-3
- Ellis, D. (2002). *Parvana's Journey*. Toronto: Groundwood Books.
The second book in the trilogy continues the adventures of Parvana and speaks clearly of the courage and hope displayed by the children involved in horrific circumstances.
ISBN: 0-88899-519-9
- Innocenti, R. (1985). *Rose Blanche*. New York: Stewart, Tabori & Chang.
This hauntingly illustrated and beautifully written tale is about a young girl in a small town in Nazi Germany during the war. She realizes that people are disappearing and sets out to discover why, with tragic consequences.
ISBN: 1-55670-207-8
- Johnston, T. (2004). *The Harmonica*. Watertown, Maine: Charlesbridge
The tale was inspired by the true story of a young boy who was sent to a concentration camp where his only possession was a harmonica which his father had taught him to play. His playing provided comfort and hope to the other prisoners.
ISBN: 1-57091-547-4

Levine, K. (2002). *Hana's Suitcase*. Toronto: Second Story

This is the story of an investigation to find out about the owner of a child's suitcase that arrived at the Holocaust Education Centre in Tokyo, Japan. It had the name Hana Brady and a date painted on it as well as the German word for orphan. The curator did trace the suitcase back to where it all began. This is a very powerful story that is suitable for junior/ intermediate students.

ISBN: 1-896764-55-X

Mochizuki, K. (1993). *Baseball Saved Us*. Hong Kong: Lee & Low Books.

A first person narrative of how a young Japanese boy and his friends created a baseball diamond in an internment camp during World War II and how baseball gave them a purpose while enduring injustice and humiliation.

ISBN: 1-880000-19-9

Polacco, P. (2000). *The Butterfly*. New York: Philomel Books

Monique discovers a young Jewish girl hiding from the Nazis in her own basement. They become friends until the day comes when they have to escape in order to avoid capture.

ISBN: 0-399-213170-6

Vander Zee, R. (2003). *Erika's Story*. Mankato, Maine: Creative Editions

A woman recalls how she was thrown from a train headed for a concentration camp in 1944 and raised by someone who risked her life for her and how she finally found peace through her own story.

ISBN: 1-56846-176-3

Promoting Gender Equity: Confronting Sexism

- Ackerman, Karen. (1992). *When Mama Retires*. New York: Knopf
Henry, Will and Charley learn to do things around the house when Mama considers retiring from housework and becoming a wartime riveter.
ISBN: 0-679-8028-94
- Barrett, Joyce Durham. (1989). *Willie's Not the Hugging Kind*. New York: Harper Collins
Willie's best friend Jo-Jo thinks hugging is silly, so Willie stops hugging everybody but he soon misses giving and getting hugs from his family.
ISBN: 0-060-2041-68
- Bernhard, Emery. (1994). *The Girl Who Wanted to Hunt: A Siberian Tale*. New York: Holiday House
A young girl uses her skills as a hunter to avenge her father's death and to escape her evil stepmother.
ISBN: 0-823-4112-57
- Browne, Eileen. (1993). *No Problem*. Cambridge: Candlewick Press
Mouse's friends take turns putting together the pieces that come in a box as a birthday present; but, only Shrew, who takes the time to read the instructions, is able to build something that really works.
ISBN: 1-564-0217-69
- Cristaldi, Kathryn. (1992). *Baseball Ballerina*. New York: Random House
A baseball loving girl worries that the ballet class her mother forces her to take will ruin her reputation with the other members of her baseball team.
ISBN: 0-679-8173-44
- De Paola, Tomie. (1979). *Oliver Button is a Sissy*. New York: Harcourt Brace Jovanovich
Oliver Button wants to sing and dance and wear dancing shoes. He classmates tease him and call him a sissy. This story tells how Oliver coped with the teasing/bullying.
ISBN: 0-15-668140-4
- Douglass, Barbara. (1985). *The Chocolate Chip Cookie Contest*. New York: Lothrop, Lee & Shepard.
A small boy learns to bake chocolate chip cookies with a difference, and wins first prize in a cookie contest.
ISBN: 0-688-0404-38

Gauch, Patricia Lee. (1974). *This Time, Tempe Wick?* New York: Coward, McCann & Geoghegan
Everyone knows that Tempe Wick is a most surprising girl, but she exceeds even her own reputation when two mutinous Revolutionary soldiers try to steal her beloved horse.
ISBN: 0-698-2030-03

Hoban, Lillian. (1974). *Arthur's Honey Bear*. New York: Harper & Row.
Arthur decides to sell his old toys but is reluctant to part with his old bear.
ISBN: 0-060-2237-07

Isaacs, Anne. (1994). *Swamp Angel*. New York: Puffin Books.
Along with other amazing feats, Angelica Longrider, also known as Swamp Angel, wrestles a huge bear, known as Thundering Tarnation, to save the winter supplies of the settlers in Tennessee.
ISBN: 0-140-5590-86

Isadora, Rachel. (1976). *Max*. New York: MacMillan.
Max finds a new way to warm up for his Saturday baseball game – his sister's dancing class.
ISBN: 0-027-4745-0X

Khalsa, Dayal Kaur. (1990). *Cowboy Dreams*. New York: Clarkson N. Potter
A little city girl wants to grow up to be a cowboy.
ISBN: 0-517-5749-0X

Kurtz, Jane. (1996). *Miro in the Kingdom of the Sun*. Boston: Houghton Mifflin Co.
A young Inca girl succeeds where her brothers and others have failed, when her bird friends help her find the special water that will cure the king's son.
ISBN: 0-395-6918-18

Leggat, Bonnie-Alise. (1992) *Punt, Pass & Point!* Kansas City: Landmark Editions
When Amy, the only girl and star player on her school's football team, breaks her arm, her parents insist that she give up football and take up ballet instead.
ISBN: 0-933-8493-97

Mahy, Margaret. (1990). *The Seven Chinese Brothers*. New York: Scholastic Inc.
Seven Chinese brothers elude execution by virtue of their extraordinary individual qualities.
ISBN: 0-590-4205-50

- Munsch, Robert. (1980). *The Paper Bag Princess*. Toronto: Annick Press
Princess Elizabeth wears expensive clothes and plans to marry Prince Ronald. When a dragon burns up her castle and clothes and carries Ronald away, Elizabeth dons a paper bag to rescue him. She outwits the dragon and enters its lair, but Prince Ronald turns up his nose at her attire. She promptly leaves him to his fate.
ISBN: 0-929236-82-0
- Stops, Sue. (1992). *Dulcie Dando, Soccer Star*. New York: H. Holt
Dulcie, a talented soccer player, proves that girls are just as capable as boys when she's given the chance to play on the school team during a big game.
ISBN: 0-805-024131
- Waber, Bernard. (1972). *Ira Sleeps Over*. New York: Scholastic Inc.
A little boy is excited at the prospect of spending the night at his friend's house but worries how he'll get along without his teddy bear.
ISBN: 0-590-0992-05
- Walter, Mildred Pitts. (1986). *Justin and the Best Biscuits in the World*. New York: Lothrop, Lee & Shepard.
A young fatherless boy is taken under the wing of his grandfather, who helps him overcome obstacles and mature into manhood. What makes this book unique is that the boy does not overcome a bully or score a touchdown; his maturation is in the form of domestic accomplishments. It is manly to be self sufficient on the homefront; washing, cleaning, and cooking are not gender-based activities.
ISBN: 0-679-80346-7
- Winthrop, Elizabeth. (1985). *Tough Eddie*. New York: Dutton.
Although Eddie appears to be a tough kid, he also plays with a dollhouse, a secret he feels he cannot reveal even to his closest friends.
ISBN: 0-525-4416-46
- Zolotow, Charlotte. (1972). *William's Doll*. New York: Harper Collins.
William's father gives him a basketball and a train but these do not make him want a doll less. Everyone makes fun of William for wanting a doll but his grandmother understands why he not only wants one but why he should have one. She talks to William's father about why it is an excellent idea.
ISBN: 0-060-270470

An Inclusive Library: A Suggested Resource List for Secondary School Libraries and/or Classrooms

As outlined in *Developing Inclusive Learning Environments*, students who do not see themselves reflected in the curriculum may feel silenced, invisible and irrelevant. When library resources reflect the experiences of only one group of students, we fail in our responsibility to help all students to feel validated as worthwhile and contributing persons with a voice that matters.

Since students are more likely to develop an informed and sensitive position on issues when they have had the opportunity to hear, explore and discuss diverse points of view that may conflict with their own, it is critical that library resources acknowledge and reflect diversity in areas such as race, gender, culture, faith, sexual orientation, etc. To promote a mutually respectful environment and to ensure that differences are recognized and respected, educators will want to select library resources from the previously shared **elementary list** as well as this suggested resource list for **secondary students**.

Supporting People of All Abilities: Confronting Ableism

Greenfield, Eloise, and Alesia Revis. (1981). *Alesia*. Putnam/Philomel
ISBN: 0-399-20831-3

This is a story of a young Black woman who becomes mobility impaired as a result of an accident. She is portrayed as a whole person with varied interests and feelings. The pictures and photographs reflect many of Alesia's friends and activities, and her family is supportive and caring. It is rare to find truly positive literature about an individual who is disabled and even more rare to find such works about a person of color who is disabled. Alesia is such a rare find. (Appropriate for grades 5 and up.)

Kayum, Azeem. (2004) *Wrestling with the Goddess: A Personal Odyssey*. Markham: A.I.F. Publishing.

Azeem Kayum writes his own biography starting from being born with a high cervical cord injury which left him with multiple disabilities. He writes with passion about the experiences and events that have affected him and he hopes that his "trials and triumphs will serve as a lesson and an inspiration to others".
ISBN: 0-9680078-1-3

Kent, Deborah. (1978). *Belonging*. New York: Dial Press. (Available in braille and as a talking book from the National Library Service for the Blind and Physically Handicapped, The Library of Congress, Washington, D.C. 20542. Telephone: (202) 707-5100.)

In this story, a girl who is blind is the first and only student with a disability in a suburban high school. This book has been a favorite with many adolescents and adults with and without disabilities, for it recalls vividly the difficulties encountered by trying to establish a genuine sense of belonging. (Appropriate for grades 6 and up.)

Mikaelson, Ben. (1998). *Petey*. New York: Hyperion Books for Children
ISBN: 0-786-8042-62

Petey is a boy with cerebral palsy. The novel describes how he lived his life, originally misdiagnosed as an idiot and institutionalized. As an adult, he meets a young teen who helps him, and they share the joys of living. He eventually dies. 280 pages.

Neufeld, John. (1969). *Lisa, Bright and Dark*. New York: S.G. Phillips
ISBN: 0-875-9915-3X

16 year old Lisa makes desperate attempts to convince her family of her need for mental help, as her friends try to help her through her ordeal.

Orr, Wendy. (1997). *Peeling the Onion*. New York: Holiday House
ISBN: 0-823-4128-9X

Following an automobile accident in which her neck is broken, a teenage karate champion begins a long and painful recovery with the help of her family.

Paulsen, Gary. (1998). *Soldier's Heart: A Novel of the Civil War*. New York: Delacorte Press
ISBN: 0-385-3249-87

Eager to enlist, fifteen-year-old Charley has a change of heart after experiencing both the physical horrors and mental anguish of Civil War combat.

Philbrick, W. R. *Freak the Mighty*. 1993.
ISBN: 0-4397-7129-3

At the beginning of eighth grade, learning disabled Max and his new friend Freak, whose birth defect has affected his body but not his brilliant mind, find that when they combine forces they make a powerful team.

Sachs, Ann. (1981). *Just like always*. New York: Atheneum.
ISBN: 0516251546

Janie and Courtney have similar disabilities (scoliosis) and must cope with a prolonged hospital stay. The two girls are very different. Janie is outspoken, mischievous, always questioning the arbitrary hospital rules and exploring limits. Courtney, a shy, quiet girl, "has always been a model patient" and lives in a fantasy world. It is through the very different personalities of the two girls that the reader subtly realizes that individuals with the same disabilities are just that, individuals. The story takes place in the hospital and does dwell more on hospital routines, personalities, and insensitivities than on disability. (Appropriate for grades 4-7.)

Supporting Children Who Have Been Adopted: Confronting Adoptism

Girard, Linda Walvoord. (1989). *We Adopted You, Benjamin Koo*. Albert Whitman
ISBN: 0-8075-8694-3

Benjamin Koo, nine, narrates his own story: his birth mother left him at an orphanage in Korea when he was only a few days old; and, in America, his adoptive parents were longing to have a child and were just waiting for one to become available. In a childlike yet carefully organized way the author has Benjamin lay out all the details of adoption that children, adopted or not, want to know.

Heneghan, Jim. (1988). *Promises to Come*. Overlea House
ISBN: 0-7172-2297-7

Johnson, Angela. (1998). *Heaven*. New York: Simon & Schuster.
ISBN: 0-689-8222-94

Lantz, Frances. (1997). *Someone to Love*. New York: Avon Books.
ISBN: 0380775905

Troubled White middle class teen gets to know Iris, the unwed mother whose baby her parents plan to adopt. Stereotypical picture of the mixed-up, poor, irresponsible pregnant teen.

Sobal, H.L. (1984). *We Don't Look Like Our Mom and Dad*. New York: Coward-McCann, Inc.
ISBN: 0-698-30754-2

Biography of the Levin family explains the story of how Korean born Joshua and Eric were adopted by their American born parents

Recognizing the Contributions of People of All Ages: Confronting Ageism

Albom, M. (2002). *Tuesdays with Morrie*. New York: Broadway Books.

Often, at the end of our lives we are forced to concentrate on that which is most important. In this novel Mitch Albom is given the opportunity to discuss life, death, and love with a former professor. Through the special relationship of these two men, the reader is laid privy to the importance of living life to the fullest, doing what is important to you and allowing yourself to enjoy all of the wonderful people and experiences life allots you. 208 pages.

Anaya, Rudolfo A. (1972). *Bless Me, Ultima: A Novel*. Berkeley, CA: TSQ Publications
ISBN: 0-89229-002-1

Creech, S. (1994). *Walk Two Moons*. New York: HarperCollins.

On their long car trip, Sal entertains her grandparents with the story of her friend, Phoebe, and the seeming departure of Phoebe's mother's from Phoebe's family. Through her storytelling, Sal, the thirteen-year-old protagonist, learns some important lessons about life, love, and loss. Sal begins to understand why her own mother left her family, never to return. 280 pages.

Flagg, Fannie. (1987) *Fried Green Tomatoes at the Whistlestop Café*. New York: The Ballantine Publishing Group.

The story moves effortlessly between two time frames. The first story begins in the 1920's and centers on Igdie Threadgoode, a female Huck Finn, and her friend Ruth Jamison. Together, they own and operate the cafe which is the center of small-town life in Whistle Stop, Alabama. The second story begins in 1985 when Evelyn Couch meets Ninny Threadgoode, the now-elderly sister-in-law of Igdie, at the Rose Terrace Nursing Home in Birmingham.
ISBN: 0804115613

Hamilton, Virginia (1985). *Junius Over Far*. New York, New York: Harper & Row.
ISBN: 0-06022194-1

Junius' grandfather returns to the West Indian island of his birth, but he finds that all is not well there and summons Junius and his father to come and help him

Irwin, Hadley. (1979). *The Lilith Summer*. Old Westbury, New York: Feminist Press.
ISBN: 0912670525

A 12-year-old girl relates her experiences during the summer she spends as a companion to a 77-year-old woman.

King, Cassandra. (2005) *The Same Sweet Girl*. Allen and Unwin.

Six very different women meet at a small women's college in Alabama, and maintain their friendship by getting together twice a year as a group they call the Same Sweet Girls. Swiftly approaching 50, and no longer girls, their story is told by three of the group whose lives are at a crossroads.

ISBN: 174114504X

Mikaelsen, Ben. (1998). *Petey*. New York: Hyperion Paperbacks for Children.

Petey is a boy with cerebral palsy. The novel describes how he lived his life, originally misdiagnosed as an idiot and institutionalized. As an adult, he meets a young teen who helps him, and they share the joys of living. He eventually dies. ISBN: 0786813369

Minichiello, Victor and Irene Coulson. Eds. (2005) *Contemporary Issues In Gerontology: Promoting Positive Ageing*. Allen and Unwin

The aged population of the developed world is dramatically and increasingly outnumbering the young. *Contemporary Issues in Gerontology* helps students and practitioners to better understand and provide for the needs of our ageing population. ISBN: 1865088765

Roy, Gabrielle. (1993). *The Road Past Altamont*. University of Nebraska Press.
ISBN: 0-8032-8948-0

**Promoting Sexual Orientation/Gender Identity Equity:
Confronting Heterosexism and Homophobia**

Alderson, Kevin. (2000) *Beyond Coming Out: Experiences of Positive Gay Identity*. Toronto: Insomniac Press.

In interviews with sixteen gay men, ages 16 to 61, who have learned to celebrate their homosexuality, Alderson reveals that there are definite patterns in the development of a positive gay identity.

ISBN: 189583757X.

Alphin, Elaine Marie. (2002). ***Simon Says***. San Diego, CA: Harcourt Brace, 2002
ISBN: 0-15-216355-7

Charles Weston is an exceptional painter tortured by the expectations of those around him and the constant pressure of "playing Simon Says" in life. He wants desperately to find someone to whom he can relate in his search for self-determination and believes he has found this person in the prodigious author Graeme Brandt, with whom he builds a friendship after transferring to the art high school the author attends. Upon getting to know Graeme, Charles sees and exposes the real author whereupon a psychologically intense plot develops in which obsession, desire, suicide, self-esteem and, ultimately, self-acceptance are played out. The story succeeds in dealing with tough issues facing teens today and giving teens, especially those on the fringe of society, some answers and a sense of hope in their own search for identity.

Arnold, June. (1995). ***The Cook and the Carpenter: A Novel by the Carpenter***. New York: New York University Press. ISBN: 0814706312

Bacon, Joanne. (1999). ***Creating Safer Schools for Lesbian, Gay and Bisexual Youth: A Resource for Educators Concerned with Equity***. Toronto: Education Wife Assault.

This resource manual can provide teachers and their school staffs with a tremendous opportunity to engage in a valuable professional development experience. It promotes breaking the silence on homosexuality. This manual challenges us as teachers to develop our own anti-homophobia strategies for our classrooms. Audience: Teachers and Administrators.
ISBN 0-920659-10-1.

Baker, Jean M. (2002) ***How Homophobia Hurts Children: Nurturing Diversity at Home, at School, and in the Community***. New York: Harrington Park Press.

This text provides a comprehensive overview of the issues and challenges facing LGBT young people, and practical information for educators, counselors, families and community allies seeking to ensure their health and well-being.
ISBN: 1-56023-164-5

Bass, Helen and Kauffman, Kate. (1996). ***Free Your Mind: The Book for Gay, Lesbian and Bisexual Youth-And Their Allies***. New York: HarperPerennial.
ISBN: 0060951044

Bauer, Marion Dane.(1994). ***Am I Blue? Coming Out from the Silence***. New York: HarperCollins.

This anthology is recommended for Grades 7-12. This collection of 18 short stories by recognized children's and young adult authors explores the various meanings of gay/lesbian identity in the lives of teenagers. The editors have assembled original stories by a list of popular children's and YA authors, among them M. E. Kerr, Nancy Garden, William Sleator, Jane Yolen, C. S. Adler and Bruce Coville who cover subjects ranging from first love to coming out, self-discovery to homophobia.
ISBN: 0064405877

Besner, Hilda F., and Charlotte I. Spungin. (1995) ***Gay and Lesbian Students: Understanding Their Needs***. Washington, DC: Taylor & Francis.

This guide explores problems encountered by gay and lesbian high school students, as well as children of gay and lesbian parents. The collection presents useful strategies for teachers, counselors and administrators.
ISBN: 1560323388

Besner, Hilda F., and Charlotte I. Spungin. (1998) ***Training for Professionals who Work with Gays and Lesbians in Educational and Workplace Settings***. Washington: Accelerated Development.

This text is "written for trainers, both in the private and public sectors, who are responsible for educating employees about gay and lesbian issues that affect organizations in educational or workplace settings." (publisher's annotation)
ISBN: 1-56032-566-6

Borhek, Mary V. (1983). ***Coming Out to Parents: A two-way survival guide for lesbians and gay men and their parents***. New York: Pilgrim Press.
ISBN: 0829806652

Brown, Rita Mae. (1973) ***Rubyfruit Jungle***. New York: Bantam Books Doubleday Dell Publishing Group, Ltd.

This fictional novel portrays the trials and tribulations of growing up lesbian in America. Character Molly Bolt is adopted by a poor Southern couple who soon finds out that their "tomboy" daughter is slightly different. The protagonist is a strong female who decides not to apologize for her identity and struggles to find happiness.
ISBN: 0-553-27886-X

Cameron, Elspeth. (1997). ***No Previous Experience – A Memoir of Love and Change***. Toronto. Penguin Books Canada Ltd.

Elspeth Cameron is one of Canada's most respected biographers. She has won numerous Canadian Book Awards, and when she writes her own memoir, we have been given a very special gift. She writes of her failed marriages, her drive in the working world, the sexual harassment in her life, and the wonderful friendship she experiences that results in the re-evaluation of herself. Audience: Grades 11 - 12. Autobiography.
ISBN 0-670-87376-4.

Campos, David. (2003) *Diverse Sexuality and Schools: A Reference Handbook*. Santa Barbara, Calif: ABC-CLIO.

This handbook includes a chronology, historical perspective, stories of five contemporary youths and their experiences, profiles of three schools, advocacy organizations, associations, and government agencies. It also provides a list of print and non-print resources.

ISBN: 1851095454

Carver, Peter. (1995). *Notes Across the Aisle*. Saskatoon: Thistledown Press.

Karin Galldin has written a short non-fiction essay that reveals Anne's feelings and emotions for Claire during high school. Here are two young poets who spend countless hours together, with Claire finally expressing her love for Anne. Audience: Grade 10 - Grade 12. Non Fiction essay.

ISBN 1-895449-45-6.

Cronin, Mary, McNinch, James, and University of Regina. Canadian Plains Research Center. (2004) *I Could Not Speak My Heart: Education and Social Justice for Gay and Lesbian Youth*. Regina, Sask.: University of Regina Canadian Plains Research Center.

"This anthology documents the pain and misunderstanding that LGBTTTQ (Lesbian, Gay, Bisexual, Transgendered, Two-spirited, Queer) people have experienced in the very recent past. It then demonstrates the real progress, both in theory and in practice, that has been made and will continue to be made in the 21st century. The struggle for equity and social justice for gay and lesbian youth is far from over, however, and much work remains to be done." (publisher's/editor's annotation)

ISBN: 0889771782

Day, Frances Ann. (2000). *Lesbian and Gay Voices: An Annotated Bibliography and Guide to Literature for Children and Young Adults*. Westport, Ct: Greenwood Press.

This is a resource for teachers, parents, school administrators, and librarians who are seeking to provide sensitive and realistic portrayals of homosexuality to young people. Day, a retired grade-school teacher who has written several other books on multicultural literature and serves on the Advisory Board of the Center for Multicultural Literature for Children and Young Adults, has selected and annotated some 275 recommended books that feature both major and minor lesbian and gay characters.

ISBN: 0-313-31162-5

Erlandson, Cheryl Ann, and Saskatchewan Teachers' Federation. (2002) *Safe schools: Breaking the Silence on Sexual Difference*. Saskatoon, Sask.: Saskatchewan Teachers' Federation.

This text provides ideas and resources for teachers dealing with sexual orientation issues in the classroom. It also includes interviews with gay and lesbian students.

Fone, Byrne R. S. (2001) *The Columbia Anthology of Gay Literature: Readings from Western Antiquity to the Present Day*. New York: Columbia University Press.

This is a collection of gay literature throughout the Western tradition. With hundreds of works by authors ranging from Ovid to James Baldwin, from Plato to Oscar Wilde, this text presents a wide range of poetry, fiction, essays, and autobiography that depict love, friendship, intimacy, and relationships between men.
ISBN: 0231096712

Ford, Michael Thomas. (1998). *Outspoken: Role models from the lesbian and gay community*. New York: Morrow Junior Books.
ISBN: 0-688-14897-2

Fricke, Aaron. (1981). *Reflections of a Rock Lobster: A Story About Growing Up Gay*. Boston: Alyson Publications.
ISBN: 0932870090

Garden, Nancy. (1982). *Annie On My Mind*. Canada: Douglas & McIntyre Ltd.

This is an intimate story of the love between Liza and Annie. Both girls are loners and they strike up a friendship after meeting, quite by chance. After several months their friendship leads to a mutual attraction and that first kiss. As their relationship grows stronger and they fall in love, the unthinkable happens! The surprising ending leaves us all with a valuable and wonderful lesson: "the truth shall set us free". Audience: Grade 12. Fiction.
ISBN 0-374-40414-3.

Griman, Tony. (1995). *Not the Only One: Lesbian & Gay Fiction for Teens*. Boston: Alyson Publications.

This anthology contains stories about teenagers coming to terms with their own sexuality or that of their family or friends.
ISBN: 1-55583-275-X

Hamilton, Jane. (1998). *The Short History of a Prince*. New York: Random House.
ISBN: 0679457550

Hamilton, R.J. (1995). *Who Framed Lorenzo Garcia?* Los Angeles: AlyCat Books.
ISBN: 1-55583-608-9

Harbeck, Karen Marie. (1992) ***Coming Out of the Classroom Closet: Gay and Lesbian Students, Teachers, and Curricula***. New York: Haworth Press (Also published as: *Journal of Homosexuality*, vol. 22.)

This book presents a collection of 10 research reports and essays on homosexuality and education. Topics covered include addressing the needs of gay, lesbian and bisexual youth, empowering gay and lesbian educators, and educating mental health professionals about gay and lesbian issues.

ISBN: 1560230134

Hartinger, Brent. (2003). ***Geography Club***. New York: HarperTempest.
ISBN: 0060012218

Heron, Ann, (1994). ***Two Teenagers in Twenty: Writings by Gay and Lesbian Youth***. Boston: Alyson Publications.
ISBN: 1555832822

Homes, A. M. (1989) ***Jack***. New York: Macmillan.

Fifteen-year-old Jack's confused feelings for his father, who left him and his mother four years earlier, are further complicated when he discovers that his father is gay.

ISBN: 0679732217

Howey, Noelle, and Samuels, Ellen Jean. (2000). ***Out of the Ordinary: Essays on Growing Up with Gay, Lesbian, and Transgender Parents***. New York: St. Martin's Press.

This is a collection of essays by teen and adult children of gay, lesbian, bisexual, and transgender parents. Ranging from humorous to insightful to poignant, this collection explores the joys and the difficulties, the pressures and advantages of growing up as the child of gay parents.

ISBN: 0312244894

Kerr, M.E. (1994). ***Deliver Us From Evie***. New York: HarperCollins
ISBN: 0-06-024475-5

Kerr, M.E. (1997). ***Hello I Lied***. New York: HarperCollins.
ISBN: 0060275294

Kissen, Rita M. (2003) ***Getting Ready for Benjamin: Preparing Teachers for Sexual Diversity in the Classroom***. Lanham, Md.: Rowman & Littlefield.

"This book argues that issues of sexual diversity are inextricably interwoven into the basic concerns of pre-service teacher education. How do we make our students aware of assumptions regarding masculinity, femininity, and sexuality that arise from what is presented, represented, or omitted from curricula and classroom practice? What do we say about homophobia and heterosexism as we anticipate the administrative hierarchies, school cultures, parent and community politics they will encounter as teachers?" (publisher's annotation)

ISBN: 0-7425-1677-6

Kumashiro, Kevin K. (2001) ***Troubling Intersections of Race and Sexuality: Queer Students of Color and Anti-oppressive Education***. Lanham, Md.: Rowman & Littlefield Publishers.

"By combining autobiographical accounts with qualitative and quantitative research on queer students of different racial backgrounds, these essays not only trouble the ways we think about the intersections of race and sexuality, they also offer theoretical insights and educational strategies to educators committed to bringing about change."

(publisher's annotation)

ISBN: 0742501906

Lamb, Wendy. (1992). ***Ten Out of Ten: Ten winning plays selected from the Young Playwrights Festival, 1982-1991, produced by the Foundation of the Dramatists Guild***. New York: Bantam Doubleday Dell.

ISBN: 0-440-21914-0

Lampela, Laurel, and Check, Ed. (2003) ***From Our Voices: Art Educators and Artists Speak Out About Lesbian, Gay, Bisexual, and Transgendered Issues***. Dubuque, Ia.: Kendall/Hunt Publishing Co.

ISBN: 0787298050

Levithan, David. (2003) ***Boy Meets Boy***. New York: Alfred A. Knopf,

High school sophomore Paul lives in a present-day *gaytopia*, where boys come out of the closet to become class president, and the Gay-Straight Alliance has more members than the football team. Levithan's prophecy of a hate-free world in which everyone loves without persecution makes this a provocative and important read for all young adults, gay or straight.

ISBN: 0375832998

Lipkin, Arthur. (2004) ***Beyond Diversity Day: A Q & A on Gay and Lesbian Issues in Schools***. Lanham, Md.: Rowman & Littlefield.

This text tackles topics such as: Homophobia and heterosexism; Counseling GLBT students and their families; Gay teachers and gay families; Effective school reforms; Progress and resistance; and Changing the curriculum.

ISBN: 0-7425-2034-X

Macdonald, Anne-Marie. (1996). ***Fall on Your Knees***. New York: Simon & Schuster.

ISBN: 0684833204

McDonald, Anthony. (2003) ***Adam***. United States: GMP Publishers.

This coming-of-age tale is set over a long hot summer in the French countryside. Adam is the 16-year-old most parents would love to have: he doesn't do drugs, comes top at school and regularly practises his cello. But there is another side to him, which comes to the fore when he falls for laborer Sylvain and gets sexually involved with two friends.

ISBN: 1902852443

Macgillivray, Ian K. (2004) ***Sexual Orientation and School Policy: A Practical Guide for Teachers, Administrators, and Community Activists***. Lanham, MD: Rowman & Littlefield.

This ethnographic case study profiles the political battles fought between gay rights advocates and social conservatives over the inclusion of sexual orientation in the nondiscrimination policies of a Colorado public school district. The author examines the competing worldviews of the various actors, discussing how social beliefs come to be established as social norms. (publisher's synopsis)

ISBN: 0742525082

Marcus, Eric and Caldwell, June. (1993). ***Is It A Choice? Answers to 3000 of the Most Frequently Asked Questions About Gay and Lesbian People***.

San Francisco: HarperSanFrancisco.

ISBN: 0062506641

Marcus, Eric. (2000). ***What If Someone I Know Is Gay? Answers to Questions About Gay and Lesbian People***. New York: Penguin Putnam Books for Young Readers.

Eric Marcus has put together a book to answer everyone's questions. His explanations are well written and teen-age readers would have no difficulty reading this book. The chapter titles include "What is Gay?", "Friends and Family", "Dating", "Sex", "God and Religion", "School", "Discrimination" and "Resources". Eric speaks honestly and sensitively when answering the questions put to him. The resources and web sites listed are American but can still be used in Canada. Audience: Grades 10 - 12. Non Fiction.

ISBN 0-8431-7611-3

Miller, Isabel (reprint 1994). ***Patience and Sarah***. New York: Ballantine Books.

This novel is classified as historical lesbian fiction. In the early nineteenth century, in a puritanical New England town, two women fall in love. With no one to guide or support them, Patience and Sarah try to follow their hearts. Defying society and history, they buy a farm and discover they can live together, away from the world that had sought to limit them and their love.

ISBN: 0449909301

National Film Board of Canada. (1997). ***School's Out: Confronting Homophobia in High-Schools*** [video recording], Montreal, Quebec.

This video is intended to stimulate classroom discussion on sexual orientation and stereotypes about lesbian and gay youth. Narrators include five homosexual young adults, as well as author and social activist Jane Rule.

Padgett, Jan. Producer (2001). *In Other Words (Video recording)* Montréal: National Film Board of Canada.

The video's creators have allowed a number of gay, lesbian, transgendered and two-spirited youth from Vancouver, Toronto and Saskatoon, to speak for themselves about what it is/was like to grow up knowing that they did not fit into or meet the larger society's expectations regarding "appropriate" sex roles.

Penelope, Julia and Susan Wolfe. Ed. (1993) *Lesbian Culture: An Anthology. The Lives, Work, Ideas, Art and Visions of Lesbians Past and Present*. California: The Crossing Press.
This anthology works to commemorate and celebrate the lesbian voice in its poetry, essays, articles, fiction, documents, film reviews and autobiographies. It represents the vast demographics of lesbians throughout history and present time.
ISBN: 0-89594-591-6

Pollack, Rachel, and Cheryl Schwartz. (1995) *The Journey Out: A Guide For and About Lesbian, Gay and Bisexual Teens*. New York, N.Y.: Viking.
This is a comprehensive guide to problems and solutions for gay, lesbian and bisexual teenagers. Advises gay teens on discovering their sexual orientation, finding self-acceptance, coming out, and coping with prejudice. Text includes suggestions for further readings, as well as addresses of organizations.
ISBN: 0-670-85845-5

Reed, Rita. (1997) *Growing Up Gay: The Sorrows and Joys of Gay and Lesbian Adolescence*. New York: Norton.
"Through photographs and their own words, a young man and a young woman relate their experiences growing up homosexual in America's heartland." (publisher's annotation). Classified as a photographic biography.
ISBN: 0-393-31659-9

Rench, Janice. E. (1990). *Understanding Sexual Identity: A Book for Gay and Lesbian Teens and their Friends*. Minneapolis: Lerner Publications.
Dispels myths about gays and lesbians, and helps teens better understand their own sexuality. For each chapter, a scenario has been written that sets up questions that may be asked by teen readers. Rench has put forth simple, factual and unbiased answers. It is easy to read and asks a lot of questions to which inquiring teenagers want to know the answers. Audience: Grades 7 - 12. Non-Fiction.
ISBN: 0822500442

Rule, Jane. (1964). *Desert of the Heart*. Burnaby, BC: Talon Books.
ISBN: 0889223017

Saffron, Lisa. (1996). *What About the Children? Sons and Daughters of Lesbians and Gay Parents Talk About their Lives*. London: Cassell.
ISBN: 0304335231

Selvadurai, Shyam. (1994). *Funny Boy: A novel in six stories*. London: J. Cape.
ISBN: 0224041304

Shyer, Marlene and Christopher. (1996). *Not Like Other Boys*. Boston: Houghton Mifflin.
ISBN: 0395709393

Singer, Bennett L. Ed. (1994) *Growing Up Gay/ Growing Up Lesbian: A Literary Anthology*.
New York: The New Press.

This text recognizes the dangers behind teenagers growing up feeling invisible because they are gay or lesbian. The collection contains many different genres of writing including essays, short stories, poems, diary entries, rap lyrics, letters and excerpts from novels and autobiographies. It is organized under four major headings: Self-Discovery, Friendships/Relationships, Family and Facing the World.
ISBN: 1-5684-103-4

Sonnie, Amy. (2000). *Revolutionary Voices*. Los Angeles: Alyson Publications.

Amy Sonnie has gathered stories from youth across the United States, Canada, Puerto Rico, the Middle East, Europe, Asia, the Pacific Islands, Africa, and the First Nations of North America. The youth range in ages from 14 to 26. The editing has been done by youth and includes poetry, interviews, essays, prose, letters and diary entries. Audience: Grades 11 - 12. Non-Fiction.
ISBN 1-55583-558-9

Sutton, Roger, and Lisa Ebright (1994). *Hearing Us Out: Voices From the Gay and Lesbian Community*. Boston: Little Brown.

"Lesbian adoptive parents, a gay Presbyterian minister, a lesbian police officer, a drag queen and a gay man with AIDS are among the 15 individuals who speak here, in first-person narratives adapted by Sutton from interviews. Their stories touch on homophobia, coming out, creating community, self-acceptance and spirituality; generally positive, they show the progress made by the gay and lesbian community over the years." (*Publishers Weekly*, Copyright 1994 Reed Business Information, Inc.)
ISBN: 0316823139

Waters, Sarah. (2002) *Fingersmith*. New York: The Berkley Publishing Group.

In Victorian London circa 1862, the orphaned Sue Trinder is raised by Mrs. Sucksby, den mother to a family of thieves, pickpockets or "fingersmiths." Divided into three parts, the tale is narrated by two orphaned girls whose lives are inextricably linked. Genre said to be "lesbian Victoriana".
ISBN: 1-57322-972-5

Woodson, Jacqueline. (1997). *The House You Pass on the Way*. New York: Delacorte.
ISBN: 0-385-32189-9

Woodson, Jacqueline. (1995). *From the Notebooks of Melanin Sun*. New York: Blue Sky Press.
ISBN: 0-590-45880-9

Books for Parents and Families

Bain, Dr. Gerald. (2000). *So Your Child is Gay: A Guide for Canadian Families and Their Friends*. Phyllis Bruce Book. Toronto: Harper Collins.

Dr. Bain has written a wonderful book for parents, friends and teachers of gay and lesbian students. It is an honest, encouraging and most informative sharing of his feelings, thoughts and prejudices about gays and lesbians. He encourages self-empowerment. Dr. Bain uses personal stories, suggestions and resources for parents who find out that their child is gay. He discusses common myths and misconceptions, and even religious attitudes. Audience: Grades 10 - 12. Non-Fiction.
ISBN 0-00-638492-7

Clark, Don. (1991). *Loving Someone Gay*. Berkeley, CA: Celestial Arts.
ISBN: 0890875057

Fairchild, Betty and Hayward, Nancy. (1998). *Now That You Know*. San Diego, CA: Harcourt Brace.
ISBN: 0156006057

Griffin, Carolyn. (1996). *Beyond Acceptance: Parents of Lesbians and Gays Talk About Their Experiences*. New York, New York: St. Martin's Press.
ISBN: 0312145500

Muller, Ann. (1987). *Parents Matter: Parents' relationships with lesbian daughters and gay sons*. Talahassee, FL: Naiad Press.
ISBN: 0930044916

Promoting Race and Ethnocultural Equity: Confronting Racism

Barry, Arlene L. (May 1998). "Hispanic Representation in Literature for Children and Young Adults," *Journal of Adolescent and Adult Literacy*. Vol. 41 No. 8: 630-638.

Bode, Janet. (1989). *Different Worlds: Interracial and Cross Cultural Dating*. New York: Franklin Watts.
ISBN: 0-531-10663-2

Cai, Mingsui. (2002). *Multicultural Literature for Children and Young Adults: Reflections on Critical Issues*. Westport, Ct: Greenwood Press.

Cai (literacy education, U. of Northern Iowa) focuses on definitional issues in multicultural literature, the author's cultural identity and role in such literature, and empowerment in the classroom via reading "multiculturally".
ISBN: 0313312443

Ellis, Roger.Ed. (1996) ***Multicultural Theatre: Scenes and Monologs from New Hispanic, Asian, and African-American Plays***. Colorado: Meriwether Publishing Ltd.

This collection highlights many different scenes and monologues that attempts to reflect and celebrate cultural diversity. Various situations dramatized in this collection provide audiences with the background, insight and "lived experience" that can lead to solutions for social conflicts.

ISBN: 1-56608-026-6

Ellis, Roger.Ed. (1998) ***Multicultural Theatre II: Contemporary Hispanic, Asian and African-American Plays***. Colorado: Meriwether Publishing Ltd.

This collection highlights ten different plays that focus on different issues surrounding the cultural politics of diversity. Playwrights include Jose Rivera, Silvia Gonzalez S, Nilo Cruz, Elizabeth Wong, Karen Huie, Kipp Erante Cheng, Nadine Graham, Louis Felder, Max Bush and Charles Smith.

ISBN: 1-56608-042-8

Hancock, Marjorie. (September 1993) "Character Journals: Initiating Involvement and Identification Through Literature," ***Journal of Reading***. Vol. 37: 42-50.

Helbig, Althea K. and Agnes R. Perkins. (1997). ***Myths and Hero Tales: A Cross-Cultural Guide to Literature for Children and Young Adults***. Westport, Ct: Greenwood Press.

A one-step cross-cultural selective guide to recent retellings of myths and hero tales for children and young adults.

ISBN: 0313299358

Helbig, Althea K.(2001). ***Many Peoples, One Land: A Guide to New Multicultural Literature for Children and Young Adults***. Westport, CT: Greenwood.

Celebrating the wealth of multicultural literature recently published for children and young adults, this valuable resource examines the fiction, oral tradition, and poetry from four major ethnic groups in the United States. Each of these genres is considered in turn for the literature dealing with African Americans, Asian Americans, Hispanic Americans, and Native-American Indians.

ISBN: 0313309671

Hutchinson, Linda and Marion Richmond. Ed. (1990) ***Other Solitudes: Canadian Multicultural Fictions***. Toronto: Oxford University Press.

A collection of short fiction aims to explore the nature of Canada's cultural diversity in the fiction of eighteen contemporary writers. A unique addition to this anthology is the interview with each author following their fiction. The various stories explore the impact of multiculturalism on our society.

ISBN: 0-19-540756-3

Johnson, Lauri and Sally Smith, eds. (1993). **Dealing with Diversity Through Multicultural Fiction: Library Classroom Partnerships**. Chicago, IL: American Library Association.

This text outlines training for discussion team members, suggests skill-building activities, and sets guidelines for evaluating books used in the program. Appendixes include bibliography, training model, and sample lesson plan.
ISBN: 0838906052

Miller-Lachmann, Lyn.(1992). **Our Family Our Friends Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers**. New Providence, NJ: R.R. Bowker.

This annotated selection guide covers 1,000 of the best English-language fiction and non fiction multicultural books published in the United States and Canada since 1970. Each chapter introduces a culture or ethnic group, highlighted by a map of the region, and provides an annotated list of books for preschool through grade 12. Professional Sources, a List of Series, and a Directory of Publishers, as well as three indexes, are also included.
ISBN: 0835230252

Pausewang, Gudrun (1996). **The Final Journey**. New York: Viking
ISBN: 0670861049

Senna, Danzy. (1998). **Caucasia**. New York: Riverhead Books.
ISBN: 1573220914

Woodson, Jacqueline. (1998). **If You Come Softly**. New York: Putnam
ISBN: 0399231129

**Promoting Race and Ethnocultural Equity:
Confronting Racism (Holocaust/War/Political Unrest)**

Spiegelman, Art. (1986). **Maus: A Survivor's Tale. I:- My Father Bleeds History**. Toronto: Random House, Inc.

This winner of the 1992 Pulitzer Prize is the story of Vladek Spiegelman, a Jewish survivor of Hitler's Europe, and his son, a cartoonist who tries to come to terms with his father, his father's terrifying story, and history itself. This comic book (graphic novel) portrays the Nazis as cats and the Jews as mice.
ISBN: 0-394-74723-2

Spiegelman, Art. (1991) **Maus II : A Survivor's Tale: And Here My Troubles Began**. Toronto: Random House, Inc. Patheon.

In the second part of the saga the relationship between Art and his father Vladek is further complicated and developed. Spiegelman really brings out the connection between what happened then in Europe and what is happening now in America.
ISBN: 0-679-72977-1

Vandergrift, Kay E. (May/June 1998). "Reconstructing the Study of World War II for Gender Equity," *Knowledge Quest*, Vol. 28 No. 4: 38-43.

Promoting Positive Self-Image: Confronting Lookism

Bennett, Cherie. ***Life in the Fat Lane***

Sixteen-year-old Lara, winner of beauty pageants and Homecoming Queen, is distressed and bewildered when she starts gaining weight and becomes overweight.

Crutcher, Chris. ***Staying Fat for Sarah Byrne***.

Because of their "terminal uglies", Eric and Sarah become fast friends. But when the truth of Sarah's horrific past catches up with her, it is up to Eric to help her find a way through the pain.

Hautzig, Deborah, ***Second Star To The Right***. (1981)

As 14-year-old Leslie begins to shed the weight she feels makes her imperfect, she finds it increasingly difficult to reach out for the psychological help she knows she needs.

McNicoll, Sylvia. ***Walking a thin line***.

Newman, Leslea. ***Fat Chance***.

Judi "knows" if she were thinner, life would be perfect.

Paulsen, Gary ***The Monument***. (1991)

Thirteen-year-old Rocky, self-conscious about the braces on her leg, has her life changed by the remarkable artist who comes to her small Kansas town to design a war memorial.

Strasser, Todd. ***How I Changed my Life***.

Overweight high school senior Bo decides to change her image while working on the high school play with a former star football player also struggling to find a new identity for himself.

Promoting Gender Equity: Confronting Sexism

Alpern, Mildred. (Winter 1982). "Cultural Views of Gender in Works of Art and Contemporary Advertisements: An Approach for the High School Classroom," *Women's Studies Quarterly*. Vol. 10, No. 4: 16-19.

Butler, Judith P. (1999) *Gender Trouble: Tenth Anniversary Edition*. New York: Routledge.

Since its original publication in 1990, this work has been translated in nine languages and has become one the key works of contemporary feminist theory. It offers a powerful critique of "heteronormativity" and of the function of gender in the modern world.

Available as an e-book.

ISBN: 0415924995

Cooney, Caroline B. (1998) *Prisoner of Time*. New York: Delacorte.

ISBN: 0385322445 .

Cross, Donna Woolfolk. (1996). *Pope Joan: A Novel*. New York: Crown.

ISBN: 0517593653

Davis, Flora. (1991). *Moving the Mountain: The Women's Movement in America Since 1960*. New York: Simon & Schuster.

Leavy, Barbara Fass. (1994). *In Search of the Swan Maiden: A Narrative on Folklore and Gender*. New York: New York University Press.

An Inclusive Video Library:

An Annotated Video Resource List for Secondary School Libraries and/or Classrooms

As outlined in *Developing Inclusive Learning Environments*, students who do not see themselves reflected in the curriculum may feel silenced, marginalized, invisible and/or irrelevant. When library and classroom resources reflect the experiences of only one group of students, we fail in our responsibility to help all students to feel validated as worthwhile and contributing persons with a voice that matters.

Since students are more likely to develop an informed and sensitive position on issues when they have had the opportunity to hear, explore and discuss diverse points of view that may conflict with their own, it is critical that library resources acknowledge and reflect diversity in areas such as race, gender, culture, faith, sexual orientation, etc. To promote a mutually respectful environment and to ensure that differences are recognized and respected, educators may want to select library resources from the following suggested resource list:

Promoting Equity: Introductory or General Resources

- CHILDREN ARE NOT THE PROBLEM 30 Min.
308120 English TCH/
This video highlights the voices of children, child care workers, parents and professional educators. It explores the subtle ways that children of diverse backgrounds, including Asian, African, European and Native, develop their racial identities in society by using examples from day care centers across Canada. (1991)
- CLASS DIVIDED 60 Min.
304372 English INT/ SEN/
FRONTLINE investigates a broad spectrum of important events and critical issues. CLASS DIVIDED: In 1970, a public school teacher in Riceville, Iowa, divided her all-white, all-Christian third-graders into blue and brown-eyed groups for a lesson in discrimination. On successive days, each group was treated as inferior and subjected to discriminatory treatment. This program reunites the teacher and class after 15 years to relate the enduring effects of their lesson. (1992)
- FOR EVERYONE EVERYWHERE 30 Min.
301009 French INT/ SEN/
Out of the tragedy of World War II one of the noblest ideals of humankind was born: the Universal Declaration of Human Rights. This video shows how the idea of Human Rights came about, and how the international community overcame the barriers of language, culture and Cold War politics to forge a truly universal document. (1998)

HUMAN RIGHTS, HUMAN WRONGS 29 Min.
305182 English INT/ SEN/
Discrimination still exists in Canada, against blacks, Indians, women, the disabled and minority religious groups. This program examines the issue of human rights in Canada in ways that are relevant to students. It stresses that responsibilities are an inseparable part of our human rights. (1987)

HOW SOCIAL ORGANIZATIONS DEFINE A CULTURE 22 Min.
300454 English INT/ SEN/
How does one learn about the language, behavior, beliefs, values, history, and traditions of a culture? This lesson explores the influences of various social organizations on members of a culture. Students are presented with numerous examples of social organizations and their purpose within a culture. The lesson first explores socialization through family, work, religious, and educational groups. It also deals with different governmental and political philosophies adopted by a culture. Students are also shown ethnic groups' functions in a culture, and, in the case of immigration, how they allow cultural members the ability to retain ties to their heritage while assimilating into a new culture. (1997)

I'M NORMAL, YOU'RE WEIRD: UNDERSTANDING OTHER CULTURES 23 Min.
309183 English INT/ SEN/
The aliens from a neighboring galaxy prepare to take on human form as a sort of intergalactic study project. As they rehearse their new roles, they quickly bump into the complexities of diverse cultures. In other words, the main difference between the aliens and your students is the aliens admit they are 'weird.' The aliens discover that much human behaviour is cultural - how they line up to wait, how they use ice in drinks, cross their legs, use their eyes, eat certain foods, how they view appointments and time, and even how they define honesty. (1997)

INEQUITY IN THE CLASSROOM 27 Min.
308077 English TCH/
This is a video and a training manual. It has been designed for professors and adult educators who are unfamiliar with inequity issues as well as those who want to build on existing knowledge. It explores the more subtle forms of sexual and racial bias that are expressed unconsciously in teaching practices. (1991)

THIRTY-MINUTE, BLUE-EYED
305917 English

34 Min.
INT/ SEN/ TEA/

Jane Elliott's blue-eyed, brown-eyed exercise is one of the most acclaimed and most widely used diversity training tools ever developed. Jane Elliott believes that the best way to fight racism and sexism is to make people experience it themselves, even if only for a brief period in a highly controlled environment. She arbitrarily divides a group into brown and blue-eyed participants and then subjects the blue-eyed participants to a regime of abuse, intimidation and disrespect. It is amazing to watch how quickly they are affected by their assigned roles. Interspersed between these clips, Jane Elliott describes the origins of her exercise in the wake of the assassination of Dr. Martin Luther King, Jr. and its personal consequences in making her a pariah in her home town in Iowa. (2003)

TRUTH ABOUT HATE
303092 English

32 Min.
SEN/

Emotional and hard-hitting, this new production explores the origins of hate through the eyes of today's teenagers as they come face to face with their own racism, ethnic bigotry, religious hatred, and sexual discrimination. This program seeks to encourage every viewer, young and old, to rethink issues of prejudice and eliminate hatred from their lives. (1999)

Supporting People of All Abilities: Confronting Ableism

BECAUSE I DO THINGS
308572 English

24 Min.
JUN/ INT/ SEN/

The soccer team looks doomed, until Dylan and Tracy join and start organizing! In fact, Dylan and Tracy become the engine behind the machine. Little do Tracy and the team know that they will have to summon all of their strength and courage to see Dylan through the challenge of his life...he has been diagnosed with cancer. (1998)

DAY IN THE LIFE OF BONNIE CONSOLO
308622 English

17 Min.
JUN/ INT/ SEN/

Bonnie Consolo war born without arms, yet she leads a normal, productive life. She has a home, two healthy children and a rich philosophy that she shares with us as she goes about her daily routine. Bonnie Consolo's vitality and zest for life are an inspiration to everyone to live life to its fullest. (1975)

ENEMY AMONG US
305500 English

45 Min.
INT/ SEN/

Scott Fischer is a happy, normal teenager until he learns that he has the AIDS virus, received through a blood transfusion. This program explores the impact of AIDS on the boy, his family and then the community. Scott becomes the centre of media attention when the local school board discusses whether or not he should remain in school. (1987)

JUSTIN CLARK CASE 15 Min.
307329 English INT/ SEN/
The Canadian Charter of Rights and Freedoms guarantees all Canadians equal rights. Most young people in Canada enjoy equality of education, job opportunities, and the freedom to make their own choices about how and where to live. A young man who was severely disabled with cerebral palsy was denied these rights because he lived in an institution. Meet Justin Clark, a determined individual who overcame discrimination and won the right to an equal place in society. (1990)

LOOK BEYOND THE LABELS 24 Min
309608 English TCH/
Teaching children with Autism and related pervasive developmental disorders was developed for classroom teachers and others not familiar with this spectrum of disorders. It will expand the knowledge of many teachers and also demonstrate strategies used by some of their colleagues who are contributing to the growth and development of this special population in classrooms. (1996)

MEET MY BROTHER 8:30 Min.
301634 English ALL/
This video describes autism through the eyes of a ten year old sibling of a child with autism. The narrator discusses the characteristics of her four year old brother, a senior kindergarten student, and a grade 4 student, all of whom have autism. She explains the varying characteristics of autism and how their peers can be supportive at home and in the community (2003)

MY FRIEND DYLAN: I WONDER WHAT WE WILL LEARN? 10 Min.
300022 English JUN/INT
Feelings, understanding and friendship are the key interests for a group of students who want to get to know their classmate, Dylan, who has autism.

SMUDGE 35 Min.
302747 English ALL/
A simple, endearing story of a young woman with Down`s Syndrome and her love for a stray puppy named `Smudge`. Perceptions of Down`s (and other `differences`) have changed a lot recently. This video tells viewers why they should keep on changing. (1995)

THROUGH GRANDPA'S EYES 20 Min.
305498 ENGLISH PRI/JUN/INT
There is a special bond between Johnny and his grandfather, who is blind. Grandpa shows Johnny the many things one can `see` without using eyes. (1987)

Supporting People Who Have Been Adopted: Confronting Adoptism

BIG HENRY AND THE POLKA DOT KID (FULL VERSION) 51 Min.
302658 English JUN/INT/SEN/
An orphaned boy, sent to live on his uncle's farm, wins the battle to save the life of a blind dog that his practical uncle has decided is useless. (1976)

DREAMSPEAKER 75 Min.
301790 English SEN/
The value and morality of conventional treatment of emotionally disturbed children is questioned in this sensitive story of a boy who escapes from an institution. 'Adopted' by an old Indian shaman, the boy discovers he is capable of learning and begins to counteract his violence and fear. (1990)

HOME FROM FAR 25 Min.
308484 English INT/ SEN/
Based on a novel by Jean Little, this short drama focuses on Jenny, whose sorrow about the death of her twin brother, Michael, turns to anger when her parents take in two foster children. One of the children is a boy with the same name as her brother. (1983)

Recognizing the Contributions of People of All Ages: Confronting Ageism

COMPANY OF STRANGERS 111 Min.
302524 English SEN/
A bus breaks down in the wilderness. Eight women, average age 71, are stranded at a deserted farmhouse. They have only their wits, their memories, and eventually some roasted frogs' legs to sustain them. Through the long days and nights, this remarkable group of strangers share their life stories and their innermost thoughts and feelings, turning the crisis into a magical time of humour and spirit. (1990)

HOUSE DIVIDED: CAREGIVER STRESS AND ELDER ABUSE 36 Min
305433 English SEN/
This documentary examines the stories of four senior citizens and their caregivers. For all of them, the family structure has broken down under the stress. In many cases, the elderly became the victims of abuse. (1988)

SEIZE ANS TOUT L'TEMPS: #08
301770 French

24 Min.
INT/ SEN/

Ma Grand-Mere est completement sonnee. Mon pere dit qu'elle est folle parfois. Moi, je la trouve geniale. Quand on lui demande son age, elle repond que ca fait tout juste 50 ans qu'elle a seize ans. Et vous savez, je sais qu'elle a raison. Car pour elle, le monde renferme un tas de choses. Tout l'interesse (1991)

Promoting Socioeconomic Equity: Confronting Classism

ANIMAL FARM
305111 English

75 Min.
INT/ SEN/

Animated version of George Orwell's political fable about farm animals who rise up against the cruelty of a drunken farmer and then find themselves living under the dictatorship of a ruthlessly ambitious pig. (1974)

BLACK SUGAR
307088 English

58 Min.
SEN/

This speaks to the 300,000 Haitian slaves in the Dominican Republic. They are the sugar cane cutters and their families. They live and work in conditions which most of us would not accept for livestock. And all of this is only twenty minutes from the beaches where tourists chase the perfect suntan. (1987)

CAREER EQUITY FOR YOUTH
880973 English

TCH/

Career and guidance counselors meet with thousands of students and clients to discuss the difficult choices they must make about their futures. Those from non-white racial and ethnic backgrounds are often faced with barriers of prejudice, bigotry, racism and ignorance as they look toward their futures. The disadvantage which these students experience in their education, then they look for work and on the job - indeed, in their daily life as a whole - is unnecessary and preventable. This short video speaks about the reality of this disadvantage and the need for change. It provides counselors with a starting point for an examination of the inequities which face their students and clients. (1993)

HOMELESS IN MEXICO/CREDIT UNIONS IN BURKINA FASO
307016 English

25 Min.
SEN/

HOMELESS IN MEXICO :In an effort of great will, Mexico reconstructed the housing lost during the earthquake of 1985. But, the slum areas of Mexico City remain as they were. The housing crisis is just as bad as ever. A masked wrestler comes to the rescue of the many homeless.

CREDIT UNIONS IN BURKINA FASO: Credit Unions in Quebec grew from pennies gathered in church basements to a vast financial structure which helped build the economy for the villagers of the Sahel. (1988)

GRAPES OF WRATH 128 Min.
305461 English INT/ SEN/
This is a film adaptation of John Steinbeck's novel of impoverished, migratory workers and their struggle to get to California and find work. It stars Henry Fonda, Jane Warwell and John Carradine. (1940)

NO ADDRESS 56 Min.
307083 English SEN/
This video focuses on the young native people who make up part of the swelling population of homeless people in Canada. This program serves as a discussion starter on social issues facing our native populations. (1988)

NO WAY! NOT ME 30 Min.
305439 English SEN/
Noted Canadian feminist and educator Rosemary Brown lectures a group of high school students on poverty among women. She provides viewers with an introduction to the social and economic forces that have created the problem and urges them to face this reality. (1987)

SOCIAL INEQUALITY 29 Min.
302825 English INT/ SEN/
Sociologists Ralph Garber, James Sacouman, and Ralph Matthews focus on the regional disparities and problems of Canada's Atlantic provinces in this program on the causes and effects of social inequalities. Also looks at the gap between rich and poor, and the difficulties faced by seniors and single parents. (1984)

TIME TO RISE 40 Min.
307821 English SEN/
This moving and well-crafted film documents British Columbian farm workers' struggle to unionize. The majority of these workers are East Indian and Chinese; many of them are women. The film depicts the conditions in B.C. that provoked the formation of the Canadian Farm Workers Union as well as the opposition - sometimes violent, sometimes racist - from growers and labour contractors. The point of the film is clear - workers must organize in order to end exploitation. (1981)

Recognizing Diverse Faiths: Confronting Faithism

- FULL CIRCLE - PART 3 60 Min.
 304411 English SEN/
 This is a stirring documentary that awakens memories of the ancestral roots which connect us to each other and to all living things. Through contemporary spirituality, whether from Wicca, pagan or indigenous peoples, Full Circle shows people communing with each other or alone. Power politics give way to ideas that are creation-honouring, woman-honouring, and earth-nurturing. Participants move us beyond patriarchal boundaries to a space where reverence for the earth can root and grow. (1992)
- GEORGETOWN BOYS 26 Min.
 305302 English INT/ SEN/
 Following the massacre and deportation of the Armenian Christian population of the Ottoman Empire in 1915, one hundred and nine orphan boys were brought to Canada. In the 1980s, these orphans came back to Georgetown for a reunion. Students learn about attitudes to refugees and immigration policies in Canada through the archival materials and personal stories revealed in this program. (1987)
- GODDESS REMEMBERED - PART 1 60 Min.
 304449 English SEN/
 This documentary about the roots of contemporary women's spirituality is a salute to the earliest ancestors of the Western civilizations and the goddess-worshipping religions they fostered. Shot on location in Greece, Malta, Britain and France, the film features well-known scholars and representatives of the emerging spiritual eco-feminist movement, who link the loss of goddess-centered societies with today's environmental crisis. (1989)
- HUTTERITES: A CHRISTIAN WAY OF LIFE 30 Min.
 308346 English INT/ SEN/
 The Pincher Creek Hutterites have retained their way of life but have also become Canadian. This is an interesting example of what the 'Canadian Mosaic' can mean. (1990)
- MISSION SCHOOL SYNDROME 60 Min.
 301920 English SEN/
 The 'Mission School' (1920-1980) had a devastating effect on Indian children who were taken from parents, home, and people. Survivors speak about their experiences, usually negatively, sometimes with anguish. Discusses how the loss of parenting skills affect Indian youth now and perhaps into the future. (1988)

PERSONAL PHILOSOPHY

309013 English

60 Min.
INT/ SEN/

This program summarizes and distills what we have learned about the great religions. It shows how the cultivation of virtues valued by all religions, intelligence, compassion, creativity, truth, beauty, and goodness - can lead to transcendence. (1996)

SPIRITUAL ROOTS OF RESTORATIVE JUSTICE

300088 English

24 Min.
SEN/

The Honourable Bria Huculak, a Saskatchewan provincial court judge, calls it a spiritual experience; a commissioner with Correctional Services of Canada describes it as an `incredible treasure`; and the father of a teenage boy gunned down on his way to class asserts that forgiveness sets the one who forgives free. This informative documentary looks at restorative justice through the eyes of victims, offenders, judges, lawyers, First Nations elders and scholars of all different faiths all believe this difficult process offers a viable alternative to the mainstream retributive justice system, healing the harm done not only to victims, their families and their communities, but also to the offenders themselves.

TIDES OF PERIL

304849 English

30 Min.
INT/ SEN/

Will India be the next victim in the age of crashing giants? This is an examination of the religious and political forces threatening to tear apart Mahatma Ghandi's once great `multicultural experiment.` Hindu moderate and political writer Tavleen Singh claims, `the Indian State is so corrupt and so rotten from within, that...it needs to disintegrate to be reborn again`. (1993)

**Promoting Sexual Orientation/Gender Identity Equity:
Confronting Heterosexism and Homophobia**

MULTIPLE CHOICES: VOL 4

309408 English

40 Min.
INT/ SEN/

Part 1: Families: The mythic family of mom at home, dad at work, two kids and a dog living in the suburbs was just that: a myth. Today we still try to live up to that myth while our lives consist of a host of contradictions and alternatives such as blended families, gay families, single parents, divorced etc.. Asking questions about family can strike a chord. Things heat up when the participants talk about what family means to them.

Part 2: Blending: The participants discuss the particular issues that arise when two families come together such as finding your place in a new family, learning the new rules, coping with the loss of the old family etc..

Part 3: Power Lines: Can we be friends with our parents? The participants, adults and teenagers, confront each other about parental power and children's rights. (1995)

PHILADELPHIA
3010029 English

125 Min.
INT/SEN

A drama in which hot-shot lawyer Andrew Beckett, fired from his law firm when he develops AIDS, hires brilliant personal-injury attorney Joe Miller to help him win back his job. Director Jonathan Demme says, 'Philadelphia is about men, women, AIDS, homophobia, lawyers, friendship, discrimination, having babies, being gay, being straight, the American system of justice, Philly cheese steaks, prejudice, acceptance, heartbreak and laughs; in other words, America today.'

Promoting Positive Self Image: Confronting Lookism

BODY IMAGE
302423 English

16 Min.
INT/ SEN/

Our culture puts a huge emphasis on how people look. The pressure kids feel to look 'right' leads them to dangerous obsessions. This video offers students a chance to hear their peers talk about what they have been willing to do to look the way they want and what the pursuit has cost them. (1992)

EATING DISORDERS: PROFILES OF PAIN
305754 English

20 Min.
INT/ SEN/

An astounding number of people in North America, 90% of them female, suffer from eating disorders. In this compelling documentary, female and male teens share the pressures - from the media, parents and peers - that can catalyze these devastating disorders, and the psychological isolation and obsession, as well as physical demise, even death, that can ensue as the disorders persist. Professionals share valuable insights and wisdom on the subject, which is presented by a teen narrator. The program also provides realistic medical and psychological facts that are meant to help deter future eating disorders and begin to treat existing ones. (1997)

Promoting Race and Ethnocultural Equity: Confronting Racism

AMISTAD 155 Min.
3010024 English INT/SEN
Based on a true story, Amistad is the saga of a failed mutiny on board a Spanish slave ship and the trial that followed. In the summer of 1839, fifty-three African captives, led by Cinque (Djimon Hounsou), broke free and took over the slave ship Amistad. Captured off the eastern seaboard after failing in a desperate attempt to sail home, they find themselves strangers in a strange land and at the mercy of the American justice system. Fighting for the Africans are abolitionist Theodore Joadson (Morgan Freeman) and young lawyer Roger Baldwin (Matthew McConaughey). However, seeking re-election, President Martin Van Buren (Nigel Hawthorne) is willing to sacrifice the Africans to appease the pro-slavery South. The case takes on historic proportions when former President John Quincy Adams (Anthony Hopkins) comes out of retirement to take the Africans cause all the way to the United States Supreme Court in a trial that challenges the very foundation of the American legal system.

BAMBINGER 30 Min.
301221 English INT/ SEN/
Twelve-year-old Sammy Nussbaum resents having to give up his room to a Jewish refugee from Hitler's Germany. The realities of war are thrust upon Sammy with the news of the deaths of the border's wife and child, killed enroute to join him. (1985)

COLOUR OF YOUR SKIN 60 Min.
308401 English SEN/
DEOMI is the program developed by the U.S. military to deal with prejudices and discrimination that may exist in the forces including racism. A fishbowl technique is used with small groups of enlisted personnel for 16 weeks of an intense program. (1991)

DAYS OF CONTEMPT 52 Min.
309177 English INT/ SEN/
This film deals with the rise of Fascism, which at first seemed like a logical outgrowth of the October Revolution, the Nazi occupation of France and French collaboration, the Spanish Civil War and the resistance to Fascism. (1993)

DANCE TO REMEMBER 26 Min.
302821 English INT/ SEN/
Yuko Tanaka, a young dancer, wants to do a representational piece on the internment camps that the Japanese had to endure in North America during World War II. Her mother, survivor of one of these camps, is reluctant to discuss her traumatic experience with Yuko. Ultimately, Mrs. Tanaka shares her painful memories with her daughter, which strengthens the bond of their relationship. (1991)

- ETHNIC AND MINORITY RELATIONS 29 Min.
 302843 English INT/ SEN/
 Beginning with a history of the reasons immigrants came to Canada, sociologists then explore the factors that allow a group to maintain its cultural identity, the differences between prejudice and racism, and how racism becomes institutionalized as well as the experience of Japanese Canadians during World War II. (1984)
- FRIEDRICH 25 Min.
 302092 English INT/ SEN/
 This video is set in a fictionalized Cologne between 1925 and 1942, and it is told in the first person by a boy who joins the Hitler Youth Movement. This program is intended for teenage students and contains scenes of concentration camps which may be too disturbing for younger pupils. (1984)
- FOR ANGELA... 22 Min.
 304998 English INT/ SEN/
 This story is about racism and was inspired by the experience of Rhonda Gordon and her daughter, Angela, who were victims of racism. This film is aimed at encouraging change with regard to how we view racism. Isolated incidents must not be ignored; to do so is to condone inappropriate behaviour. Together, we must strive for a better understanding of one another.
 (SENSITIVE TO RACIAL ISSUES, PLEASE PREVIEW) (1993)
- FREEDOM HAD A PRICE 55 Min.
 303144 English INT/ SEN/
 This is a disturbing documentary account of Canada's first national alien-internment operation. It tells the little-known story of Ukrainian immigrants who, described by the Canadian government as `enemy aliens` at the outbreak of World War I, found themselves subject to discriminatory and repressive measures for the next six years. It contains archival footage, vintage photographs, the compelling testimony of survivors, and commentary by prominent historians. (1994)
- HIDDEN CHILDREN 50 Min.
 304232 English SEN/
 Thousands of Jewish children were hidden away among gentile families at the onset of the Holocaust only to discover years later who they really were. Where we are born, the language we speak, our parents' beliefs and personalities, our cultural history, all contribute to our individual identity. When this is never fully constructed or is shattered in later life, the effort to piece together an authentic identity can become an all-consuming obsession. (1994)

IN FREEDOM'S NAME 55 Min.
300248 English SEN/
The internment of Japanese Canadians during World War II is a historical account of the ordeal suffered by Japanese Canadians throughout this period. The program begins with an overview of the history of Japanese Canadians. Moving accounts of life prior to WWII, its outbreak, and the aftermath are personally described by those who lived through them. (1987)

MATTER OF CONSCIENCE 30 Min.
307395 English INT/ SEN/
This video is a drama in which a teenager's love for his grandfather is threatened by the shocking disclosure that the elder man may have been one of Hitler's SS guards stationed at Poland's Treblinka concentration camp in 1943. The accusation, brought against him by a former Treblinka inmate, disrupts the local Jewish community and thrusts the horror and fear of the Holocaust back into the midst of this modern American family. (1990)

NOISE 12 Min.
301539 English INT/ SEN/
This presents a fresh, energetic approach to increasing critical awareness and analysis of racial and cultural stereotypes. Using humour to slice away at racial ignorance, myths and violence in our lives, Rowe and Sperberg deliver well-known but hard hitting messages. This film is an excellent tool for educators to introduce anti-racist education in the classroom. (1992)

PERSON BY THE PERSON 54 Min.
307339 English INT/ SEN/
This video is an extremely rare document that is painstakingly and thoughtfully assembled. The women in the tape are immigrants to Canada who have come from professional or comparatively well-educated backgrounds, and from diverse cultural backgrounds. They describe the difficulties they have had in gaining professional credit, bizarre and insidious forms of racism and the erosion of their cultural roots through raising a North American family. (1985)

PREJUDICE: DIVIDING THE DREAM 25 Min.
302322 English INT/ SEN/
Victims of prejudice reveal their suffering and explain their hopes for the future. Three poignant efforts to battle prejudice are featured; a cultural diversity workshop, a study of racial identity in African-American children, and a summer camp where teens of different races find understanding and common ground. (1992)

RACISM: WHO IS PETER ISWOLSKY?

305038 English

30 Min.
INT/ SEN/

`Silence speaks for you when you see bigotry and choose to do nothing` ...says anti-racism workshop leader Bernie Farber. Viewers join this workshop in progress, and learn how the teenagers attending feel about racism. Students are asked how they would react to various racist situations, and end up learning from their responses. (1993)

SKIN

305988 English

30 Min.
INT/ SEN/

A dramatic reflection of racial discrimination in Canada focuses on three teams of differing ethnic backgrounds and the prejudices they encounter. (1989)

TAKING A STAND

301503 English

31 Min.
JUN/INT/

This film is based on the true story of one young man standing up to racial injustice in his own neighborhood. Seen through the eyes of a teenage boy, this thought-provoking drama forces the viewers to recognize the painful and far-reaching effects of discrimination. (Prod. 1988)

TRIBAL MIN.D (PT. 2)

300604 English

51 Min.
INT/ SEN/

This series weighs the implications of the way we live together, the way we organize societies, and our complex relationship with the environment. In this Part 2 we see a remarkable group of South Africans engaged in moving their society beyond apartheid. SOME SCENES CONTAIN EXPLICIT LANGUAGE. VIEWER DISCRETION IS ADVISED. (1994)

Promoting Gender Equity: Confronting Sexism

BEHIND THE SMILE

308158 English

46 Min.
INT/ SEN/

For the past decade the Thai economy has been one of the fastest growing in the world, and Thailand has become another `Asian tiger.` Hundreds of thousands of young women work in factories and construction sites - and live in crowded dormitories or shacks with their few possessions. They are the backbone of Thailand's economic success, yet are looked upon as almost less than human. In a country which values family above all, they live as intimate strangers. (1993)

BEING MALE 16 Min.
304485 English INT/ SEN/
One effect of the women's movement in western societies has been the gradual realization by some males that they also are trapped by stereotypes. In this film, 16 and 17-year-old boys talk candidly about how the traditional image of maleness fits their own experience. Young men, the film shows, are beginning to re-evaluate their role in society. (1980)

BODY POLITICS 48 Min.
306464 English SEN/
The image of the ideal female body has always been inextricably linked to the social role assigned to women. `Body Politics` is a humorous and provocative look at women's efforts to rescue the female body from prevailing ideologies and to restore its full power and dynamism. (1997)

BOYS AND GIRLS 25 Min.
304609 English JUN/INT/
Margaret finds frustration in her parents' expectations of her. As her younger brother, Laird, grows up she is more and more denied the chance to help and work alongside her father at the family fox farm, being forced instead into the preconceived roles expected of a daughter in a farm family. When her father buys a spirited mare, Margaret identifies with its courage and individuality, and helps it escape on the day it is to be slaughtered for fox feed. (1983)

BREAKING THROUGH 29 Min.
300923 English INT/ SEN/
This program offers a fascinating glimpse into the lives and the work of three female scientists: a mechanical engineer, a biomedical scientist and a physicist, who are pushing the limits of scientific knowledge with the same intensity and commitment that they bring to all aspects of their lives. These `slices of life` reveal how women who choose a demanding profession in science can successfully strike a balance between a challenging career and a fulfilling personal life.(1993)

BURNING TIMES - PART 2 60 Min.
304468 English SEN/
Explores a phenomenon that until recently has curiously remained unexamined: the great witch craze that swept through Europe only a few centuries ago. This riveting film explores many factors that led to this women's holocaust, and points out how its effects can be seen today in widespread violence towards women and neglect of our environment. (1990)

CANADA'S VISUAL HISTORY: #30

880676 OTHER

INT/ SEN/

The women leaders and women groups are featured in these slides from the National Museum. The Suffrage Movement favoured a privileged middle class group of women in the main. (1976)

DOUBLE SHIFT

48 Min.

306611 English

SEN/

Questions whether women can achieve equality as long as they are expected to bear an unequal share of work at home. Follows a number of women to see how the double shift affects their life. In an overview, offers insights of: a woman pioneer in the Canadian labour movement; a New Zealand economist, a French philosopher, and finally, a man who runs the home while his wife works outside the home. (1997)

FOR OUR SISTERS, FOR OUR DAUGHTERS

16 Min.

303422 English

INT/ SEN/

On February 14 1981, at a weekend conference, the Ad Hoc Committee of Women on the Constitution made history when it laid the groundwork of the equality-rights movement for Canadian women. This documentary chronicles the progress of the struggle for equal rights, from the suffragist movement to this pivotal event and beyond. (1993)

GIRLS! STORIES WORTH TELLING

15 Min.

309186 English

INT/ SEN/

The video is intended to provide a visual account of the conference to complement the Effective Practices Manual. It is meant to extent the benefits and impact of the event. By featuring the girls - their faces, their expressions and their emotions - the theme of the conference was reinforced as they referred to their own situation, as well as their solutions to overcoming the barriers and discrimination that girls face around the world. (1998)

JUSTINE BLAINEY CASE

15 Min.

307328 English

INT/ SEN/

Justine Blainey's life has always revolved around hockey. She is an active high school student, and a natural hockey player. In spite of her superior hockey skills, the law denied Justine the right to play hockey on a boy's team. This determined young woman decided to challenge the law which allowed teams to discriminate on the basis of sex. By working her way through the court system, she was able to fulfill her dream. (1990)

LIFE AFTER BILLY
308713 English 14 Min.
SEN/
Jane Stafford's trial in Nova Scotia received national attention. For the first time in Canadian history the battered wife syndrome was used as a defense for murder. In mid-February of 1992, Jane died as a result of a gunshot wound, which the coroner reported as probable suicide. Those closest to Jane Stafford do not believe she took her own life. (1993)

PEACE BREAKS
880020 English Kits
TCH/
This resource enables students to identify violence in its various forms (e.g. gender specific, sexual, physical, bullying, vandalism), provides strategies for students as a victim and as an aggressor in violent situations, as well as strategies while witnessing violent behaviour. This is a form of prevention which provides students with a level of awareness and the skills necessary to deal with gender specific violence. (1998)

POSTCARDS FROM THE FUTURE
306612 English 48 Min.
SEN/
Questions how the full emancipation of women might change the twenty-first century for all humanity. Features: the first black woman to travel in space; women in Central Kenya who use simple technology to help save their community from desertification and drought; an ex-government Minister in Papua New Guinea, now a social activist, who is taking on her government and powerful multinational corporations; mothers in Chechnya struggling to rescue their sons from the battlefield and prison; and an all-woman police force in Sao Paula, Brazil. (1997)

POWER GAME
306462 English 48 Min.
SEN/
This film profiles women who exercise institutional power, whether in the Senate, the boardroom or the village square. Looks briefly at the past, when a woman's route to power was often via a powerful male. Features: Geraldine Ferraro, first female candidate of US Vice-President; Beneditta Da Silva, the only female senator in Brazil; and Isobel Alonso, a corporate president in Paris. The insights of these women are juxtaposed with scenes of welfare mothers in the streets of Harlem, street children in Sao Paulo, veiled housewives in Istanbul and radical youth in Oslo. (1997)

RAISING YOUNG VOICES: RAISING OUR CONSCIOUSNESS
301339 English 60 Min.
TCH/
Host Sharon Meadows leads a panel discussion of the film 'Raising Young Voices' which examines the issue of gender equity. (1995)

REAL MEN DON'T BLEED 20 Min.
302332 English SEN/
A teenager growing into adulthood faces many pressures. Those pressures are intensified if he lives in an inner-city neighborhood, under the constant threat of gangs and violence. Examines the situations faced by inner-city youth every day, and provides alternatives to the macho behaviour code that many young men feel compelled to practice. (1992)

REVIVING OPHELIA 35 Min.
302746 English INT/ SEN/
The challenges facing today's teenagers, especially girls, as well as the role of media and popular culture in shaping their identities. Included are concrete ideas for girls and boys, families, teachers and schools to help girls free themselves from the toxic influences of today's media-saturated culture. (2000)

SEXUAL HARASSMENT AND HOW TO STOP IT 25 Min.
306613 English SEN/
This film alerts high school students to the facts and consequences of peer sexual harassment. Helps viewers recognize sexual harassment when they see or experience it, outlines what to do to interrupt or prevent its happening.(1995)

SEXUAL HARASSMENT: ITS HURTING PEOPLE 17 Min.
305641 English INT/ SEN/
This video will assist administrators, students and teachers in recognizing and appropriately responding to the complex legal and educational issues surrounding sexual harassment in schools. Sexual harassment is defined, reasons for it being prohibited are outlined and what individuals should do if they are harassed is explained. Consequences are also discussed for students and/or staff who are guilty of sexual harassment. (1994)

SHADOWS BETWEEN FRIENDS 30 Min.
307396 English INT/ SEN/
The strained friendship between two high school students, one Anglo and one Hispanic, provides the focal point for this thought-provoking program about racism and discrimination. Discussion questions, student activities, and background notes are contained in the accompanying guide. (1990)

STILL KILLING US SOFTLY 30 Min.
305584 English INT/ SEN/
Jean Kilbourne examines the images of women portrayed in advertising. She argues that advertising's influence is pervasive, often subtle and mostly unconscious. She also argues that such images are related to many problems in society, sex-role stereotyping, economic discrimination against women, and sexual violence against women, pornography, teenage pregnancy and eating disorders. (1987)

TAKING ON THE BOSS 13 Min.
300413 English SEN/
This is the story of a female firefighter, from Regina, who fought the Federal Department of Transport for eight years over a case of sexual discrimination. (1990)

TO BE EQUAL...OR NOT TO BE 30 Min.
307762 English INT/ SEN/
Two female high school students take different measures to deal with the same case of sexual discrimination. A documentary on equality examines the Justine Blainey case and disability rights under the Charter of Rights and Freedoms. Hosted by Taborah Johnson. (1992)

WOMEN IN THE 40'S AND 50'S (COMPIL.) 113 Min.
307934 English SEN/
Films made about women during the 1940s and 1950s. This twenty-year period saw significant changes in the role and status of women in Canadian society. These films reflect those changes and serve as a graphic reminder of the values and attitudes of that time. Often enlightening, sometime heart rendering, included are: Women At War, Wings On Her Shoulder, Proudly She Marches, Careers And Cradles, Women At Work, Service In The Sky, Needles And Pins, and Is It A Woman's World?. (1977)

Promoting Equity: Empowering Students

BREAKING THE ICE: MARY ANN SHADD STORY 22 Min.
307809 English INT/ SEN/
Mary Ann Shadd, was an abolitionist and suffragette, the first woman newspaper editor in Canada, and the first female black lawyer in the United States. Born a free woman in 1823 in Wilmington, Delaware, She was also one of the first integrationists. She fought for abolition and education for Blacks, and she battled the segregationists. Her most enduring legacy remains that of free men and women who believe that the foundation of a community should be family and friends. (1998)

BRONWEN AND YAFFA: MOVING TOWARDS TOLERANCE 27 Min.
304949 English INT/ SEN/
Against a vibrant soundtrack of punk and rap music, two extraordinary young Halifax women attempt to create change at the grassroots level by organizing a benefit rock concert to raise money for anti-racism projects. They also struggle to renew their friendship with Scott, a former Ku Klux Klan member who has seen the error of his ways. (1996)

FEATHER OF HOPE 24 Min.
302836 English INT/ SEN/
Ken Ward was the first Native person to go public as a carrier of the HIV virus. `Feather of Hope` is the deeply felt, revealing story of Ken`s commitment to use his personal tragedy to create healing and awareness among his native people. (1990)

INFECTED: ADOLESCENT AIDS 18 Min.
302673 English INT/ SEN/
This thought-provoking docudrama which hits home showing the harsh reality of how AIDS affects adolescent life. Cherlynn, 17 years of age, who has engaged in unsafe sex, is informed by her family doctor that she has acquired AIDS. During his consultation with Cherlynn, he explains important facts about prevention, talks about the realities and the true facts about AIDS and dispels myths. (2000)

NEW MUSIC: DIFFERENT DRUMS 60 Min.
309165 English INT/ JUN/ SEN/
City T.V. offers an enlightening journey into the art, music and life of the indigenous cultures of Guatemala, Ecuador, the Caribbean and those cultures presently residing in Canada. Perspectives of indigenous history are shared by many cultural representatives from Central America, the Caribbean and those Canadian multicultural representations(1994).

RECKONING 58 Min.
300050 English SEN/
`The Reckoning` documents the corporation`s indifference to democracy, over the last century, in many areas of the world. Detailed are the high stakes struggles facing grass roots movements as they battle with this dominant force of our time. From American corporations such as IBM, General Motors, Ford and Coke working with, and profiting from, Nazi Germany to present day Bechtel attempting to privatize Bolivia`s water system, the patterns are revealed. Inspiring are the victories of small, persistent voices growing to a unified roar, powerful enough to stop huge corporate machines as they attempt to take away power and choices from not only individuals and communities but in fact, from governments. Presented are some excellent examples of positive activism: the charter revocation movement took on oil giant Unocal; sweatshop activists moved labor standards; seed activists beat corporate patents; etc.

SINGING STREAM 60 Min.
303449 English INT/ SEN/
we learn about the story of a remarkable Afro-American family from the rural South. With interviews and stories, and scenes from daily life, reunions, gospel concerts, and church services, the film traces the history of the Landis family of Granville County, North Carolina, over the lifetime of its oldest surviving member, 86-year-old Bertha Landis. Shows how she used the musical gifts of her family, religious faith, and black cultural traditions to unite, discipline, and motivate her children. (1993)

SPEAK IT! HEART OF BLACK NOVA SCOTIA 30 Min.
304032 English INT/ SEN/
Four Black high school students with a message that speaks to the essence of the experience of being young and Black today. Set in Halifax, the film follows the students as they work to establish a Cultural Awareness Youth Group, a vehicle for building pride and self-esteem through educational and cultural programs. In a predominantly white high school, they face the presence of racism daily. It offers a welcome alternative to contemporary media portrayals of Black youth. (1992)

STORYTELLING LIVE: NORTH AMERICA #1 43 Min.
304215 English JUN/INT/
Professional storytellers share traditional stories of various American cultural groups. The stories and interviews help explain how cultural and geographic forces shape the oral tradition and the basic elements of storytelling. (1994)

STORYTELLING LIVE: NORTH AMERICA #2 45 Min.
304216 English JUN/INT/
Professional storytellers share traditional American tall tales, Native American stories, and stories in song. The stories and interviews help explain how cultural and geographic forces shape the oral tradition and the basic elements of storytelling. (1994)

TAKING ACTION ON VIOLENCE IN THE LIVES OF YOUNG WOMEN
880245 English TCH/
A clear and straightforward resource kit and activity program for youth leaders, educators, agencies and organizations who work with girls and young women ages 12 to 18. This practical, action-oriented kit presents basic information on numerous topics, plus related activities and programming suggestions that will help provide young women with strategies to deal with violence in today's society.

TEEN MOMS: OUR STORIES 29 Min.
303299 English INT/ SEN/
A hard-hitting realistic portrayal of the challenges of being a teenage mother. Vignettes, scripted and acted by real-life teen mothers, identify welfare, boyfriends, family, parenting, day-care and school as difficulties they face with little support. (1995)

THEY COME IN PEACE: NEW DEMOC. S.AFRICA 26 Min.
305543 English INT/ SEN/
Through this on-location documentary, viewers will learn about the often violent struggle for democracy in South Africa. Dramatic footage, interviews with Nelson Mandela and F.W. de Klerk as well as other prominent leaders like Archbishop Desmond TuTu, help to tell the story of how apartheid was overcome. Viewers will learn about great personal integrity and political courage against the backdrop of one of the world's most tumultuous civil histories. (1994)

TIME TO RISE 40 Min.
307821 English SEN/
This moving and well-crafted film documents British Columbian farm-workers' struggle to unionize. The majority of these workers are East Indian and Chinese; many of them are women. The film depicts the conditions in B.C. that provoked the formation of the Canadian Farm workers Union as well as the opposition - sometimes violent, sometimes racist - from growers and labour contractors. The point of the film is clear - workers must organize in order to end exploitation. (1981)

TO BE SOMEBODY: #6 60 Min.
303065 English INT/ SEN/
For many Americans who were denied the rights of full citizenship, surviving the Depression was not enough. They were determined to help build a better America through direct action in the courts, in the Congress, and in everyday life. At a time when lynching, segregation, and anti-Semitism were commonplace, black heavyweight champion Joe Louis became a symbol of national strength. (1993)

WHAT DO YOU MEAN? 30 Min.
308923 English INT/ SEN/
For most people, understanding what someone else means is not always an easy task. There are often confusing double messages and conflicting expectations, a situation that is especially challenging for adolescents. In this video documentary, a group of ten Halifax high school students agreed to take part in a two week project to explore how issues arising from gender communication affect both their social and intimate relationships. (1993)

WOMEN ON THE MARCH

309749 English

59 Min.

SEN/

This is a film record of women at the turn of the century and of the suffragette movement's struggle for equal rights. Spearheaded by women like Emmeline Pankhurst, the movement was characterized by imprisonment, demonstrations, and a great following of men and women. Women of all classes, women working during the war, overseas and in North America, are presented in the documentary. (1958)

Student Empowerment

- **Your Guide to Starting and Sustaining a Student Equity Group 176**
- **Tips for Outreach and Publicity 180**
- **Tips for Finding New Members/Allies. 182**
- **What Are You Looking for in an Ally? 184**
- **Now What?: Tips for Student Group Meetings 185**
- **Sample Surveys. 188**
- **Meeting Activities/Strategies for Your Group 192**
- **Some Special Days, Weeks, and Months That Might be Useful to Your Equity Group 199**

Your Guide to Starting and Sustaining a Student Group

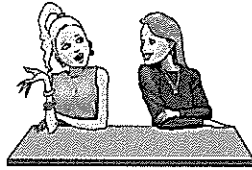
A Student Checklist

Follow Guidelines

Schools sometimes have rules about forming clubs and details like, where and when you can post flyers, make announcements or set up information tables. Learn what the policy is at your school.

Enlist the Support of Your Principal/Vice Principal

It is important to inform the school administration about your plans to establish a group. Having an administrator on your side can be very useful. They can help you to arrange Days of Awareness, speakers for school assemblies, teacher training, and other events. They can also work as liaisons to the community and school committees.



How to Make an Impact! (Meet with your administrator.)

So, now you have your appointment with your school principal or other administrator lined up. Administrators are notoriously busy people and you'll only have a few minutes to get your point across and make a great impression.

Consider writing a one or two page proposal outlining the following points:

- Be direct. Let them know exactly what you want.
- Tell them specifically what your student group will do.
- Give a brief rundown of how your group will operate.
- Tell them why your group is necessary.
- Put the focus on the safety of the students at the school.
- Let them know you have support from other teachers, counselors, etc.

Find an Advisor

Some groups have advisors who are classroom teachers; others have advisors who are guidance counsellors, community members or librarians. How do you pick an advisor? Ask a teacher or staff member whom you think would be receptive.

Inform Guidance Counselors, Child and Youth Workers, and Health and Physical Education Teachers About the Group

These staff members may know students that you don't know who would be interested in attending meetings. They may be able to encourage students who are dealing with your specific issues to attend the group. It can be useful to invite social workers and guidance counselors to come to meetings to help facilitate discussions about difficult issues like "talking to your parents about homosexuality", or "confronting friends who are making racist comments". The meetings may also bring up issues that students will want to discuss in greater detail with a supportive adult.

Choose a Meeting Time

Since you want to get many members of the school community involved, plan wisely. Make sure the day and time you pick doesn't conflict with a big faculty meeting or other large events.

Pick a Meeting Place

If possible, find a classroom spot in your school that is off the beaten track. At first, students may feel a little nervous or uncomfortable about attending a meeting. Try to find a meeting spot that gives members a sense of security and privacy.

Budget

Snacks, any photocopying, art supplies, chart paper, video rentals, stickers, etc., all cost money. Figure out how much you'll need. It probably won't be too much. Ask your school to give you access to some of the supplies, or to the copier. If you still come up short, consider what you might be able to do without, and think about ways to get your hands on what you need. Members of your coalition might be willing to make small donations, or your PTA might come to the rescue. Ask!



Advertise

Advertising the formation of the group is one of the first important steps you can take to fight discrimination in your school. Remember to consult with your advisor about appropriate advertising. For some students, seeing a poster can be the first time they feel that there are other people like them in their world. The posters can also spark discussions. **Don't be discouraged if the posters are torn down or are defaced.** Keep putting them back up. Include on the poster: meeting time and place, describe what the group does, highlight that **everyone** is welcome and keep the posters positive.

Get Snacks

Providing food at your meeting is a great idea. Food gives people something to do with their hands. It is a good icebreaker and can give people an excuse to come to meetings. Finally, food also makes meetings fun. Group members could take turns bringing food or consider holding a fundraising event to raise money. Please take into consideration diet, faith, allergies, etc. when purchasing food.



Hold Your Meeting

Now that you have an advisor, food, a meeting spot and posters advertising your group, you're ready to actually hold the meeting. Some groups begin with a discussion about why they feel having such a group is important.

Establish a Mission Statement as a Group

A mission statement is a short and precise declaration, which serves as the foundation of your group's identity, purpose, and work. It describes who you are, what you stand for, what you do, and how you do it. An example of this would be the York Region District School Board's Mission Statement.

Tips for Writing an Organizational Mission Statement

1. A mission statement should say who you are, what you stand for, what you do, and how you do it.
2. Most mission statements tend to be 2 or 3 precisely written sentences.
3. Effective mission statements usually take a little time to develop. Revisiting your mission statement drafts during a couple of meetings allows for additional input and final editing.
4. It is a good idea to examine other mission statements to get ideas for your own. Copying other groups' mission statements, however, probably won't accurately reflect what your group is about.
5. Clarity, honesty and frankness are the ideal characteristics of a mission statement.
6. Make certain everyone in your group gets a copy of the statement.
7. Your mission statement should lead your group's efforts in planning its goals and projects.
8. Statements often include an infinitive that indicates a change in the status of a situation, or in your overall school climate; for example, *to increase*, *to decrease*, *to prevent*, *to eliminate*.
9. An effective mission statement is best developed with input from **all** members of your group.

Establish Ground Rules

These may include rules such as:

1. Confidentiality will be maintained, names and identities should never be revealed.
2. Everyone must respect each other (remember everyone is learning about the issue together).
3. Advisors participate on an equal basis with the students. They may encourage discussion or participation, but they are not there to teach or lead the group.
4. etc. ...

Some Questions to Keep In Mind When Establishing your Rules

- *Who's in charge?* Will one person lead your meetings and delegate tasks, or are you sharing leadership roles?
- *How much is expected of committee members?* How much time are you putting into planning? How much work can each member realistically commit to?
- *How do we agree to disagree?* Chances are there will be some differences of opinion when it comes to how to plan or facilitate the training. Will you decide what to do by voting? By consensus?

Plan for the Future

You may want to write an outline of goals that you would like to work toward for the future.⁴

⁴ Adapted From:

Gay/Straight Alliances: A Student Guide - <http://quniverse.com/sshaqly/GSA/>

Glsen Safe Space: How-To Guide for Starting an Allies Program

The Glsen Jump-Start: A How-To Guide for New and Established GSAs

Tips for Outreach and Publicity

Make a list of people or groups that you think might be supportive of your student group. Write down every person and group you can think of, and don't be afraid to be adventurous in your choices; you'll never know unless you ask if someone will want to participate. Try asking the following groups to participate:

LGBT and Ally Groups
PTA/ School Councils
Women's and Feminist Groups
Administration
Racial/Ethnic/Cultural Groups
Faculty/Staff
Faith/Religious Organizations
Academic Groups and Clubs
Athletic and Recreational Groups
Student Government and Leadership Groups



Seems like a big job, right? Well, it is not as hard as you think. Here are some suggestions to help you break it down.

1. Lists

Make a list of the groups your planning committee members belong to, and which members belong to which groups. These individuals already have a relationship to those groups, and can ask, in person, for their participation. Then, make a list of the groups your organizers don't have personal connections with, and contact those groups to ask if one of you can visit their meeting and talk for a few minutes about your student group. Try to stay for the whole time, as groups will be more receptive if you show an interest in their activities and remember it's all about building relationships.

2. E-mail

At schools where most students have accounts, write students and groups (and don't forget family members as this is a great way to reach them) a letter explaining what your student group is about, suggesting why they would want to participate, and specifying where and when you meet. Encourage them to write you to confirm their interest, and to forward their messages to friends, family members, and other groups.

3. Newspaper and Public Announcements

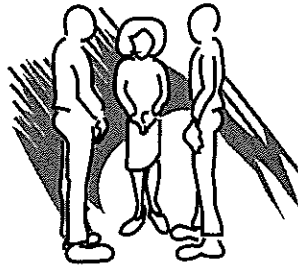
Take advantage of your school media. Write an article about your student group and why you think it's necessary, what you plan to accomplish, and how others can get involved. You can even ask for a spot during morning announcements to make a pitch. Remember to stress that everyone is welcome.

4. Posters and Flyers.

You'll certainly be able to pick up a few participants if you have some eye-catching flyers and posters. Make sure to hang them in high-traffic areas. In addition to being effective general publicity, flyers and posters draw in people who may not be networked into groups. Again, be sure to include information about where and when your group meets.

Don't Forget!

Remember to ask permission! Freshly posted posters might get taken down if they haven't been approved. Double-check the rules on mass e-mailings as well. You want the entire school community behind your effort and not ticked off because you didn't follow protocol.⁴



Tips for Finding New Members/Allies

Advertise, Advertise, Advertise!

Plan a meeting for making posters. Come up with catchy slogans, cool art, and colourful graphics. Bring in your favorite quotes. Posters not only can advertise meetings, but also educate your school and prompt interesting conversations. Never underestimate the importance of visibility! You also can advertise using a club bulletin board. There you can share information about your group's issues, current events and upcoming meetings.

Bring-A-Friend Day

Every member of your group brings a friend to the meeting. This can help to get new people involved in the group while changing people's perceptions about what the group is and destroying any stereotypes that they may have had.



Open Meeting with a Guest Speaker

Many groups invite speakers or guests from local groups to discuss different issues. Speakers may be invited for an open meeting, or an administration-approved, school-wide event.

School Newspaper

An editorial, letter to the editor, or notice in the school newspaper can be a great way to let other students know about what's going on in your club and what your club is about.

Sign-In Sheets

Having sign-in sheets enables students to give information about who they are and how you can contact them (i.e. email address, phone number) about upcoming meetings. **Be sure that you ask on your sheets only for "safe" places to contact them.**

Club Share

Work with other school clubs to plan shared events. Each club can take turns holding a special open event, and other clubs can go as a group to support it and learn more about that club. This is a great way to build connections with other clubs, while reaching students with your information.

Movie Time

Lots of people like movies. Screening a movie related to your group can be a great way to attract potential members. After the screening, hold an open discussion about the movie that ties into the issues concerning your group. This enables visitors to see what your group is about, and to join in your discussion. (Check copyright of the film re public performances.)



Tabling

Setting up a table about your student group can be a great way to give out information on your club, its issues and current events.

Provide Snacks

It's always nice to have some snacks available, and this is a great way to encourage people to come by your meeting, especially if you meet after school or during a lunch period. Please take into consideration diet, faith, allergies, etc. with respect to the people who will attend your meetings.



You're Invited!

The most effective and easiest way to get new people at your meetings is simply to ask! Asking someone in person, 1-on-1, provides you the opportunity to tell the person why they should come, what's happening in your group, and how important their contribution would be. A great invitation strategy is to make a piece of paper with multiple sections on it that says something like "You're Invited! Meeting Time & Place! Take 1 and Pass It On!" As you pass the paper to your friend, tear off one of the sections and ask them to "Take 1 and Pass It On!" This can help break the ice and start a conversation about your group. Try to be reflective of the student body.⁵

⁵ Adapted From: *The Glsen Jump-Start: A How-To Guide for New and Established GSAs*

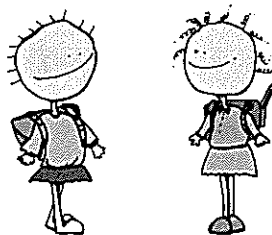
What Are You Looking For In an Ally?

An Effective Ally...

- respects confidentiality;
- allows individuals to lead the direction of the conversation, lets them make their own choices, and listens, listens, listens;
- talks to family, friends, and coworkers without questioning their individual issues;
- avoids assumptions and stereotyping;
- tries using neutral terms when talking about significant others, spouses, and partners;
- expects to make some mistakes, but doesn't use them as an excuse for not acting;
- acknowledges how homophobia, transphobia, racism, sexism, heterosexism, etc., have operated in their life;
- educates themselves about the specific issues facing people from these groups;
- has a sense of humor; and
- knows when, and how, to refer somebody to outside help, and to get professional adult intervention when necessary.

An Effective Ally Doesn't...

- have all the answers;
- try to "fix" problems; and
- proceed with an interaction if boundaries or personal safety have been violated.⁶



⁶ Adapted From: *Glsen Safe Space Handouts: Useful Resources for Ally Training*

Now What? Tips for Student Group Meetings

Points on How to Facilitate a Meeting

- Be prepared
- Set an agenda based on the purpose of the meeting
- Set guidelines/working agreements as to how the meeting will operate
- Be specific about outcomes/expectations
- Assign tasks (i.e., recorder, timekeeper, etc.)
- Take minutes
- Summarize without introducing new ideas
- Schedule your next meeting
- Mail/e-mail minutes
- Follow-up to proposals made during the meeting

Points to Consider Before Scheduling a Meeting

- Is the meeting necessary?
- Is the space/time appropriate?
- Who should attend this meeting?
- Who should facilitate this meeting?
- What are the expected outcomes?
- How can I make sure all the attendees participate?

Points on How to Run a Meeting

- Icebreaker
- Introductions
- Review agenda
- State the working agreements
- Let the discussion flow, but do not lose control
- Take minutes
- Refer to committees, when appropriate, for assigned tasks
- Always do follow-up
- Start and end on time
- Don't take issues that arise personally
- Hear to listen, not to respond; listen to what participants are saying
- Be prepared with plans A, B, C
- Make decisions, recommendations and/or assign tasks to move forward



Tip

Maintain neutrality. This is sometimes a challenge for meeting facilitators, especially when the discussion topics are ones which evoke passion. In these situations, it is important to question one's effectiveness in this role and sometimes appropriate to relinquish the facilitator's position.

Consider These Tips for Your Meeting

- Built into the Ground Rules should be a strategy for handling individual breaches of these Ground Rules. How do you want to call attention to them? How do you want to fix them?
- Generally, having some sort of check-in at the beginning of every meeting is important, no matter how many people have expressed a need for emotional support. Everyone still needs support for their work and participation in the group!
- Similarly, having a few minutes to debrief, or review what's happened during the course of the meeting, can help to bring everyone together and restabilize the group if any conflicts have arisen.
- A quick game or physical activity helps to energize and focus the group, and to acquaint everyone. Plus it's fun, although there always seem to be a few people in every group who don't enjoy games. Instead of giving them a hard time or proceeding without them, have them suggest an activity they'd like to do.



- Remember, it's important to remain conscious of people's participation during meetings, to confront problems with honesty and flexibility, and to reevaluate how meetings are going on a regular basis, perhaps every month or two.
- If you're having trouble coming to a consensus about your meeting structure, come up with 2-3 different options, and experiment with them over the next few meetings.
- Be sure that your faculty advisor attends all meetings. Negotiate your faculty advisor's role during the meetings. Your advisor should participate as an equal, rather than controlling or dominating the space.

- Document meeting discussion topics, activities and attendance.
- Start and end meetings on time.
- Provide snacks, if possible!⁷

Something to Think About...

You may want to hand out a survey to understand better the reactions and beliefs your members have related to your group and the issues which with you will be dealing. Some examples have been provided for you.

⁷ Adapted From: *The Glsen Jump-Start: A how-To Guide for New and Established GSAs*

Sample "A" Survey⁸:

What Do We Think?

For each of the statements below, circle the number that most closely correspond with both your own belief and the belief you feel is typically held by members of your peer group.

1=strongly disagree 2=disagree 3=unsure 4=agree 5=strongly agree

1. Being lesbian, gay, bisexual or transgender (LGBT) is healthy and normal.

a. Your peers' typical response	1	2	3	4	5
b. Your response	1	2	3	4	5

2. I would be accepting towards a close friend or family member who is LGBT.

a. Your peers' typical response	1	2	3	4	5
b. Your response	1	2	3	4	5

3. LGBT people should have the same rights as straight people.

a. Your peers' typical response	1	2	3	4	5
b. Your response	1	2	3	4	5

⁸ Adapted From: *Glisen Safe Space Handouts: Useful Resources for Ally Training*

Sample "B" Survey:

What Do We Think?

Successful students eventually take charge of and develop ownership for, their own learning. In an inclusive school, students, staff and parents all take responsibility to ensure barriers for equitable treatment are recognized, and measures are developed to overcome those barriers. Inside the school, students actively discuss, debate and deal with issues of social justice within and outside the school setting and do so with the support, encouragement and expectation of staff, administration, parents and community. They recognize the manifestations of prejudice, discrimination and stereotyping and are actively involved in the development of a school program and climate that is bias free.

For each of the statements below, circle the numbers that most closely correspond with your own belief.

1= In Place/Yes

2= In Progress

3= Not Yet

1. **My experiences in the classroom and in the school encourage me to become actively involved in working towards justice and fairness in the school and in the community.**

1 2 3

Indicators: _____

2. **I can detect open and obvious, as well as less obvious, examples of racism.**

1 2 3

Indicators: _____

3. **I know that I have a responsibility for facing and overcoming racism.**

1 2 3

Indicators: _____

4. I feel that I can be actively involved in all aspects of school life both in the classroom and in the extra curricular program.

1 2 3

Indicators: _____

5. I know and I support the school's Code of Behaviour.

1 2 3

Indicators: _____

6. I know that the school has a procedure which it follows in dealing with racial harassment or harassment based on a person's family background.

1 2 3

Indicators: _____

7. I feel free to see my teachers, the principal or vice principal, a guidance counselor, the secretaries or the caretakers if I have a complaint or a concern.

1 2 3

Indicators: _____

8. I feel that a wide variety of school activities including drama, music, arts, athletics, student government and leadership opportunities are available and open to me.

1 2 3

Indicators: _____

9. I feel that the school will support me in challenging racism.

1 2 3

Indicators: _____

10. I feel that any recommendations that I could make to improve the way the school feels, and the ways that things are done would be welcomed and given fair consideration by my teachers and the school administrators.

1 2 3

Indicators: _____

11. I feel comfortable working together and being in a school with students from a variety of backgrounds.

1 2 3

Indicators: _____

12. I have the opportunity and the support from my teachers and my guidance counselors to choose from a variety of programs that will allow me to reach my goals.

1 2 3

Indicators: _____

13. I see myself reflected in what we read about, view, research or study in class.

1 2 3

Indicators: _____

Meeting Activities/Strategies for your Group

1. Common Ground

Students and faculty advisors stand in a circle. One person begins by saying, "I've got a younger sister," or some other statement that is true for them. Everyone for whom this is also true steps into the center of the circle. Everyone who doesn't have a younger sister stays on the outside. You can always choose not to step into the circle. The game often brings up personal and important issues that students may not want to discuss in a more formal setting. This also allows everyone to recognize their differences and similarities.

2. Gender Stereotypes (This can be adapted for other stereotypes as well.)

Trace a male and a female body on butcher paper, then have a free-for-all where everyone writes as many gender stereotypes as they can think of on the bodies where they would apply (i.e. "Boys are smart at math" would be placed on the head of the male body). From here, you can talk about how gender stereotypes and traits relate to perceptions about gay, lesbian, bisexual, African Americans, Native Americans etc., as well as how these stereotypes limit our possibilities.

3. Dealing with "ism's" in the Media (i.e. Sexism)

Bring in popular, mainstream magazines, newspapers, or web documents, and cut out images you perceive to be connected to your "ism". Explain what you think your "ism" means and how it affects people. This can be an eye-opening experience for those who have never looked at how media plays a part in the formation of our identities. With all the images you collect, your group can make a collage or exhibit that examines your chosen "ism". You can compare the posters you make, and even display them somewhere in your school, such as the library or a display case. You might include some statements about what your "ism" is and how it affects all of us.

4. Concentric Circles, Inner/Outer Circles

This exercise works great to open dialogue. It requires an even number of people, with a minimum of 6 or 8. It works best with 20 or more. Have people count off by twos (1, 2, 1, 2...). Tell all the 1s to make an inner circle and the 2s to make an outer circle. The inner circle should face outward and the outer circle should face inward, each person having a partner in the other circle. The facilitator instructs that they will ask a question and the outer circle is to talk for one minute as the inner circle listens. If it is a group that doesn't know one another, you can have them introduce themselves to their partners before they begin answering the question asked. After the minute is up, the inner circle answers the same question. Then the outer circle moves clockwise two people over, so everyone has a new partner. A new question is asked of the outer, then inner, circles. When finished, the participants should discuss their conversations as a large group.

5. Cultural/Identity Linking

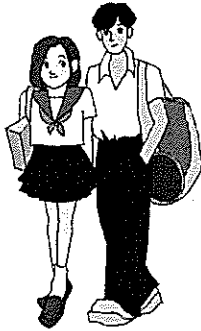
Everyone closes their eyes and looks into their "inner mirror." Examine what culture means to you and what you think of as your own cultural identity. Look for the cultural identities you claim and, when you are ready, open your eyes and look around the room. Without talking, find someone whom you think shares a cultural identity with you. Approach that person and link hands. If the person you approach does not think that you share a cultural identity, they may refuse to link hands. If someone offers their hand to you, *try* to find a cultural commonality. Link hands only if you think you have found one. There should be no talking. Once everyone is linked, stand the group in one large circle and take turns answering the questions "Why did you offer your hand to _____?" and "Why did you accept/refuse _____'s hand?" Other questions that may be asked: How did it feel to assume someone's cultural identity? Were you always correct? Was it easy to find a cultural commonality? How did it feel not to make a link?⁹

6. Things I've Always Wanted to Know but Were Afraid to Ask...

Students, anonymously, write down questions on any subject they want. Then they spend the rest of the meeting discussing the questions and coming up with answers.

7. Bring-A-Friend Day

Bring-A-Friend Day is when every member is supposed to bring someone new to their meeting. This idea can change a lot of people's minds about the group and destroy some of their stereotypes.



8. "No Adults Allowed" (Or Only One)

Some groups have complained that their advisors are too domineering. Having this sort of meeting could be a good change of pace. Tell the adults that only one of them is invited to this special meeting and that they aren't supposed to talk unless absolutely necessary.

⁹ Adapted From: *The Glsen Jump-Start: A How-To Guide for New and Established GSAs*

**9. "What would the world be like if 10% of people were straight and 90% were gay?"
(An Example)**

This is an activity that can help participants better understand what it feels like to be devalued. For example, ask the group to imagine that instead of living in a heterosexist society, you lived in a homosexist society. What would it be like if parents wanted their children to grow up gay? What would it be like if you had to come out as straight? How does it feel to be labelled a minority?

10. How Can Your Group Work with Other School Equity Groups?

Plan a meeting with other groups to discuss how they can all work together and educate each other to make their school better for everyone.

11. The Things You'll Learn

Some groups plan meetings where one student researches a topic related to your group's life, culture, history or oppression, and then reports to the rest of the group what they've discovered. Topics don't have to be dry and boring. Other groups pick current events from the newspaper and discuss how they feel about these issues.

12. Working for Change

Most groups have spent at least some meeting time working to institute change in their schools or communities. Some have written editorials for their school papers describing the work of their group, their plans for the future, what they'd like to see change in their school and how to combat prejudice.

13. You're Invited!

Inviting other clubs to your meetings or functions can be a great way to build support in your school and network with other schools. Also, inviting outside speakers can really spark interest in your group. Have your group invite speakers to come and talk with them.

14. Participate

Attend parades, walks, etc. that are connected with your group and its issues.



15. Find the Common Links

Sponsor a Day of Diversity where other school groups interested in civil rights issues get together and talk about the problems they've worked on and the issues they address. Discuss the commonalities among various forms of oppression. Look at ways that oppressions overlap. For example, consider how homophobia and racism impact on the life of an African-American gay man. Building coalitions among various school groups can be a great way to meet new people, explore ideas, and increase your base of support.

You could host a Diversity Panel that give spokespeople representing racial, religious and sexual orientation diversity a chance to talk about their experiences and changes they'd like to see in the future.

16. Alumni Go Back To School

Alumni can be wonderful allies. They can serve as a bridge between the school and the community. Many have access to helpful and exciting resources. Your school's alumni may be able to help you out with everything from vocal and financial support to free theatre tickets. Alumni have the distance to talk freely about the obstacles they encountered and can be useful allies in getting support for your work.

17. Outreach to the Community

Groups are sometimes surprised by the support they receive from their communities. Community members may volunteer to help and may ask what they could do to support the group and offer suggestions.

18. Movies, Movies, Movies!

You might decide to check out a documentary or maybe you'll decide to go down to your local video store and pick up one of the increasing number of commercial films that deal with your specific issue or theme.



19. Go Take a Hike

All sorts of outdoor events can be a wonderful way to strengthen friendships and give your group a chance to get outside of the school and talk freely.

20. "Teach the Teachers" Day

Consider sponsoring an after-school workshop for teachers in your school about issues facing your group and the things you would like them to know. Put together a panel of students who want to talk about their own experiences or things they have witnessed in school. Invite a speaker to talk about the Board's recommendations, and perhaps pick a video for the teachers to watch.

21. Speaking to Elementary Schools

Name-calling and harassment are common occurrences in elementary schools, so use your expertise and enlighten them.

22. Savvy Surveys

Have your group send out surveys to assess the level of tolerance their school has for their issue and to better target the work that needs to be done. Survey students, teachers, school staff, and parents about issues related to your group. Surveys can be a helpful determinant in figuring out what sorts of educational activities to plan and what sorts of posters might help to make people re-think their assumptions. Consider issuing a survey at the beginning of the year and then one at the end of the year to see how much progress you've made!

23. Dances

Getting together with other alliances and hosting a dance can be a great way to make new friends and have fun. You might also want to host a dance for your school.

24. Awareness Days

One of the most popular and effective events to hold for the whole school are awareness days. They can be full days when a series of events are held to create awareness and celebrate diversity.¹⁰

25. Suggestion/Reporting Box

Placing a box in every classroom with the label "Suggestion Box" can be a safe and anonymous way for students to ask questions.

¹⁰ Adapted From: *Top Ten Meeting Ideas and Out and About Other Activities*

26. Design a Website

Create a website that will raise awareness about your group and its issues. Make sure to advertise this website throughout the school so that everyone is aware of how to access the website.



27. Posters

Creating posters for classroom and hallways in the school will help spread the message to everyone that students in the school community care about each other and will not tolerate discrimination.

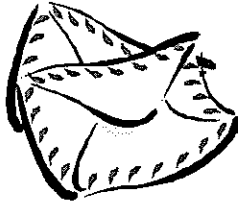
28. Fundraising

Raise funds for programs and campaigns that are relevant to your group and its issues. In turn, you will not only be raising funds for worthy causes but you will also be spreading your message throughout the community at the same time.¹¹

¹¹ Adapted From: *A Whole School Guide to Reduce Bullying*

29. Letters

You can influence people by putting your ideas in writing. Letter writing is one of the most effective and least expensive ways to make your opinion count.



30. Letter-Writing Campaigns

Letter-writing campaigns involve organizing many people to write a specific person expressing the same opinion about a problem. Letters in numbers can make huge impacts.

31. Letters to the Editor

A letter to the editor can inform a large number of people about a problem, and about the action you want taken. These letters educate people and can win their support on an issue.

32. Petitions

A petition is a written request for some specific action, usually signed by many people. Petitions are a way to show that many people hold the same opinion and thus can be very powerful.

33. Press Release

These can be used to inform the media of many things, including upcoming events. This can lead to news coverage that will help you gain more support for your event, petition, etc.

34. Boycotts

Boycotts are organized refusals to use or buy certain goods or services as a way of standing up for a principal that is related to your group's issues and concerns.¹²

¹² Adapted From: *The Future We Want: Building an Inclusive Curriculum*

Some Special Days, Weeks, and Months That Might Be Useful To Your Equity Group

Below, you will find some of the special days, weeks, and months that may be useful to your equity work. Please note that this is not a comprehensive list and faith days have not been included. Refer to the Board's website (www.yrdsb.edu.on.ca) and click on Community and Race Relations to find a current list of significant faith days.

January

- 4 Braille Day in Canada

February

- ALL Black History Month
- 6-12 White Cane Week
- 21 International Mother Language Day

March

- ALL Learning Disabilities Month
- 6-12 International Women's Week
- 8 International Women's Day
- 8 United Nations Day for Women's Rights and International Peace
- 14-20 LGBT Health Awareness Week
- 21 International Day for the Elimination of Racial Discrimination
- 21 World Poetry Day
- 21-28 Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
- 27 World Theatre Day

April

- 14 Law Day
- 29 International Dance Day

May

- ALL Hearing Awareness Month
- 2-8 Mental Health Week
- 2-8 Respect for Law Week
- 8 Optimist Day of Non-Violence
- 15 International Day of Families
- 18 International Museums Day

- 21 World Day for Cultural Diversity for Dialogue and Development
- 27-31 Books for Recognizing Everyone's Equality Week

June

- 2 National Day against Homophobia
- 10-16 York Region Pride Week
- 20 World Refugee Day
- 21 National Aboriginal Day
- 27 Canadian Multiculturalism Day

Toronto Pride Week

July

- 11 World Population Day

August

- 9 International Day of the World's Indigenous People
- 12 International Youth Day
- 23 International Day for the Remembrance of the Slave Trade and its Abolition

September

- 8 International Literacy Day
- 18-25 AIDS Walk Week
- 21 International Day of Peace

October

- ALL Women's History Month
- 1 International Music Day
- 3-9 National Family Week
- 5 International World Teacher's Day
- 10 World Mental Health Day
- 16-22 YWCA Week without Violence
- 17 International Day for the Eradication of Poverty
- 17-23 Citizenship Week
- 18 Persons Case Day
- 24 United Nations Day

November

- 11 Remembrance Day
- 13-20 Restorative Justice Week: Community, Victims, and Prisoners
- 16 International Day of Tolerance
- 19-26 YMCA World Peace Week
- 20 Universal Children's Day
- 21-Dec 1 National AIDS Awareness Week
- 25 International Day for the Elimination of Violence against Women
- 1st Week Holocaust Education Week

December

- 1 World AIDS Day
- 2 International Day for the Abolition of Slavery
- 3 International Day of Disabled Persons
- 6 National Day of Remembrance and Action on Violence against Women
- 10 Human Rights Day
- 18 International Migrants Day

For further information about these dates please visit the following websites:

www.unac.org/en/news_events/un_days/international_days.asp

www.communication.gc.ca/events_evenements/nel_fg_e.html

www.lgbthealth.net

www.galebc.org/bfree.htm

www.galebc.org/NationalDayHomo.pdf

www.prideyorkregion.com

www.pridetoronto.com

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Curriculum Connections

The purpose of this section of the document is to provide practical suggestions for teachers to use in the development and maintenance of inclusive learning environments. In particular, this section focuses on general and specific strategies educators can use to address the elimination of bias, preventing discrimination and maintaining high expectations and standards of excellence for every student.

General Strategies

Stereotypes

- Are there simplifications or **generalizations** in the resources you are using or the activities you are planning, about groups of people based on their gender, race, physical appearance class, sexual orientation, culture, exceptionality, regional identification, religion, age, language, and/or rural/urban status?
- Is one group ascribed characteristics such as physical attractiveness, intellectual attributes, career roles, domestic roles, social status, competencies, achievements, or their traits that are more negative or positive than other groups? If so, is there a reason?
- Do the learning tasks you are planning challenge stereotypes?
- Do the learning tasks value and make connections to a variety of skills and careers in a non-stereotypical way?

Bias

- Are there any forms of bias in the activities being planned and resources being used?
- Which groups are omitted?
- What is the impact of the bias?
- What biases do you bring to this work?
- Who would be interested in the activities planned?
- Will the planned activities encourage students to be conscious of bias in their own lives?
- Do students have the opportunity to challenge inappropriate language?

Inclusion

- Whose perspectives, experiences, viewpoints, voices are included?
- Are there multiple perspectives, a variety of voices?
- Are their voices "authentic"? e.g., Do Native people speak to their own issues/culture?
- Is there an appropriation of voice?
- Whose contributions are included/excluded?
- Is anyone being left out?
- Are the inclusions authentic?
- Do your students see themselves reflected in material/activities?
- Are there activities within a unit/course relevant to all students based on their own social and cultural experiences?
- Do the planned activities encourage students to appreciate diversity?
- Are we presenting a global perspective?
- Does the learning foster collaboration and cooperative learning strategies?
- Are there any patterns with respect to student underachievement?

Adapted from: *Strategies and Resources for Developing Inclusive Curriculum*. The Ontario Ministry of Education. 1997 .

General Questioning for Before, During, and After Reading

As a reader, I ask...

- ✓ What is the purpose for reading?
- ✓ What do I know?
- ✓ Does this make sense?
- ✓ Whose voice is missing?
- ✓ Whose point of view is this?
- ✓ What is the author's intent?
- ✓ What information is missing?
- ✓ What do other sources say?
- ✓ How might this be different if...
- ✓ What do I still need to know?
- ✓ What does this mean to me?

Creating a commitment to achieving educational equity is our goal and the work of James A. Banks provides the framework for discussion. As we explore this model, let's consider the following questions:

- 1) What are we currently doing?
- 2) Why are we doing it?
- 3) Whose needs are and are not being met?
- 4) What changes need to be made?

In his research entitled, *Multicultural Education: Historical Development, Dimensions, and Practice*, James A. Banks outlines five dimensions of curriculum reform: content integration, knowledge construction, prejudice reduction, equity pedagogy and empowering school culture. Approaches to assist educators in moving along this continuum include:

- 1) contributions
- 2) additive
- 3) transformation
- 4) social action

Banks' work pertains to racial and ethnic minority groups, but we have redefined the approaches to include all diverse groups.

APPROACHES TO AN INCLUSIVE CURRICULUM

Contributions

- ✓ **examining curriculum or school culture to create more inclusive learning environments by adding diverse hero/ines, leaders, researchers and/or individuals who have made contributions.** e.g., focusing on the African Canadian experience during Black History Month, investigating ground-breaking art and the contributions made by artists of various cultural backgrounds

Additive

- ✓ **adding a variety of content, concepts, themes, and perspectives to the curriculum without changing its basic structure.** e.g., a unit on Confederation that considers the perspectives of women during that time or examining gender roles as a societal construct propagated throughout different media (the notions of masculine and feminine, notions or stereotypes of heterosexuals and homosexuals...)

Transformation

- ✓ **changing the actual structure of the curriculum expectation(s) to help students view concepts, issues, events, and themes from the perspective of diverse groups.** e.g., curriculum expectation is that students will explain the function of certain musical forms in daily life. One way of **transforming** the curriculum is to problematize the term "daily life" as it implies a shared experience. Be aware of western middle-class bias.

Social Action

- ✓ **empowering students to make decisions on important social issues and take actions to help solve them.** e.g., recognizing a biased representation of a cultural group on a television program and empowering students to take action to challenge the inherent bias

The aforementioned approaches are exemplified in the following division/course-specific curriculum expectations. They were developed to support the implementation of *Developing Inclusive Learning Environments* and provide specific examples of how to embed equity into the teaching/learning process. Teachers are also encouraged to develop inclusive learning environments by using the four approaches when teaching all of the curriculum expectations in their grade, subject or course.

Kindergarten

Program Area	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Language Reading</p>	<p>Make connections between their own experiences and those of storybook characters.</p>	<p>Explore ways for second language learners to have their experience shared (e.g., use dual language books, student interpreters, puppets, parents and volunteers).</p> <p style="text-align: right;">Additive approach</p>
<p>Mathematics Patterning</p>	<p>Identify and reproduce simple patterns (e.g., red blocks alternating with blue blocks, clap-clap-stamp).</p>	<p>Identify, reproduce and compare simple patterns (e.g., explore math patterns from around the world, look at First Nations beadwork).</p> <p style="text-align: right;">Transformation approach</p>
<p>Science and Technology Use of Technology</p>	<p>Demonstrate awareness that familiar objects are designed to suit the human body (e.g., mittens and gloves, tricycles).</p>	<p>Look at and discuss types of clothing worn in different seasons and in different parts of the world. Explore a variety of traditional clothing (e.g., Sari, Punjabi Suit, Kilt, Yamaca, Bindi, Patka, Hajib, Hajaib) and why people wear glasses, hearing aids, etc.</p> <p style="text-align: right;">Transformation approach</p>
<p>Personal and Social Development Health and Physical Activity</p>	<p>Identify nutritious foods (e.g., health snacks).</p>	<p>Include foods that vegetarians eat and healthy foods from around the world.</p> <p style="text-align: right;">Additive approach</p>
<p>The Arts Creative Activity</p>	<p>Use pictures, sculptures and collages to represent ideas (e.g., select pictures of happy faces for a collage).</p>	<p>Use pictures that represent the diversity of Canadian society to develop awareness and acceptance of others (e.g., varieties of families, collage of people of various shapes, sizes, colours and backgrounds).</p> <p style="text-align: right;">Transformation approach</p>

Grade 1

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
The Arts Music	Recognize that mood can be created through music (e.g., in "Lullaby" by Brahms, in "Dance of the Sugar Plum Fairy" by Tchaikovsky).	Include, for example, Esashi Orwake, Japanese Folk Songs, Sing 'n Learn Chinese, Trio Jan Jeng/Selina Yoon. Contributions approach
The Arts Visual Arts	Describe how the ideas in a variety of art works relate to their own knowledge and experience.	Have students explore other international childrens' artwork posted on the Internet [www.naturalchild.com/gallery] and relate the content and technique that they see in the work to their own experience. Additive approach
The Arts Drama and Dance	Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences).	Select resources that share a variety of voices and experiences such as those found in Robert Munsch's <u>From Far Away</u> or <u>Zoom</u> , as well as Eve Bunting's <u>Fly Away Home</u> . Additive approach
Health and Physical Education Healthy Living	Identify the food groups and give examples of foods in each group.	Have students/parent(s) write down the foods they regularly eat in their home and compare list with others. Additive approach
Language Reading	Read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment).	Display and read a variety of written materials reflecting different countries (e.g., bilingual/multilingual books such as <u>Is it Dark? Is it Light?</u> By M.D. Lankford). Contributions approach
Mathematics Measurement	Demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring (Sample problem: Measure the length of your desk in different ways; for example, by using several different non-standard units or by starting measurements from opposite ends of the desk. Discuss your findings.)	Use a variety of non-standard units from diverse cultures (e.g., First Nations culture using technique of tying knots on a rope to represent and count numbers). Additive approach
Science and Technology Structures and Mechanisms	Identify ways in which various structures are similar to and different from others in form and function (e.g., rooms all have walls but are different in size and are used for different purposes; rubber balls are round and solid whereas balloons are round and hollow).	Examine various books showing homes and the objects within from various cultures. Compare and contrast their forms and functions. Additive approach

Social Studies Heritage and Citizenship	Explain how and why relationships, rules, and responsibilities may change over time, and in different places.	Examine, compare and contrast roles, responsibilities, and rules for boys, girls, women, and men in various countries. Consider the cultural differences that exist and reflect on the impact they have on the citizens of a country. Transformation approach
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Grade 2

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
The Arts Music	Recognize a variety of sound sources and use some in performing and creating music.	Have students bring instruments from home to demonstrate in the class (e.g. sitar, taiko, biwa, bin, banjo, bagpipes, violin) Alternatively, explore an online exhibit or electronic encyclopedia. Additive approach
The Arts Visual Arts	Produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences.	Introduce students to the different forms and purposes of Inuksuit (plural of Inukshuk) and have students communicate their ideas by creating their own Inuksuit. Additive approach
The Arts Drama and Dance	Interpret songs, music, poetry or images using elements of movement (e.g., rhythm, space).	Interpret legends, songs, music, poetry or images from around the world, using elements of movement (e.g., rhythm, space). Additive approach
Health and Physical Education Fundamental Movement Skills	Travel in a variety of ways, changing pathways and directions (e.g., in creative dance, dances from other countries).	Have student in a wheelchair participate in "Jump Rope for Heart" by pushing her/himself back and forth over rope. Additive approach
Language Reading	Express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience.	Analyse literature for social issues (e.g., ableism, First Nations culture, ageism in <u>Knots on a Counting Rope</u> by Bill Martin Jr. and John Archambault). Transformation approach
Mathematics Number Sense & Numeration	Read and print in words whole numbers to twenty, using meaningful contexts (e.g., storybooks, posters, signs).	Read and print numbers to twenty in different languages and forms (e.g., Roman numerals, French, Punjabi, Chinese, Braille), and use in actual exercises. Transformation approach
Science and Technology Earth and Space Systems	Predict and describe how local weather conditions affect living things, including themselves (e.g., effect of wind on trees in autumn, effect of snowfall on humans' ability to travel).	Use picture books, magazine and newspaper pictures, and TV news snippets showing various weather conditions and discuss how this affects people without a home. Help fundraise to provide funds for a homeless shelter. Social Action approach
Social Studies Heritage and Citizenship	Explain how the various cultures of individuals and groups contribute to the local community.	Examine work (both paid and unpaid) of members of the community in a way which validates the contribution of work inside and outside the home. Transformation approach

Grade 3

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
The Arts Music	Identify and perform music from various cultures and historical periods.	Students study the life of artists such as Ludwig Von Beethoven or Itzhak Perlman and perform adaptations of their music. Additive approach
The Arts Visual Arts	State their preference for a specific work or defend their choice with reference to both their own interests and experience and to the artist's use of one or more of the elements of design (e.g., select a painting of skaters because they like skating and because they like the way the artist has used colours in the picture to create contrast and convey emotion).	Use posters of works of art from the First Nations Art Kits (110435, 110436) available from Learning Resource Centre, York Region District School Board. Additive approach
The Arts Drama and Dance	Compare their own work with the work of others in drama and dance through discussion, writing, movement, and visual art work.	Expand the comparison beyond the classroom through the use of videotapes or video conferencing with students in other parts of the world. Transformation approach
Health and Physical Education Healthy Living	Identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies).	Show snippets of movies, cartoons, TV shows, and video games, and have students identify characteristics of violent characters depicted. Classify as to gender, race, etc. and discuss. Transformation approach
Language Writing	Produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems).	Produce different forms of poetry (e.g., Haiku, Cinquante, Diamante) and examine the origin of each. Contributions approach
Mathematics Number Sense & Numeration	Count forward by 1's, 2's, 5's, 10's, and 100's to 1000 from various starting points, and by 25's to 1000 starting from multiples of 25, using a variety of tools and strategies (e.g., skip count with and without the aid of a calculator; skip count by 10's using dimes).	Invite volunteers to demonstrate a variety of counting techniques and tools (e.g., abacus), and compare the different approaches (e.g., speed, accuracy, power source) Additive approach
Science and Technology Life Systems	Identify some functions of different plants in their local area (e.g., trees provide shade; grass binds soil to prevent soil erosion).	Explore the impact on students who live in areas without shade trees. Encourage students to write letters to advocate for changes to their environment. Transformation/Social Action approach
Social Studies Heritage and Citizenship	Compare aspects of life in early settler communities and present-day communities.	Discuss the contributions of women and children in pioneer communities and compare to contributions women/children make today. Transformation approach

Grade 4

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>The Arts Music</p>	<p>Express their response to music from a variety of cultures and historical periods (e.g., "Frere Jacques", "Waltzing Matilda").</p>	<p>Consider music with social and political implications (e.g., "Bread and Roses" by Holly Near and "Universal Soldier" by Buffy Sainte Marie).</p> <p style="text-align: right;">Additive approach</p>
<p>The Arts Visual Arts</p>	<p>Produce two-and-three dimensional works of art (ie., works involving media and techniques used in drawing, painting, sculpting, printmaking)that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.</p>	<p>Have students consider the artwork of a variety of artists (e.g. take a virtual museum tour of the Louvre [www.louvre.fr], visit one of many online galleries contained in Canada's Digital Collections [collections.ic.gc.ca], browse through the examples contained in the Art 2 Life website [www.art2life.ca], or examine art from around the world [www.artcyclopedia.com]). Students consider these perspectives when creating their two-and-three dimensional works.</p> <p style="text-align: right;">Additive approach</p>
<p>The Arts Drama and Dance</p>	<p>Explain the importance of research in producing effective dramatizations (e.g., in portraying people in history, depicting current world events)</p>	<p>Have students explore the possible effects of unsubstantiated and biased findings that may lead to appropriation of voice or marginalization of a particular group</p> <p style="text-align: right;">Transformation approach</p>
<p>FSL: Core French Oral Communication</p>	<p>Use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice).</p>	<p>Have students compare and contrast, through various media, different visual cues, and their meanings, throughout the world. (E.g., Beckon with index finger. This means "Come here" in Canada. To motion with the index finger to call someone is insulting, or even obscene, in many cultures. Expect a reaction when you beckon to a student from the Middle or Far East; Portugal, Spain, Latin America, Japan, Indonesia and Hong Kong. It is more acceptable to beckon with the palm down, with fingers or whole hand waving, e.g., Smile. This gesture is universally understood. However, in various cultures there are different reasons for smiling. The Japanese may smile when they are confused or angry. In other parts of Asia, people may smile when they are embarrassed. People in other cultures may not smile at everyone to indicate a friendly greeting as we do in Canada. A smile may be reserved for friends. It is important not to judge students or their parents because they do not smile, or smile at what we would consider "inappropriate" times.)</p> <p style="text-align: right;">Additive approach</p>
<p>Health and Physical Education Healthy Living</p>	<p>Outline the factors that influence body shape and size (e.g., heredity, diet, exercise).</p>	<p>Have students create a classroom magazine depicting body shapes and sizes in the "real world" after examining and critiquing how body images are represented in mainstream and alternative media. (eg., DOVE media campaign)</p> <p style="text-align: right;">Transformation approach</p>

Language Writing	Communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates).	Create numerous family trees and help students understand the diversity of Canada's population within the classroom/school/community. (E.g., single parent family tree, same-sex parent family tree, multi-generational family trees) Contributions approach
Mathematics Geometry & Spatial Sense	Construct 3 dimensional figures, using 2 dimensional shapes	Compare homes and buildings from various geographic areas. Analyse geometric shapes used to build these structures (e.g., igloo, Taj Mahal, Shinto shrine, Gurdwara, Egyptian pyramid, Mayan temple), and use this information in their structure. Transformation approach
Science and Technology Energy and Control	Describe devices that extend our ability to see and hear (e.g., a telescope, a magnifying glass, an optical microscope, a hearing aid, a microphone or megaphone).	Include devices used by people who are hearing or visually impaired. Contributions approach
Social Studies Heritage and Citizenship	Describe the hierarchical structure of medieval society and the types of people in it. e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles) and explain how and why different groups cooperated or came into conflict at different times.	Analyze the power structure in medieval society and how laws were created to keep power in the hands of the powerful and make contemporary comparisons. Transformation approach

Grade 5

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>The Arts Drama/Dance</p>	<p>Describe various dance forms (e.g., creative dance, social dance).</p>	<p>Include, for example, Tahitian Dance Technique Aparina, West African drum dance, BBC video Dancing: "The Power of Dance Around the World". (Consult the York Region District School Board Faith Accommodations Document for more information about dance in various cultures)</p> <p style="text-align: right;">Additive approach</p>
<p>The Arts Visual Arts</p>	<p>Compare works on a similar theme from various periods and cultures and describe the impact of time and location on style</p>	<p>Have students explore the artwork from a particular period and the criteria for selection. Students then analyze other artists whose artwork may not have been selected to be displayed in a gallery and determine if there is inherent bias in the selection criteria. (e.g., Emily Carr and the Group of Seven)</p> <p style="text-align: right;">Additive approach</p>
<p>The Arts Music</p>	<p>Sing familiar songs and manipulate a musical element to change the overall effect.</p>	<p>Ensure that the notion of "familiar" song is not based on an assumption of a shared common experience. Encourage students to share the songs that reflect their lived experience.</p> <p style="text-align: right;">Additive approach</p>
<p>FSL: Core French Writing</p>	<p>Develop and apply knowledge of pronoun subjects (nous, vous, ils, elles).</p>	<p>Discuss with students the use of "ils" as a plural pronoun if only one male is present no matter how many females are involved.</p> <p style="text-align: right;">Contributions approach</p>
<p>Health and Physical Education Fundamental Movement Skills</p>	<p>Stick-handle an object (e.g., a ball, a disc) while moving in different directions and at different speeds, alone or with a partner.</p>	<p>Monitor and challenge her/his biases regarding expectations of skill levels of boys and girls and persons with disabilities in physical activities. (e.g , challenge "you throw like a girl" comments and discuss that we all have activities in which we are skilled or unskilled.)</p> <p style="text-align: right;">Contributions approach</p>
<p>Language Reading</p>	<p>Explain their interpretation of a written work, supporting it with evidence from their own knowledge and experience.</p>	<p>Interpret literature from a variety of cultures and experiences, analyse actions of characters and relate to personal experiences (e.g., <u>Angel Child, Dragon Child</u> by M.M. Surat).</p> <p style="text-align: right;">Transformation approach</p>
<p>Mathematics Data Management and Probability</p>	<p>Read, interpret, and draw conclusions from primary data and from secondary data</p>	<p>Discuss bias in drawing conclusions from data (e.g. sample size, making generalizations based on results)</p> <p style="text-align: right;">Additive Approach</p>

Science and Technology Life Systems	Formulate questions about and identify the needs of humans, and explore possible answers to these questions and ways of meeting these needs (e.g., in studying the nervous system, investigate response times by having someone catch a ruler between thumb and the index finger after it is dropped by another person; investigate ways in which orthopaedic devices, such as backrests, have improved the quality of life).	Have students interact with and interview seniors as to how their changing physical health needs are being met in their environment. Have students write letters to various associations to advocate for the changing needs of the group. (The Ontario Disabilities Association can assist with this process) <p style="text-align: right;">Social Action approach</p>
Science and Technology Life Systems	Describe using models and simulations, ways in which the skeletal muscular, and nervous systems work together to produce movement	Have students investigate the ethical considerations in using human cadavers to model the structure and function of the systems of the body (e.g., Body Works at the Ontario Science Centre) <p style="text-align: right;">Social Action approach</p>
Social Studies Canada and World Connections	Identify concrete examples of how government plays a role in contemporary society and how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives	Have students explore different types of government (e.g., Venn Diagrams) Read <i>The Breadwinner</i> and have students organize a fundraiser to assist countries who are trying to modify their government.) <p style="text-align: right;">Social Action approach</p>
Social Studies Heritage and Citizenship	Describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process.	Use a time line to help students understand who has historically been excluded from voting (e.g., women, slaves, children, criminals, etc.) and how suffrage campaigns have been won. <p style="text-align: right;">Additive approach</p>
Social Studies Canada and World Connections	Explain the relevance to Canada of current global issues and influences	Students explore Canada's reputation as a Peace Keeping nation, determine where Peace Keeping activities are taking place, what activities are happening and the implications on our Canadian society. <p style="text-align: right;">Additive approach</p>

Grade 6

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>The Arts Visual Arts</p>	<p>Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings and ideas for specific purposes and to specific audiences (e.g., create a sculpture out of clay that shows a figure engaged in a typical pioneer activity).</p>	<p>Have students sketch a Beothuk village, drawn to scale, with buildings and people showing the European contact and the resulting genocide.</p> <p style="text-align: right;">Transformation approach</p>
<p>The Arts Music</p>	<p>Create and perform a song based on a scene from a story, poem, or play.</p>	<p>Based on the conventional definitions of groups that have been marginalized, have students perform a song that empowers students to social action. (e.g., Women in South Africa)</p> <p style="text-align: right;">Social Action approach</p>
<p>The Arts Drama</p>	<p>Explain the function of masks and use masks in their drama and dance presentations.</p>	<p>Discuss the roles that masks can play in dramatic performances. (e.g., Through construction of an identity, masks can display social and cultural hierarchies and we can use masks to challenge these inequities.)</p> <p style="text-align: right;">Additive approach</p>
<p>FSL: Core French Writing</p>	<p>Use an English-French dictionary to expand vocabulary.</p>	<p>Provide additional dual language dictionaries to accommodate ESL students (e.g., Hebrew - English).</p> <p style="text-align: right;">Additive approach</p>
<p>Health and Physical Education Healthy Living</p>	<p>Apply a problem-solving/decision-making process to address issues related to friends, peers and family relationships.</p>	<p>Read books (e.g., <i>Asha's Two Moms</i>, <i>The King and The King</i>) involving different kinds of families and have students identify similarities in the ways that problems are solved. Have students hold problem solving workshops for younger grades.</p> <p style="text-align: right;">Social Action approach</p>
<p>Language Oral & Visual Communication</p>	<p>Identify the main types of media works and the most characteristic techniques used in them.</p>	<p>Compare and analyse any differences in various newspapers, magazines, advertisements and pictures from various cultures and relate and understand how it connects to mainstream media in Canada.</p> <p style="text-align: right;">Transformation approach</p>
<p>Language Reading</p>	<p>Read a variety of fiction and nonfiction materials for different purposes</p>	<p>Have students critique fiction and nonfiction works for gender bias. (E.g., what are the girls doing and what are the boys doing? Are they different?)</p> <p style="text-align: right;">Contribution approach</p>

Mathematics Measurement	Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school. .	Explain bias as it relates to data collection and display. (Sample size, generalizations, displaying of data) <p style="text-align: right;">Additive approach</p>
Science and Technology Matter and Materials	Describe milestones on the history of air and space travel.	Have students investigate print media about the history of air and space travel and identify the gender and race of milestone makers. <p style="text-align: right;">Contributions approach</p>
Social Studies Heritage and Citizenship	Identify the results of contact for both the Europeans and the First Nations peoples . Identify some present-day issues concerning First Nation peoples that relate to results of early contact	Identify the knowledge, products and practices of First Nations people that enabled Europeans to survive in Canada. <p style="text-align: right;">Transformation approach</p> Students explore why First Nations people seek self-government and explore land treaties. Students may also explore the social conditions that contribute to substance abuse. <p style="text-align: right;">Transformation approach</p>

Grade 7

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
The Arts Music	Create and perform two contrasting songs based on a scene from a story, poem, or play and connect them with dialogue.	Encourage the students to consider material, such as, how different groups are treated by shopkeepers, sexual harassment, gay-bashing, response to a new building that will be labeled low-income housing. Transformation approach
The Arts Drama & Dance	Interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama and dance techniques (e.g. drama anthologies).	Have students act out their interpretation of events from at least two perspectives. (e.g. Europeans arriving in North America from both the First Nations and European perspectives, the multiple perspectives found in the novel <i>Seedfolks</i> by Paul Fleischman). Additive approach
The Arts Visual Arts	Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms.	Have students produce works of art to be shared with the class that are based on their family experiences. Additive approach
FSL: Core French Reading	Read at least 12 simple texts (e.g., letters, descriptions, essays) and identify main ideas and some supporting details.	Search out simple texts in French that involve different types of families (e.g., traditional, single parent, multi-generational, same-sex, foster parents etc.) Transformation approach
H and PE Fundamental Movement Skills	Move to external stimuli, using a variety of steps, sequences, directions and hand actions (e.g., square dancing, doing fitness routines).	In addition to wearing an FM unit, place speakers face-down on the floor to enable a hearing-impaired student to feel the beat of the music. Additive approach
Language Writing	Produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic).	Create posters in different languages and formats (e.g., Braille, Punjabi, etc.). Invite volunteers to participate/translate during presentations (e.g., sign language, closed captioning). Students create photo podcasts in various languages that provide a self-guided orientation of the school for new students arriving at the school. Transformation approach
Mathematics Data Management & Probability	Identify bias in data collection methods (Sample problem: How reliable are your results if you only sample girls to determine the favourite type of book read by students in your grade?).	Examine bias in data-collection methods (e.g., examine who collects data, what data is collected, where the data is collected from, whose voice is being excluded, purpose of data, and how it could/would be used to interpret results to support or disclaim). Transformation approach Have students critique actual polls and analyse how numerical information was used to arrive at different conclusions. Transformation approach

<p>Science and Technology Structures and Mechanisms</p>	<p>Use appropriate techniques and materials (e.g., cutting and joining pieces of wood or plastic) while making structures that have mechanisms.</p>	<p>Have students design a mechanism that provides accessibility for a wheelchair student.</p> <p style="text-align: right;">Transformation approach</p>
<p>History New France</p>	<p>Outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples.</p>	<p>Provide students with a variety of resources (print and electronic) that capture the First Nations perspective of the interaction between First Nation peoples with both settlers and fur traders.</p> <p style="text-align: right;">Transformation approach</p>
<p>Geography</p>	<p>Describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources.</p>	<p>Have students examine the differences in the management of natural resources between countries that have access to current technologies and those that do not (e.g. intensive agriculture, genetic engineering).</p> <p style="text-align: right;">Transformation approach</p>

Grade 8

Subject/Strand	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>The Arts Drama/Dance</p>	<p>Dramatize material that they have researched from primary sources (e.g., historical documents), and use it effectively in presenting documentary scenes.</p>	<p>Have students analyse and/or investigate mainstream and alternative media as a primary source and present documentary scenes based on how the media contributes to definitions of body image. Transformation approach</p> <p>Videotape the scenes presented above and arrange for them to be viewed by a larger audience (i.e. podcasting, vidcasting, local cable company, news programs). Social Action approach</p>
<p>The Arts Music</p>	<p>Identify and perform music of a variety of cultures and historical periods.</p>	<p>Have students analyse music that they listen to, identifying the transculturation of the elements within. (e.g. African American Blues becoming part of Heavy Metal, the banjo which originated in Africa becoming a part of Country Music). Transformation approach</p>
<p>The Arts Visual Arts</p>	<p>Explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from the work.</p>	<p>Have students consider the artwork of a variety of artists (e.g. take a virtual museum tour of the Louvre [www.louvre.fr], visit one of many online galleries contained in Canada's Digital Collections [collections.ic.gc.ca], browse through the examples contained in the Art 2 Life website [www.art2life.ca], or examine art from around the world [www.artcyclopedia.com]). Transformation approach</p>
<p>FSL: Core French Oral Communication</p>	<p>Use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., an interview, a song lyric, an advertisement for a new restaurant).</p>	<p>Have students work in groups to write simple song lyrics and then critique other groups' songs with respect to various biases (e.g., racism, sexism, violence, homophobia). Re-write songs to be more socially respectful. Transformation approach</p>
<p>Health and Physical Education Healthy Living</p>	<p>Outline the possible negative consequences of substance use and abuse (e.g., fetal spectrum disorder, effects of steroid use, accidents when drinking and driving).</p>	<p>Investigate the history of fetal spectrum disorder and the misconceptions regarding how certain groups are stereotyped as being affected by this. Critique how the media portrays this issue. Transformation approach</p>
<p>Language Oral & Visual Communication</p>	<p>Express and respond to a range of ideas and opinions concisely, clearly and appropriately.</p>	<p>Using available resources, ask students about Canada's immigration policy using recent news articles and events (e.g., granting legal status to undocumented workers while huge numbers of people waits years in line). Analyse Canada's immigration policy for both inclusionary and exclusionary practices. Transformation approach</p>

<p>Mathematics Data Management & Probability</p>	<p>Explain the relationship between a census, a representative sample, sample size, and a population (e.g., "I think that in most cases a larger sample size will be more representative of the entire population.").</p>	<p>Have students identify correlations between sample size and inclusivity. Have students examine how various methods of data collection may exclude groups (e.g., various sports may exclude groups based on gender, culture, class and ability).</p> <p style="text-align: right;">Transformation approach</p> <p>Have students critique the sample size of a poll, and make recommendations on ways to be more inclusive.</p> <p style="text-align: right;">Social Action approach</p>
<p>Science and Technology Life Systems</p>	<p>Describe ways in which types of cells contribute to the healthy functioning of the human body (e.g., red blood cells transport oxygen throughout the body).</p>	<p>Have students investigate what happens when blood affected with HIV travels through the body. Locate statistics on the race, gender and sexual orientation of those affected with the virus and consider how these statistics compare to their preconceived notions of who carries this virus.</p> <p style="text-align: right;">Transformation approach</p> <p>Students examine causes for the spread of AIDS in Africa and create an awareness piece using a variety of forms of media (e.g. electronic slideshow).</p> <p style="text-align: right;">Social Action approach</p>
<p>History The Development of Western Canada</p>	<p>Describe the role of the Canadian Pacific Railway in furthering Canada's expansion, and identify the key individuals (e.g., Donald Smith, William Van Horne) and groups (e.g., Chinese workers) whose efforts led to the railway's completion.</p>	<p>Ask students why we remember the names of the entrepreneurs but not the workers who built the railroad; look at the remuneration, accident and mortality rate, diet and lifestyle of Chinese railway workers; and visit the monument to Chinese railway workers outside the Skydome.</p> <p style="text-align: right;">Transformation approach</p> <p>Write to the M.P., the Minister of Immigration and Chinese community organizations re: seeking redress for the Head Tax levied on Chinese immigrants between 1885 and 1923.</p> <p style="text-align: right;">Social Action approach</p>
<p>Geography</p>	<p>Identify the main patterns of human settlement and identify the factors that influence population distribution and land use.</p>	<p>Compare and contrast the settlement patterns of multiple countries and cultures.</p> <p style="text-align: right;">Transformation approach</p>

SECONDARY CURRICULUM (9-12)

Media Arts: Grades 10-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Media Arts, Grade 10 Open</p>	<p>Theory Explain the historical foundations of media arts (overall)</p> <p>Creation Transform an existing artwork by modifying an element or principle (e.g., point of view, movement) through a media art technique. (specific)</p> <p>Analysis Demonstrate an understanding of cultural characteristics that distinguish an individual's and/or community's artistic identity (overall)</p>	<p>Explore various cultural, gendered, generational and ethnic contributions to the development of various medium. Also trace the historical foundations of media in different countries.</p> <p style="text-align: right;">Additive approach</p> <p>Have the students select a music video and analyze social justice issues by changing an element in the video to clearly delineate the implied power structures or social hierarchies. (e.g., switching gender roles to explore sexism in music videos, or taking an urban hip-hop video and setting it in a middle-class, suburban neighborhood to explore issues of race and class).</p> <p style="text-align: right;">Transformation approach</p> <p>Ensure that stereotypes are not reinforced when developing an understanding of diverse cultural characteristics. One may ask whose voices are missing from this identity and why? Exploring the political and social power infrastructures may help to empower marginalized groups and debunk perpetuated stereotypes</p> <p style="text-align: right;">Transformation approach</p>
<p>Media Arts, Grade 11 Open</p>	<p>Theory Describe media art works in terms of their historical foundations (e.g. in cinematography, videography, electro-acoustics) (overall)</p> <p>Analysis Explain how media arts productions can be used to express social and cultural realities (specific)</p>	<p>Have students investigate various forms of cinematography (e.g. Bollywood, research various international film festivals e.g. Flickerfest which celebrates international short films and started at a high school in Australia)</p> <p style="text-align: right;">Transformation approach</p> <p>Have students examine gender roles as a societal construct propagated throughout different media (e.g. the notions of masculine and feminine, notions or stereotypes of heterosexuals and homosexuals)</p> <p style="text-align: right;">Additive approach</p>
<p>Media Arts, Grade 12, Open</p>	<p>Theory Identify and describe the use of aspects or characteristics of artistic styles of different historical periods in specific works of media art (e.g. in works of video art since the 1960's, in works of copy art). (specific)</p>	<p>Have students examine Canadian contributions to international art movements (e.g. <i>International Mail Art Movement</i> of the 60's, is a quick and inexpensive way to produce spontaneous small-scale collages and works of art suitable for mailing. Several Canadian artists from that era played an integral role in the development of work in the photocopy medium including Barbara Astman, Sarah Jackson, Doreen Lindsay and Nel Tenhaaf who had seminal works in the first show)</p> <p style="text-align: right;">Additive approach</p>

	<p>Creation Communicate a message using emerging technologies (e.g. sound publishing software, digital video editing). (specific)</p>	<p>Investigate ground breaking art and contributions made by artists of various cultural backgrounds. (e.g. Beginning in the 80's , Carl Beam broke through the imagery and stylistic conventions that were drawn from ancient rock paintings, petroglyphs and Midewewin birch bark scrolls, and influenced by 20th century Pop artists like Robert Rauchenberg, he began to work in collage and assemblage that included images of modern technology and historical events, mixed with his Indian cultural heritage. This influenced a whole new generation of Indian artists.)</p> <p style="text-align: right;">Contributions approach</p> <p>Have students research the power dynamics within cultures and trace incidents where one culture defines itself as superior and attempts to control, destroy or eliminate another. (e.g. residential schooling in Canada of aboriginal peoples, residential schooling in Australia of indigenous peoples; genocide in Rwanda; etc). Once researched have students create audio lecture series, web or podcasts, or documentaries chronicling the struggle to survive</p> <p style="text-align: right;">Social Action approach</p>
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Music: Grades 9-12

<p>Music, Grade 9 Open</p>	<p>Analysis Explain the effects of physical fitness and health habits on music performance skills.(specific)</p> <p>Theory Demonstrate an understanding of a broad overview of historical and stylistic context of music (overall)</p>	<p>Have students examine musicians who have overcome physical disabilities and excelled in their careers (e.g., Stevie Wonder, Andrea Bocelli, Beethoven, Ray Charles) or the effects of illness or injury on a musician's career (e.g., Jacqueline du Pré). Have students brainstorm modifications that might need to be made to instruments/stage/auditorium/audience behaviour in order to accommodate these musicians. Ask students what prejudices these musicians might have to overcome in the course of their careers. Have students perform a benefit concert, proceeds of which go to St. Christopher House or K.Y.T.E.S. (which benefit students who cannot afford music lessons) in Toronto.</p> <p style="text-align: right;">Social Action approach</p> <p>Be sure to include many countries and cultures in the history of music. It may be important to review <i>appropriation of voice</i> wherein a subordinate culture's music is 'taken' or 'borrowed without credit' by another more dominant culture (e.g. Elvis Presley's popularity).</p> <p style="text-align: right;">Transformation approach</p>
<p>Music, Grade 10 Open</p>	<p>Theory Situate composers in a historic continuum (specific).</p> <p>Analysis Explain the function of certain musical forms in daily life (specific)</p>	<p>Avoid a western bias in your continuum. Have students research and develop a continuum of their own cultural influences/backgrounds to represent the musical achievement of different cultures.</p> <p style="text-align: right;">Contributions approach</p> <p>Be sure to problematize the term "daily life" as it implies a shared experience. Avoid a western, middle class bias.</p> <p style="text-align: right;">Transformation approach</p>
<p>Music, Grade 11 Open</p>	<p>Theory Demonstrate an understanding of various aspects of a music production project (e.g., requirements in the creative and/or performance areas; types of administrative personnel needed; budget; time frame of the project; physical resources needed, such as lighting, cameras, musical instruments, computers; promotion) (specific)</p> <p>Analysis Demonstrate an understanding of possibilities for postsecondary studies and for careers related to music (overall)</p>	<p>Have students investigate a production aimed at generating funds to support issues of social justice (e.g., Bob Geldof's concert series Live 8: The Long Walk to Justice)</p> <p style="text-align: right;">Contributions approach</p> <p>Have students investigate the ways that music and art support diverse groups of individual (e.g., Heartsong, Inc. is an organization in New York that uses music and art therapy when working with people with Down's Syndrome).</p> <p style="text-align: right;">Additive approach</p>

<p>Music, Grade 11 University/ College</p>	<p>Creation Perform music appropriate for the course with accuracy and artistic sensitivity (overall)</p> <p>Analysis Explain the influence of some political, social and /or technological factors on the lives and music of major composers of the baroque and classical periods (e.g. Bach, Handel, Scarlatti, Vivaldi, Haydn, Mozart, Beethoven) (specific)</p>	<p>Have students produce a concert in support of a community organization (e.g., Rose of Sharon, Sandgate Women's Shelter, Casey House etc) or global organizations (e.g., <i>Chizbuzor Human Resource Development Organization (CHIDO)</i> whose mission is to alleviate poverty in rural communities, which suffered brutality and destruction during the rebel war in Sierra Leone.)</p> <p style="text-align: right;">Social Action approach</p> <p>Explore the term "ethnomusicology" with students and have them investigate various composers of the baroque and classical periods who are non-European.</p> <p style="text-align: right;">Additive approach</p>
<p>Music, Grade 12 University/ College</p>	<p>Analysis Analyse the relationship between music and its cultural context (overall)</p>	<p>Have students investigate musicians who have used their art to protest against social injustices (e.g., Known as the "Lion of Zimbabwe," Thomas Mapfumo has been using music to give voice to the people of his country and their ongoing struggle for independence: Zimbabwe's independence movement. In what was then the British colony of Rhodesia, Mr. Mafumo's lyrics tackled the injustices of apartheid, racism and colonialism. His songs of protest, performed in his native language on traditional instruments, gave birth to a new genre of music—Chimurenga music (from the Shona word for "struggle").</p> <p style="text-align: right;">Contributions approach</p>

Visual Arts: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Visual Arts, Grade 9 Open</p>	<p>Theory Apply an understanding of the elements and principles of design to personal, historical, and contemporary artworks. (overall)</p> <p>Analysis Explain how artistic intentions are expressed in specific examples of historical and student artworks (e.g., the Group of Seven's intent to establish a new direction in Canadian art). (specific)</p>	<p>Have students study the impact of various social issues on specific art movements. Visit the website www.paintedpoetry.com and see how painters have visually represented pieces of poetry. Have students select a poem or speech and visually depict the images held within. Encourage students to host an art show that showcases this connection between the written word and the visualized images.</p> <p style="text-align: right;">Social Action approach</p> <p>When exploring artistic intention, include political intention relating to social justice issues (e.g., classism and racism explored by graffiti artist Basquiat, sexism and consumerism explored by Jana Sterbak's meat dress, militarism explored by Liz Magor, issues of power explored by Jenny Holzer).</p> <p style="text-align: right;">Additive approach</p>
<p>Visual Arts, Grade 10 Open</p>	<p>Theory Explain the social and historical context and the chronology of distinctive artistic styles (overall)</p> <p>Analysis Describe how a culture shapes its art with reference to historical and contemporary examples (e.g., Byzantine icons, Chinese landscape, painting in fifteenth-century Europe, pre-Columbian pottery, Warhol's soup cans).(specific)</p>	<p>When exploring the social and historical context, include pluralistic views of history and political intentions relating to social justice issues (e.g. sexism within art movements as expressed by the Guerilla Girls since 1985, explore anti-war artists throughout time as found in The Illustrated Enemy found on website www.graphicwitness.org)</p> <p style="text-align: right;">Additive approach</p> <p>Have students deconstruct how society identifies what constitutes art, who counts as artists, and who is left out of this process. Use examples of controversial and marginalized figures (both historic and current) in the art world and identify the role social justice issues have played in marginalizing these people (e.g., the lack of women artists celebrated in Western European art history).</p> <p style="text-align: right;">Transformation approach</p>
<p>Visual Arts, Grade 11 Open</p>	<p>Theory Demonstrate an understanding of art of the Western world, including Canada, and of other world cultures, that relates to the studio content of the course. (overall)</p>	<p>Encourage students to study various Canadian artists, their lives and their influences (e.g. Pitseolak Ashoona who was an <u>Inuit Canadian</u> born on <u>Nottingham Island</u> in the <u>Northwest Territories</u>. She grew up with the traditional life of hunting, gathering and shamans. She was part of one of the last generations of <u>Inuit</u> who grew up with the traditional lifestyles enjoyed by the <u>North American Inuit</u> since before <u>1000 BC</u>. In the last two decades of her life, she assembled a collection of 7000 images, 233 of which became prints in her Cape Dorset Collection. Her artwork focuses on both daily life and legends, or Taleelayu).</p> <p style="text-align: right;">Contributions Approach</p>

	<p>Analysis Explain the effect of social, political, economic, and other influences, including their personal beliefs and experiences, on their own art works. (specific)</p>	<p>Encourage personal reflection to identify bias or limitations within their own portfolio or art works. After these metacognitive processes have students try a technique or include a subject that has been omitted from their repertoire.</p> <p style="text-align: right;">Additive approach</p>
<p>Visual Arts, Grade 11 University/ College</p>	<p>Theory Describe environmental concerns related to the production of works of fine art, works in applied design, and works in crafts (e.g., production hazards, recycling, disposal of materials such as lead used in pottery glazes) (specific)</p> <p>Analysis Analyze ways in which cultural institutions shape our perception and understanding of art (overall)</p>	<p>Encourage students to produce works of art that highlight these environmental concerns. (e.g., <i>Youth Program and Youth Leadership Training Project</i> - A program that provides a path to bring youth adults and youth into the work of environmental and economic justice. This program, run through the Indigenous Environmental Network, involves youth organizational capacity building, leadership training, curriculum development and communications networking.)</p> <p style="text-align: right;">Social Action approach</p> <p>Problematize the notion of 'art' by discussing its definition and ways in which it is validated. Does a work need to be in a museum or place of faith to be considered valuable? Students could visit a museum and construct a definition of 'art' based upon the works highlighted within the museum. Using the concept formation instructional strategy the works will become the "yes examples" to build this definition. Discuss the art or artist who were excluded from this definition.</p> <p style="text-align: right;">Additive approach</p>
<p>Visual Arts, Grade 12 University/ College</p>	<p>Creation Produce a body of art work, using the stages of the creative process (overall)</p> <p>Analysis Research and describe how a particular collection in a gallery or museum has been created, and analyse the potential impact on individual viewers and communities.(specific)</p>	<p>Have students research peers who have used art to support various social services or generate community awareness. (e.g., Lauren Grillo partnered with Hope for Oppressed People Everywhere (HOPE), to publish a calendar that showcases local, national and international non-profit organizations helping people in need).</p> <p style="text-align: right;">Contributions approach</p> <p>Model the research by highlighting artists who have taken a political stand through their art works. (e.g. Gran Fury's work SILENCE=DEATH Project attempted to locate the root cause of the AIDS crisis not in HIV infection but in larger social forces—the government, the corporate culture, the mainstream public—that ignored, remained silent about, or profited from the crisis.)</p> <p style="text-align: right;">Additive approach</p>

Dance: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Dance, Grade 9 Open</p>	<p>Theory Explain the historical and cultural significance of one or more world dance forms (overall)</p> <p>Demonstrate an understanding of the relationship between dance and social issues as expressed in the lives and works of particular artists.(specific)</p> <p>Analysis Identify ways dance is used in the community (specific)</p>	<p>Have students study the impact of various social issues on specific dancers, such as feminist issues for Isadora Duncan, class issues for the dance troupe STOMP, eating disorders for American dancer Gelsey Kirkland, ageism for Kimberley Glasgoe in the National Ballet of Canada, expressions of social violence for the Quebec dance troupe La, La, La Human Steps. Transformation approach</p> <p>Have students explore the way dance has been used throughout various historical periods and in various cultural settings to address issues of social justice. (e.g. Blondell Cummings who created and choreographed "Chicken Soup" (1981), a portrait of lifetime domesticity; "The Art of War/Nine Situations" (1984), which is a meditation on connections between military strategy and daily life, created with Jessica Hagedorn; and Omadele and Guisepe (1991), which is a contemplation of interracial living, created with Tom Thayer. Additive approach</p>
<p>Dance, Grade 10 Open</p>	<p>Creation Apply the elements of dance (e.g., flow, space, time) and various stimuli to create movement sequences. (overall)</p> <p>Theory Identify and explain the historical and cultural significance of one or more world dance forms (overall)</p>	<p>Have students combine elements of a variety of cultural dance forms such as hip-hop, calypso, flamenco, classical Indian dancing, Indigenous sacred circle dancing, etc., to create movement sequences expressive of cultural diversity. Additive approach</p> <p>Have students study the impact of various social issues on specific dancers, such as World War II and Hitler's influence upon German dancer and choreographer Mary Wigman, Zen Buddhism and its impact upon the work of John Cage. Transformation approach</p>
<p>Dance, Grade 11, University/ College</p>	<p>Theory Demonstrate an understanding of the effect of social and political events on the evolution of dance. (specific)</p> <p>Analysis Analyse the significance and function of a variety of dance forms in specific cultures. (overall)</p>	<p>Investigate social issues, dance groups and events run specifically to raise awareness regarding a particular social issue. (e.g. Have students research the Darpana Performing Group and dancer Mallika Sarabhai, who is known for her contemporary interpretation of classical Indian dance forms and advocacy of women's rights). Have students perform a dance to explore a social issue of their choice. Social Action approach</p> <p>Have students investigate various regions of Canada and the cultural importance of dance. (e.g. DANCE (Dance Nova Scotia) recognizes the importance of dance as part of the larger cultural framework impacting on the lives of Nova Scotians and works through the Cultural Federations of Nova Scotia and with other cultural organizations and agencies for the improvement in quality of life value and economic value that result from cultural activity). Additive approach</p>

<p>Dance, Grade 11, Open</p>	<p>Creation Rehearse and perform dances in various settings.(overall)</p> <p>Analysis Analyse the cultural significance and function of a variety of dance forms from around the world. (overall)</p>	<p>Have students celebrate diverse dance styles of the past and perform in Seniors' homes, community centers, cultural centers, and elementary schools. Social Action approach</p> <p>Encourage students to research, rehearse and perform dances that have cultural significance to various groups (e.g. Hip hop is a cultural movement that began among the mostly African American and Latino communities in the Bronx borough of New York City in the early 1970s. The movement is said to have began with the work of DJ Kool Herc, while competing DJ Afrika Bambaataa is often credited with having invented the term "hip hop" to describe the culture. The four main aspects, or "elements", of hip hop culture are MCing (rapping), DJing, graffiti, and breakdancing. Some consider beatboxing the fifth element of hip hop; others might add political activism, hip hop fashion, hip hop slang, double dutching (an urban form of rope skipping,) or other elements as important facets of hip hop).</p> <p>Additive approach</p>
<p>Dance, Grade 12, University/ College</p>	<p>Theory Describe the significant contributions of various Canadian dance artists to dance in Canada. (specific)</p> <p>Creation Present dance works, workshops, and presentations to the community. (specific)</p>	<p>Have students research ethnochoreology (which encompasses the dance-related aspects of anthropology, cultural studies, gender studies, area studies, postcolonial theory, and ethnography) and the contributions that various Canadian choreographers (e.g. Édouard Lock who is a Canadian dance choreographer and the founder of the Canadian dance group, La La La Human Steps, or René Highway who was a Canadian dancer and actor of Cree descent from Brochet, Manitoba. In his memory the Native Earth Performing Arts started the René Highway Foundation).</p> <p>Contributions Approach</p> <p>Share various cultural dances with the rest of the school community (e.g. Bihu dance is a folk dance from the Indian state of Assam related to the festival of Bihu. This joyous dance is performed by both young men and women, and is characterized by brisk dance steps, rapid hand movement, and a rhythmic swaying of the hips in order to represent youthful passion. Dancers wear traditionally colorful Assamese clothing. The underlying goal of the dance is to express the desire to feel both pain and happiness).</p> <p>Additive Approach</p>

Dramatic Arts: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Dramatic Arts, Grade 9 Open</p>	<p>Analysis Explain how role playing in dramatic arts can function as a catalyst for learning about self, others and the world (overall)</p> <p>Generate criteria to assess individual contributions to the collective development of a drama. (specific)</p>	<p>Students can research the creation and functioning of companies or individuals such as Famous People Players (actors with physical and mental exceptionalities), the work of Tadeusz Kantor and its commentary of Polish life under the domination of communism.</p> <p style="text-align: right;">Transformation approach</p> <p>Have students consider whose efforts are recognized and whose are often left out (e.g., preference for recognition of actors over lighting crew - is this a form of classism?) Similarly, look at pay scales between male and female leads for evidence of sexism, or how racism, heterosexism, ableism and/or ageism affect media attention on an actor.</p> <p style="text-align: right;">Contributions approach</p>
<p>Dramatic Arts, Grade 10 Open</p>	<p>Creation Demonstrate an understanding of the element of risk in playing a role (e.g., adapting to challenges to personal and social beliefs).(specific)</p> <p>Analysis Identify and make connections with individual artists or groups involved in drama (specific)</p>	<p>Ask students to analyse the responsibility actors or others involved in the dramatic arts may have in raising social justice issues through their art or as public figures. For example, what risks did Tom Hanks take in the role he assumed in <i>Philadelphia</i>, in a homophobic society and what rewards did he obtain for taking such as risk? What risks did Sean Penn take in the role he assumed in <i>I Am Sam</i>, in a society that often limits its definitions of a family? Examine the media controversy over the Roseanne episode which featured a same sex kiss for the first time during prime time TV or the Britney Spears and Madonna kiss at a music awards ceremony Have the students prepare a monologue or scene that challenges their own biases.</p> <p style="text-align: right;">Transformation approach</p> <p>Students may wish to research artists, theatre companies or groups like Buddies in Bad Times (gay, lesbian and transgendered community), or actors with Down Syndrome including Stephane Ginnsz, actor (<i>Duo</i>), Chris Burke, actor (<i>Life Goes On</i>) and autobiographer, Andrea Friedman, actor (<i>Life Goes On</i>), Pascal Duquenne, actor (<i>Le Huitième Jour</i> aka <i>The Eighth Day</i>, <i>Toto le héros</i> aka <i>Toto the Hero</i>) and Anne de Gaulle (1928-1948), daughter of Charles de Gaulle.</p> <p style="text-align: right;">Additive approach</p>

<p>Dramatic Arts, Grade 11, University/ College</p>	<p>Theory Describe the social and historical contexts of the plays studied. (specific)</p> <p>Creation Reinterpret roles in rehearsal and performance, demonstrating insight into the characters. (specific)</p>	<p>Select scenes, monologues or plays that focus on issues of social justice (e.g. George Ryga's <i>Ecstasy of Rita Joe</i>, Drew Hayden Taylor's <i>Toronto at Dreamer's Rock</i> (voice within the aboriginal community), Peter Mellencamp's <i>Struggling Truths</i> or Karen Tei amashita's <i>Tokyo Carmen Versus L.A. Carmen</i> (Asian-American experience) or Leonard Gershe's <i>Butterflies are Free</i> (debunking myths surrounding blindness). Additive approach</p> <p>Explore issues of body image (lookism) through Readers Theatre using excerpts from novels (i.e. Margaret Atwood's <i>The Edible Woman</i>, Wally Lamb's <i>She's Come Undone</i>, Chris Lynch's <i>Extreme Elvin</i>, Sarah Dessen's <i>Keeping the Moon</i>, and Beatrice Sparks' <i>Kim: Empty inside: The diary of an anonymous teenager</i>). Invite students perform scenes for Grade 9 or 10 Health classes to raise awareness and create discussion. Social Action approach</p>
<p>Dramatic Arts, Grade 11, Open</p>	<p>Theory Demonstrate an understanding of subtext, motivation, and status in the development of a character (specific)</p> <p>Creation Use technology appropriately in the presentation of drama (overall)</p>	<p>Select monologues, scenes or plays that focus on issues of classism (e.g. George F. Walker's <i>Suburban Motel</i>), racism or voice (e.g Hispanic-American struggle for identity in Silvia Gonzalez's <i>Boxcar</i>), <i>ageism</i> and sexism (The Vagina Monologues). Contributions approach</p> <p>Incorporate the use of technology (LCD projectors, laptops, SMARTboards etc) to project a translation of the dialogue into other languages during dramatic performances. Additive approach</p>
<p>Dramatic Arts, Grade 12 College/ University</p>	<p>Analysis Explain how theatre can reflect issues, societal concerns, and the culture of the community, the country, and other countries. (specific)</p>	<p>Have students explore AIDS in Africa by reading excerpts from texts (such as Carolyne Adalla's <i>Confessions of an AIDS victim</i>, Bento Siteo's life story <i>Zabela, My Wasted Life</i>), explore websites (such as www.worldandi.com), watch CBC News in Review videos (such as Sept. 2003 in-depth report by Martin Seemungal). Collect this information to compose, rehearse and perform scenes or monologues about this issue. Any proceeds could be donated to the Stephen Lewis Foundation. Social Action approach</p>

Dramatic Arts, Grade 12 Open	<p>Theory Describe the social and historical contexts of the plays studied (specific)</p> <p>Creation Adapt or interpret a variety of dramatic works, focusing on works by contemporary Canadian playwrights (overall)</p>	<p>Have students read excerpts or chapters from various texts dealing with important social issues. (e.g., <i>Alia's Mission</i> ,Knopf, 2004, graphic novel which tells the true story of Iraqi librarian Alia Muhammad Baker, who in 2003 saved thousands of library books from being destroyed during the war, <i>What We All Long For</i> by Dionne which is a story that opens in the 1970s with a family escaping Vietnam for Canada. In the confusion, 6-year-old Quy, with his family's fortune sown into his belt, loses his mother's hand and is forced into a Thai refugee camp. Twenty years later Quy, now a dangerous criminal, makes his journey to meet his family who is now living in Toronto). Have students capture key moments or teachings from studied texts through tableaux, mask exploration, scenes or monologues.</p> <p>Additive approach</p> <p>Select excerpts from various feminist texts and have students explore their own journey of equity through storyboard, movement pieces, mime and/or journal entries. (E.g., <i>Ten Thousand Roses: The Making of a Feminist Revolution</i> by Judy Rebick which weaves stories told by over one hundred Canadian feminists who organized, protested and struggled for change during the country's second wave of feminism from the 1960s to the 1990s. This book is a rich oral history of the people and issues that made it one of the most successful women's movements on the planet. The stories focus on concerns like legalized abortion, pay and employment equity, resistance to male violence, rights for Aboriginal women and child care.)</p> <p>Additive approach</p>
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Comprehensive Arts: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Comprehensive Arts, Grade 9 Open</p>	<p>Theory Explain the historical context and style of particular artworks/art forms (overall)</p> <p>Creation Communicate a specific message, using appropriate materials, techniques and technologies (overall)</p>	<p>Use examples from various cultures and consider many perspectives when presenting a historical context. Be sure to clarify that history is a construct and not an objective “truth”. For example, ensure that power structures depicted within art work are clearly voiced .</p> <p style="text-align: right;">Additive approach</p> <p>Have students explore specific social and political implications surrounding social justice. The students could create various works (eg. short animations incorporating cyber arts and musical scores) advocating for a group that has been traditionally silenced (e.g. research the work done by Craig Keilburger to free child labourers around the world).</p> <p style="text-align: right;">Social Action approach</p>
<p>Exploring the Arts, Grade 12, Open</p>	<p>Analysis Analyze the socio-economic impact of the arts within the community with reference to specific projects (specific)</p>	<p>Combine script and video production of Thornton Wilder’s play <i>Our Town</i> with the latest documentary video production <i>OT-Our Town</i> directed by Scott Hamilton Kennedy. Encourage students to reflect upon their own community, collect digital images and stories to create their own production of <i>Our Town</i>.</p> <p style="text-align: right;">Additive approach</p>

Business Studies: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Introduction to Business Grade 9 or 10	Conducting Business in a Competitive Marketplace and in the Changing Workplace Describe the role and effectiveness of advertising, display, distribution, research, packaging and selling methods in marketing a product. (specific)	Examine a variety of advertisements (T.V., billboards, newspapers, magazines, etc.), evaluate which groups are represented in the ads and which groups are excluded and then discuss why. <p style="text-align: right;">Additive approach</p>
Introduction to Information Technology Grade 9 or 10	Software Application Demonstrate the ability to input data effectively. (specific)	Investigate a variety of methods of inputting and representing data (e.g., use of joystick, membrane keyboard, function keys, on-screen keyboard, scanning etc.) for people who are unable to use more common input methods. <p style="text-align: right;">Contributions approach</p>
Introduction to Financial Accounting, Grade 11 College/ University	The Objectives of Accounting Distinguish between the different types of business structures: sole proprietorship, partnership, and corporations (overall).	Research women in small businesses and explore the additional issues or unique concerns of a female entrepreneur. Possible sources of information include: websites like www.womenintheconomy.org which highlights significant accomplishments and contributions of women (such as Michelle Bernard, senior vice president of Independent Women's Forum, and Karen Kerrigan, President and CEO of Women Entrepreneurs Inc.) through a woman of the month celebration. Each recipient is interviewed and the interview is stored in the archives.) Students could create a venn diagram outlining the challenges and issues facing both male and female entrepreneurs. <p style="text-align: right;">Contributions approach</p>
Introduction to Accounting, Grade 11 University/ College	The Use of Accounting Information in Decision Making Explain the financial and human costs that can arise when a company decreases staffing to improve profitability. (specific)	Explore the societal costs of closures or downsizing by viewing documentaries, feature films or news reports (i.e.. <i>Roger & Me</i> directed by Michael Moore which explores the closing of a GM plant in Flint, MI followed by <i>Pets or Meat: The Return to Flint</i> , TV documentary. <i>The Big One</i> also explores downsizing. This film is based on Moore's nonfiction text <i>Downsize This</i> .) Students can hold panel discussion, press meetings or compose editorials exploring this issue. <p style="text-align: right;">Additive approach</p>
Principles of Financial Accounting, Grade 12 College/ University	The Accounting Cycle Demonstrate an understanding of the accounting cycle for a service company and a merchandising company (overall)	Explore institutionalized racism and other issues of equity while exploring financial analysis, budgeting for operating revenues and expenses. (e.g., Design pre-, during and post reading activities while studying the essay: <i>Institutionalized Racism and Canadian History: Notes of a Black Canadian</i> by Adrienne Shadd) <p style="text-align: right;">Transformative approach</p>

<p>Accounting for a Small Business, Grade 12, University/ College</p>	<p>Accounting Practices Describe payroll practices (Overall) Describe payroll deductions (Specific)</p>	<p>Explore issues of equity when discussing various deductions (e.g., maternity/paternity leave or child, spousal support for same sex couples).</p> <p style="text-align: right;">Additive approach</p>
<p>Introduction to Entrepreneurial Studies, Grade 11 College</p>	<p>Ideas and Opportunities Analyse various methods of generating opportunities and ideas for new ventures. (overall)</p>	<p>Examine companies that encourage inclusivity by giving awards to businesses that actively promote equity. (e.g. The GICT Awards focused on information and communication technology initiatives which promote women's economic empowerment and development in Asia Pacific. <i>Economic empowerment</i> was defined as the ability to overcome marginalisation and oppressive social norms, provide choices and opportunities for women, provide strong encouragement for women to fulfill their potential, and enable women to acquire the voice and capability to counter their lack of socio-economic-political power in the community. Emphasising this focus are three major criteria: the use of I.C.T.s to promote women's economic empowerment and gender equality; up scaling of initiatives and community-centered technologies; and the promotion of cooperation and social networking. Information and award winners found at. www.genderawards.net)</p> <p style="text-align: right;">Contributions approach</p>
<p>The Enterprising Person, Grade 11 Open</p>	<p>The Changing Nature of the Workplace Describe current trends in the labour market and their causes (e.g., working at home, contract work, part-time work, self-employment) (specific)</p>	<p>Explore the use of computer technology and the challenges that are faced by many groups (e.g., read abstract <i>Have and Have Not: Computer Equity and the Struggle of the Have Nots</i> by Alexandra Stratulat). Have students research "good will" programs offered by various computer companies which may include complimentary or subsidized services such as software training, public access to technology, (e.g., CompuSmart, Nuwest Computers, Top-LogiX). Use this information to help a home daycare, senior centre or community centre in need gain access to technology.</p> <p style="text-align: right;">Social action approach</p>

<p>Entrepreneurial Studies: Venture Planning, Grade 12 College</p>	<p>Targeting Customers Analyze the size and composition of the potential market for their venture. (overall)</p>	<p>Research innovative and successful ventures that are actively working to meet the diverse needs of a particular target group. (e.g., Examine eHomemakers.net which strives to network and empower homemakers, home workers and homepreneurs through an ICT platform; to raise the profile of unpaid work and home-based work in Malaysia, advancing the development needs of the unrecognized informal sector through research, media and advocacy; to innovate creative ICT solutions for social-economic development of disadvantaged groups of women and persons with disabilities; and to integrate the principles of sustainable development into our programmes so as to be a part of the Millennium Development Goals at the Malaysian level).</p> <p style="text-align: right;">Transformation approach</p>
<p>Information Technology Applications in Business, Grade 11 Open</p>	<p>The Impact of Information Technology of Business Analyse the social, political, cultural, environmental, and legal implications of the use of information technology for individuals and businesses. (specific)</p>	<p>Examine the "digital divide" and "silicon ceilings" that may be in place within the business sector. (e.g., read <i>Silicon Ceilings: Information Technology Equity, the Digital Divide and the Gender Gap among Information Technology Professionals</i> by Andrea M. Matwyshyn found in <i>Northwestern Journal of Technology and Intellectual Property- Fall 2003</i>). Invite students to problem solve the issues related to the digital divide and share their ideas through posters, pamphlets, forum and/or by hosting a panel discussion for the class.</p> <p style="text-align: right;">Social Issues approach</p>
<p>Information Technology in Business, Grade 12</p>	<p>Electronic Research and Communication Identify appropriate software used in the business community to analyse primary data. (specific)</p>	<p>Include software that meets the diverse needs of various groups. (e.g., technology for the visually impaired may include adaptive computers, reading machines, Windows access software, speech synthesizers, refreshable braille products, voice recognition software, screen magnification software, CCTV products, braille embossers, braille translation software, tactile imaging products).</p> <p style="text-align: right;">Additive approach</p>

Geography: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Geography of Canada, Grade 9 Academic	Geographic Foundations: Space and Systems Identify and explain the regional distribution patterns of various peoples across Canada (e.g., Aboriginal peoples, Francophones, immigrant groups). (specific)	Have students analyze why people form distinct communities (e.g., Chinatown, Little Italy, The Village - gay community). Ask students what issues arise when groups aggregate in this manner, and have them discuss solutions to these issues. Have students make links to segregation in the cafeteria and write an article for the school newspaper about their analysis. <p style="text-align: right;">Social Action approach</p>
Geography of Canada, Grade 9 Applied	Global Connections Identify major international agreements and organizations in which Canada participates (e.g., U.N., North American Free Trade Agreement, Commonwealth, Sommet de la Francophonie). (specific)	Have students identify who benefits and who is disadvantaged by these agreements. The discussion might include issues of class, race and economics. <p style="text-align: right;">Transformation approach</p>
The Americas: Geographic Patterns and Ideas, Grade 11 University/ College	Human-Environment Interactions Conduct a geographic inquiry (e.g., a case study) that demonstrates how various regions in the Americas (e.g., central Mexico, south-west United States) are affected by and deal with water scarcity. (specific)	Examine the declarations, local actions, call to action and youth forum at the annual World Water Forum (2006 was the 4 th annual and it was held in Mexico). Have students explore the themes and issues raised in the youth forum and use the suggested framework to work case studies. <p style="text-align: right;">Additive approach</p>
Physical Geography: Patterns, Processes, and Interactions, Grade 11 University/ College	Methods of Geographic Inquiry and Communication Use the methods and tools of geographic investigation and inquiry to locate, gather, evaluate, and organize information. (overall)	Explore issues of equity and immigrant politics as a response to conditions people face in the receiving society (e.g., economic, political, social/cultural spheres - discrimination, xenophobia and racism, as well as preservation of cultural identities). Various forms of the political sphere may include: Electoral power and presence in political parties; Consultative immigrant councils; Work councils and in unions; Formation of their own political parties; Immigrant associations/organizations; Alliances of immigrant organizations with other non-governmental organizations; and Strikes, protest marches, etc. and other forms of civic actions, contestations and negotiations. (e.g., <i>Alma Mater</i> , Turin, Italy which is a multicultural women's organization and center for women immigrants' in Turin; <i>The Council of Immigrant Associations in France (CAIE)</i> which brings together a wide range of immigrant organizations and emphasizes inclusiveness over doctrinal purity). <p style="text-align: right;">Additive approach</p>

<p>Geographics: The Geographer's Toolkit, Grade 11 Workplace</p>	<p>Understanding and Managing Change Explain and demonstrate the use of geotechnologies to monitor and predict change in the physical and human environment. (overall)</p>	<p>Examine the challenges associated with the management and storage of data using GIS. (e.g., In Ghana, specifically Accra, as in other cities where rural-to-urban migration has added to the pressure on land, methods for the management and storage of land registry data are inadequate. Students can explore how land administration processes can be automated through the introduction of information technology (IT) and Geographic Information Systems (GIS). Consider the institutional changes that must be put in place. Examine the role of the World Bank and Lands Commission Secretariat (LCS).</p> <p style="text-align: right;">Additive approach</p>
<p>Travel and Tourism: Grade 11, Open</p>	<p>Human-Environment Interactions Produce a set of criteria or "code of behaviour" for tourists traveling in fragile environments (e.g., criteria for ecotourists, adventure tourists) (specific)</p>	<p>Once students have established or researched codes of conduct i.e. have them apply the rules to early settlers in Canada or daily living in their own environments. Students could develop a code for the school or community.</p> <p style="text-align: right;">Transformation approach</p>
<p>World Geography: Urban Patterns and Interactions, Grade 12</p>	<p>Global Connections Explain how various international organizations (e.g., United Nations, World Bank, Red Cross and Red Cross and Red Crescent Societies, Amnesty International) work to foster connections among world peoples and countries. (specific)</p>	<p>Include international organizations that promote and support gay, lesbian and transgendered rights. (e.g., Gay Liberation Front (GLF), the Gay Activists' Alliance (GAA), Front Homosexuel d'Action Révolutionnaire, International Lesbian and Gay Association (ILGA), Transexual Menace and Intersex Society of North America).</p> <p style="text-align: right;">Additive approach</p>

History: Grades 10-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Canadian History in the Twentieth Century, Grade 10 Academic	Social, Economic and Political Structures Compare economic conditions of the 1920s and 30s and describe the impact of those conditions on Canadians, individually and collectively. (specific)	Have students extend this comparison to economic conditions today. In particular, have them look at homelessness, economic pressures on families, food banks and social support programs such as welfare and OHIP. Ask them to determine the social impact of these economic conditions in their communities. <p style="text-align: right;">Additive approach</p>
Canadian History in the Twentieth Century, Grade 10 Applied	Communities: Local, National and Global Describe the influence of Great Britain and Europe on Canadian policies from 1900 to the present. (specific)	Introduce the concept of imperialism. Divide class into groups and assign each group a different role (e.g., First Nations' peoples, Hudson Bay Company officials, government officials, Francophone people) and have them role play how their group is advantaged or disadvantaged by the policies of the day. <p style="text-align: right;">Additive approach</p>
Civics, Grade 10 Open	Informed Citizenship Distinguish between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts. (specific)	Have students examine how decisions are made in their classrooms, school and community. Ask them to identify who does not have a voice in these decisions, or whether some voices tend to be heard more than others. Have them explore what responsibilities decision makers have in ensuring equity. <p style="text-align: right;">Contributions approach</p>
American History, Grade 11, University	Communities: Local, National and Global Analyse the interactions among major groups and communities in the United States throughout its history. (overall) Describe the experiences of Aboriginal peoples in the United States to the present time (e.g., acculturation, assimilation, relocation, education, discrimination, stereotype) (specific)	Using a timeline or fishbone graphic organizer have students research the process of Aboriginal relocation, residential schooling and the reservation system in the United States and Canada. <p style="text-align: right;">Additive approach</p> Explore and problematize the assimilation process and its impact on Aboriginal culture and identity (e.g., videos <i>Where the Spirit Lives</i> explores this issue in a Canadian context and <i>Rabbit-Proof Fence</i> examines the issues within an Australian context) <p style="text-align: right;">Transformation approach</p>
World History to the Sixteenth Century, Grade 11, University/College	Citizenship and Heritage Analyse the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century. (overall)	Have students examine the role of significant individuals in the development of world religions and religious traditions (e.g., Salahuddin Yusuf Ibn Ayyub, also called Al-Malik An-Nasir Salahuddin Yusuf (1137-1193 C.E.who was a Muslim hero that defeated Christian and Latin crusaders; Aztec woman, Doña Marina, who translated for Cortés during the Spanish attack on Mexico. She is often characterized as a traitor and made a scapegoat). <p style="text-align: right;">Additive approach</p>

<p>Canadian History and Politics Since 1945, Grade 11,</p>	<p>Methods of History Inquiry and Communication Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry. (overall)</p>	<p>Have students investigate the historical fight for inclusivity and equity and the subsequent annual recognition of the battle. (e.g., homosexual rights as characterized in <i>Before Stonewall</i> video and book. The 1969 Stonewall uprising in New York City thrust the struggle for civil rights for homosexuals into the consciousness of North Americans. Many identify the Stonewall Riots as the beginning of LGBT community organization in North America. In 1969, tired of police harassment, the patrons of the Stonewall bar in New York City, led by a handful of drag queens and transgendered people, rose up in protest at the arrests and humiliation. Political activity was sparked by the event, and the first organized <i>Pride March</i> was planned the year following by the Christopher Street Liberation Day Committee to remember the Stonewall riots.) Additive approach</p>
<p>World History Since 1900: Global and Regional Perspectives, Grade 11 Open</p>	<p>Change and Continuity Evaluate the role of individuals and groups who facilitated the process of change (e.g., Henry Ford, J.M. Keynes, Mao Zedong, Margaret Thatcher, Nelson Mandela, Bill Gates, suffragists, the American and international film industry, Organization of the Petroleum Exporting Countries (OPEC)) (specific)</p>	<p>Have students explore the emergence and development of women's rights internationally (e.g., World March of Women has been fighting for the denunciation of poverty and all forms of violence against women. These objectives were once again highlighted at the Relay of the Women's Global Charter for Humanity, held from March 8 to October 17, 2005, in some 50 countries around the world.) Contributions approach</p>
<p>World History: The West and the World, Grade 12</p>	<p>Communities: Local, National and Global Identify significant organizations people have established to promote international cooperation (e.g., Congress of Vienna, Geneva Protocols, League of Nations, United Nations, Warsaw Pact, Organization of American States, African Union [AU], International Court of Justice) and assess their effectiveness. (specific)</p>	<p>Have students examine the dynamic nature of operational organizations and the changes made to ensure equity (e.g., Examine the U.N.'s reform. For instance on March 15, 2006, the General Assembly replaced the Human Rights Commission with a new Human Rights Council. The purpose of the commission had been to promote human rights and censure states that committed systematic abuses. The hope behind the recent restructuring is that it will be more difficult for abusive governments to become members of the new Human Rights Council. (Only three countries voted "no" on the reform proposal: the United States, Israel, and the Marshall Islands. U.S. Ambassador John Bolton argued that the reforms do not go far enough.) Transformative approach</p>
<p>Adventures in World History, Grade 12 Workplace</p>	<p>Citizenship and Heritage Identify unique and common characteristics of mythologies and hero legends throughout the world (e.g., Epic of Gilgamesh, the <i>Odyssey</i>, the <i>Ramayana</i>, "Casey at the Bat") (specific)</p>	<p>Including mythologies and hero legends from various different cultures have students create diverse modern day hero legends. Have students explore different issues of equity and create the hero or heroine who battles for inclusivity. Students can record and share their legends in various ways (e.g., print, graphic novel, dramatic presentations, ballad or song, animation, video game) Social action approach</p>

Law: Grades 11-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Understanding Canadian Law, Grade 11	Rights and Freedoms 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 (overall)	Explore cases where disenfranchised or marginalized people must fight for their rights as outlined by the Canadian Bill of Rights (e.g., the women who were found dead and buried on a pig farm in Port Coquitlam, B.C. The CBC News in Review highlights the case of Sarah de Vries. Her sister, Maggie de Vries has written a personal essay entitled "Missing Sarah" which explores the family's struggle to have officials investigate her disappearance.) <p style="text-align: right;">Additive approach</p>
Canadian and International Law, Grade 12 University	Rights and Freedoms Explain how rights may be limited or overruled according to the Charter (e.g., section 1, section 33) (specific)	Analyze the disparity and inconsistencies between the immigration laws and human rights (e.g., the discrimination introduced through the historical ban on homosexual immigrants which ended in the 1990's and the present mandatory HIV/Aids testing of all potential immigrants and the denial of entry to applicants who test positive) <p style="text-align: right;">Additive approach</p>

Politics: Grades 11-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Canadian Politics and Citizenship, Grade 11 Open</p>	<p>Decision-Making Systems and Processes Identify the types of decisions made by the government that are critical for protecting individual rights and promoting the common good (e.g., non-smoking legislation, RIDE programs and legislation, the Freedom of Information and Protection of Privacy Act, decisions of the Ombudsman, anti-hate crime legislation) (specific)</p>	<p>Explore issues where one's human rights may be compromised for the greater good (e.g., public access to a national or international Sex offender registry. Study current cases i.e., Joseph Gray and William Elliot, both convicted sex offenders, were murdered by Stephen Marshall who located their information on Maine's public access sex offender registry. Ontario's registry does not have public access.)</p> <p style="text-align: right;">Additive approach</p>
<p>Canadian and World Politics, Grade 12 University</p>	<p>Values, Beliefs, and Ideologies Explain the role of religious beliefs in national and international politics (e.g., religious fundamentalism, secularism, relationship between religions and states) (specific)</p>	<p>Explore the debate between various faiths and human rights (e.g., In the debate over same sex marriages the United Church, Canadian Unitarian Council, Metropolitan Community Church of Toronto, and Coalition of Canadian Liberal Rabbis were interveners in support of equal marriage rights before the Supreme Court of Canada's October 2004 hearings).</p> <p style="text-align: right;">Additive approach</p>

Economics: Grades 11-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
The Individual and the Economy, Grade 11 University/ College	Economic Decision Making Explain how the scarcity of economic resources requires individuals and societies to make economic choices (overall)	Explore the notion of "moral economy" (e.g., the "moral economy of water" as presented by Paul Trawick, 2005, in a cross-cultural study of three famous irrigation systems, Valencia, Alicante and Murcia, in the Costa Blanca region of Spain). <p style="text-align: right;">Additive approach</p>
Making Economic Choices, Grade 11 Workplace	Methods of Economic Inquiry and Communication Analyse specific economic situations, using appropriate economic concepts, models and methods of economic inquiry. (overall)	Study the marginalization of a work force for profit and the people who are fighting for equity (e.g., study excerpts from <i>Sweatshop Warriors</i> and <i>Disposable Domestics</i> by Louie and Chang which follows immigrant women who seek to redress human rights abuses experienced by marginalized ethnic workers in American society. The authors focus on the multi-ethnic women's coalitions led by genuine working class heroines from the Chinese, Latino and Korean working class populations of the United States.) <p style="text-align: right;">Contributions approach</p>
Analyzing Current Economic Issues, Grade 12 University	Economic Stakeholders Explain the concept of the poverty line and the characteristics of the groups of stakeholders that fall below it. (specific)	Using a case study approach have students solve economic issues in their community or province (e.g. Analyse the factors and basis of political decisions faced by former Toronto mayor Mel Lastman and Home Depot when evicting the homeless 'community' known as 'tent city' in 2002. Consider multiple sides of the issue including the children and families living in 'tent city') <p style="text-align: right;">Additive approach</p>

Classical Languages: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Classical Languages, Level 1 Academic,	Reading Demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions. (specific)	Have the students identify gender and class prejudice in ancient cultures (e.g., in ancient Greece, women and slaves were not allowed to vote. Students could identify the degree to which the fall of Rome was related to classism in that culture). <p style="text-align: right;">Additive approach</p>
Classical Languages, Level 2, University	Oral Communication: Speaking Demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities (e.g., debates, contests) and individual oral presentations (e.g., book reviews, reports on topics such as ancient medicine) (specific)	When discussing cultural aspects of ancient societies use debate structures or tools of ancient democracy from various cultures (e.g., First Nation's The Circle of Elders; demes or tribes in Athenian culture; use of the water clock, called klepsydra by the Greeks [and in English usually spelled "clepsydra"], which timed oral presentations in both the courts and the Council House. In trials, the plaintiff and defendant were granted equal time to make their cases, and the klepsydra was well-designed to assure all in attendance that the time was truly equal; the bronze juror ballot; I Ching in making decisions) <p style="text-align: right;">Additive approach</p>
Classical Languages, Level 3 University	Writing Convey the meaning of prose and poetry passages in the classical language by writing translations, paraphrases, and summaries of the passages, as well as answers to questions, with and without preparation (sight passages). (specific)	Invite students to read, discuss and debate excerpts that problematize conventional views about classical culture (e.g., <i>Black Athena</i> by Martin Bernal and <i>Not Out of Africa</i> by Mary Lefkowitz who debate two key questions: were the ancient Egyptians a Black African people, and to what extent was the civilization of ancient Greece indebted to learning borrowed or stolen from ancient Egypt? Key figures on the Africentric side include Ivan Van Sertima, Theophile Obenga, Charles Finch, Molefi Asante, Maulana Karenga, and Marimba Ani and the other side of the debate include authors such as Bernard Ortiz de Montellano, and Frank Yurco) <p style="text-align: right;">Transformation approach</p>
Classical Civilization, Grade 12, University	Mythology Identify elements of classical mythology in art (e.g., in paintings, mosaics, sculptures), literature, and music (specific)	Expand the conventional definition of 'classical mythology' (e.g., include a study of the Hindu traditions in India including ritual hymns, renunciatory texts, devotional poems, and classical mythology. Artistic renditions of the societal aspects of Hinduism may be explored including religious constructions of "caste," notions of religious kingship, and gendered perceptions of the divine.) <p style="text-align: right;">Additive approach</p>

International Languages

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
International Languages, Level 1 Academic	Oral Communication: Listening Use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews, and conversations on audiotape and videotape). (specific)	Have students interview people from various cultures to learn about visual cues unique to that culture (e.g., looking someone in the eye might be a sign of respect in some cultures, and a sign of disrespect in others). Have students develop and deliver a workshop informing others of their findings to promote understanding among people of different cultural backgrounds. <p style="text-align: right;">Social Action approach</p>
International Languages, Level 1 Open	Oral Communication: Speaking Use standard pronunciation in the international language (for words and in phrases and sentences). (specific)	Challenge students' own linguistic abilities by asking them to identify how learning to pronounce a second language helps them to empathize with the struggles of ESL/ELD speakers. Discuss why some languages are more globally valued than others. <p style="text-align: right;">Contributions approach</p>
International Languages, Level 2 Academic	Writing Write a variety of questions and answers (specific)	Have students interview each other about how lookism is connected to racism, heterosexism, sexism, etc. Have them ask each other what they like best about themselves, what they find attractive in others, when they feel unattractive and why. Without identifying individuals, compile the class answers and lead into a discussion on the effects of lookism on individual self esteem. <p style="text-align: right;">Additive approach</p>
International Languages, Level 2, Open	Grammar and Language Knowledge Students should develop and apply knowledge of idiomatic expressions. (specific)	Have students research idiomatic expressions and their origins and identify any bias (e.g., French-Canadian expletives that centre on the Catholic church, gender bias in Spanish expletives). Ask them to invent bias-free alternatives. <p style="text-align: right;">Transformation approach</p>
International Languages, Level 3, University	Oral Communication: Speaking Express opinions and ideas in prepared and open-ended conversations and discussions (e.g. comment on a newspaper article) (specific) Oral Communication: Listening Demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports. (specific)	Have students discuss newspaper or magazine articles written in an international language dealing with the challenges different cultural groups face after immigrating to a new country. <p style="text-align: right;">Transformation approach</p> Have students examine the changing role of women in different cultures and the obstacles that women had to overcome to achieve equal status. <p style="text-align: right;">Transformation approach</p>

<p>International Languages, Level 3, Open</p>	<p>Writing Write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short description of the skills and activities involved in a particular job). (specific)</p>	<p>Invite students to create a verbal visual essay, webpage or pamphlet outlining the ways that youth can become involved in helping other children. (E.g., students could research humanitarian organizations like <i>Free The Children</i>, founded by international child rights activist Craig Kielburger, which is the largest network of children helping children through education in the world. Through this organization's unique youth-driven approach, more than one million young people have been involved in our innovative programs in more than 45 countries.)</p> <p style="text-align: right;">Social Action approach</p>
<p>International Languages, Level 4, University</p>	<p>Oral Communication: Listening Demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to variety of oral statements, questions and commands in a variety of situations. (specific)</p>	<p>Have students listen to a televised, broadcasted or podcasted interview in which the rights of same-sex couples to marry are being discussed and identify the possible reasons for the opinions being expressed and the impact of those opinions on gay and lesbian couples.</p> <p style="text-align: right;">Additive approach</p>
<p>International Languages, Level 4, Open</p>	<p>Reading Demonstrate understanding of messages and information of various kinds conveyed through a variety of media (e.g., summarize information on a career given on the Internet) (specific)</p>	<p>Have students explore and question the notion of "wealth" in various cultures and countries. Have students navigate through search engines in international languages. (e.g., search in Spanish using www.google.es, ya.com and http://elmundo.es). After collecting phrases, images and print information, have students create their own inclusive definitions of personal wealth and happiness.</p> <p style="text-align: right;">Additive approach</p>

English: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>English, Grade 9, Academic</p>	<p>Literature and Reading Select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively and exploring human experiences and values (e.g., read a play by Shakespeare to interpret a character for performance; read a full-length expository text to research a topic for a short essay).(specific)</p> <p>Writing Identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information. (overall)</p> <p>Language Identify and explain examples of slang, jargon, dialect and colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work. (specific)</p>	<p>Have students enact sections of a Shakespearean play which deal with conflicts between men and women, and deconstruct the dialogue and motivations of the characters involved. Ask them, who has the power in this scene? Who is disempowered? Whose voices are heard and whose voices are silent? What factors internal to the character and external to the character created this situation? Examine the treatment of women (sexism) and of classes (classism) (see Gender Benders curriculum pullout, OSSTF "The Forum", June 1998, but adapt to grade level). Transformation approach</p> <p>Have students organize a coffee house wherein they share their writing based upon social and political issues surrounding voice and empowerment. Invite parents/guardians, peers and community members. Social action approach</p> <p>Have students trace the etymology of a word noting other cultures' contributions to "standard" Canadian English. Students may also create timeline tracing the ever changing use of slang throughout time. Ensuring to point out the inherent and implied power of language and its oppression or silence of certain groups. Transformation approach</p>
<p>English, Grade 9, Locally Developed</p>	<p>Media Studies Use knowledge of a variety of media forms, purposes, and audiences to create media works. (overall)</p>	<p>Invite students to question the socially constructed notion of beauty and its value in societies. (e.g., Read commentary entitled "Lookism: The Ugly Truth About Beauty" by John Stossel and have students create various media works that critique the notion of judging one based on one's appearance). Additive approach</p>
<p>English, Grade 9, Applied</p>	<p>Writing Use a unifying image, emotion or sensation to structure descriptive paragraphs or poems.(specific)</p> <p>Language Identify words borrowed from other languages, and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins (specific)</p>	<p>Select visuals representing someone from a socially disadvantaged group and have the students write poems or descriptive paragraphs from the narrative point of view of that person. Additive approach</p> <p>Have students create a politically correct or inclusive dictionary wherein students focus on historically limiting terminology and then inclusive alternatives (ex. Mankind as a sexist term, now replaced with humanity) Create one inclusive dictionary for the entire class and then market and sell them to the rest of the school. Social Action approach</p>

	<p>Media Studies Identify and describe the elements, intended audiences, and production practices of a variety of media forms. (overall)</p>	<p>Have students study print advertisements that work to debunk the stereotypical depictions of teenagers in the media (e.g. anti-drug ads). Have students further this investigation by creating their own advertisements to debunk any stereotypical depictions of the elderly. Additive approach</p>
<p>English, Grade 10, Locally Developed</p>	<p>Literature Studies and Reading Select, read, and demonstrate an understanding of a variety of relevant literary and informational texts to locate and explain information, ideas and issues. (overall)</p>	<p>Select informational texts that bring cultural awareness or issues of equity into the foreground (e.g., have students explore the anthropology of dress and create fashion directories or catalogues that feature items from various cultures with an explanation for each; have students research the opening of new centers or projects like the <i>Nikkei Legacy Centre</i> which commemorates the losses suffered by Japanese Americans during World War II). Additive approach</p>
<p>English, Grade 10, Academic</p>	<p>Media Studies Demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report comparing unique features of several newspapers to assess their appeal to readers; explain the satire in a parody of a media work).</p> <p>Literature Studies and Reading Explain how the values and perspectives of readers might influence their responses to a text and interpretation of it (e.g. record individual responses of group member to a poem, note similarities and differences in the response, identify patterns, and suggest explanations for their findings. (specific)</p> <p>Writing Use the information and ideas generated, researched and evaluated to develop the content of written work. (specific)</p> <p>Language Identify ways in which technology, other languages, and the media have influenced the English language (e.g. explain when and why particular nouns and verbs entered the language, both in earlier centuries and in recent years; give examples of technical terms and media phrases used in a variety of contexts) (specific)</p>	<p>Have students analyze magazines and identify all the ways in which print advertisements reinforce heterosexism and ignore alternative relationships, or television commercial that reinforce the youth and ignore or comically depict the elderly. Transformation approach</p> <p>Challenge students' preconceived notions of beauty, truth, love, happiness and wealth and investigate the social, political and cultural constructions embedded within them. Students may come to understand that these terms are socially, politically and culturally created to ensure dominance of one group over another. Transformation approach</p> <p>Have students create a magazine, e-zine or website that explores identity as a cultural, historical, social and political construct. Students may have a publishing party and invite in other classes to hear student authors read passages or articles from their magazines. Contributions approach</p> <p>Explore the limited access to technology within our community, province, country and the world. Have students investigate the impact that access to technologies has had around the world: advancing or privileging some communities while silencing others. Transformation approach</p>

<p>English, Grade 10, Applied</p>	<p>Language Describe changes in English language use caused by influences such as [our emphasis] other languages, and the media (e.g., use of acronyms as nouns; conversions of other parts of speech into verbs, increasing use of specific technical terms).(specific)</p> <p>Literature Studies and Reading Use evidence from a text to support judgements about an issue (e.g. debate an issue discussed in a magazine or newspaper; debate the appropriateness of the resolution of a story)(specific)</p> <p>Media Studies Demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g. read and compare the front pages of two different newspapers to determine their appeal to readers; explain the appeal of popular film genres to mass audiences). (specific)</p>	<p>Have students examine language for bias and help them identify non-biased alternatives and consistently use them in their own writing. For example, discuss the origin of the term Ms.; why "firefighter" is preferable to "fireman"; militarism and violence in language such as "the Canadiens thrashed the Maple Leafs", "I bombed my test", or the legal term "the third degree of torture in witch-burning trials.</p> <p style="text-align: right;">Transformation approach</p> <p>Select issues of social justice and have students find evidence to support inclusive approaches to the issues. (e.g. read <i>Hana's Suitcase</i> with the class to explore the harsh issue of genocide and racial discrimination)</p> <p style="text-align: right;">Transformation approach</p> <p>Use media or groups that are specifically aimed at social justice and inclusion. (e.g. <i>Adbusters</i> magazine; the Guerilla Girls – female artists that explore sexism in mainstream art) Use newspaper and/or their official websites from around the globe.</p> <p style="text-align: right;">Transformation approach</p>
<p>English, Grade 11, Workplace</p>	<p>Literature Studies and Reading Demonstrate and understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material. (overall)</p>	<p>Select diverse reading materials from each genre (e.g. testimonials from victims of racism; newspaper articles of disaster survivors who have lost loved ones and/or all material belongings; poetry from teens who are coming out; short stories about males or female who are struggling with body image; and/or novels where the protagonist is exploring various religions (<i>The Life of Pi</i>))</p> <p style="text-align: right;">Additive approach</p>
<p>English, Grade 11, University</p>	<p>Writing Use a variety of print and electronic primary and secondary sources to gather and assess information and develop ideas for writing. (overall)</p>	<p>Make available sources that have been translated into various languages including Braille, audio and digital versions of the primary and secondary resource.</p> <p style="text-align: right;">Transformation approach</p> <p>Have students translate the secondary or primary resources into another language in print, digital or audio formats.</p> <p style="text-align: right;">Social Action approach</p>

<p>English, Grade 11, College</p>	<p>Media Studies Analyze the relationship between media works and their audiences (e.g., prepare for a panel discussion on how advertising campaigns target different audiences; identify the demographic profile of the target audience for a television show or radio station and assess how the content and advertising match the audience) (specific)</p>	<p>Have students investigate incidents where a culture, class, gender, or faith who identifies itself as dominate tries to subjugate another culture through the use of various media (e.g., print advertising that promotes a specific socio-economic class as superior to another e.g., focus on feminist critiques of advertising.)</p> <p style="text-align: right;">Additive approach</p>
<p>English Media, Grade 11, Open</p>	<p>Media Texts Analyse, interpret, and assess the techniques, forms, style and language of media works to describe and explain how different media communicate meanings. (overall)</p>	<p>Using a triple Venn diagram, have students compare/contrast the same or similar media form from three different countries or cultures. Have students discuss the criteria, biases or cultural lens that each brings to this task (metacognition). Further the discussion by having students recognize that their views, biases and cultural lenses have been socially constructed by having them find examples that support their expectations. Have students create posters exploring the notion of 'cultural lenses' and the fact that they may blind or bias our views rather than clarify them.</p> <p style="text-align: right;">Social action approach</p>
<p>Presentation and Speaking Skills, Grade 11 Open</p>	<p>Preparing Presentations Explain the techniques effective speakers use to make convincing presentations (e.g., describe the body language and vocal inflection used in a motivational speech; explain the importance of volume, pace of speech, pitch, tone of voice, eye contact, facial expression, posture, dress, movement, and gesture in effective presentations; assess the use of visual aids, periodic summations, and transition words to hold audience attention; assess the use of presentation software to emphasize key points in a sales presentation) (specific)</p>	<p>Present effective techniques in cultural terms not as absolutes (e.g., although intense eye contact means confidence some cultures, it may be considered rude and impudent in others. For instance, in Vietnamese culture eye contact with elders or people in positions [teachers] of power is traditionally considered impolite).</p> <p style="text-align: right;">Transformation approach</p>
<p>English, Grade 12, University</p>	<p>Language Use knowledge of recent developments in the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively. (overall)</p>	<p>Include the recent changes to the English language in the cyber world meaning the uses of acronyms (e.g., lol, asl), symbols, images, phonics (c u l8r), etc. to communicate meanings to a limited audience for a designate purpose. Discuss various attitudes and acceptability of this relatively new language as a platform to discussing the use of language in relation issues such as classism, racism or ageism.</p> <p style="text-align: right;">Additive approach</p>

<p>English, Grade 12, Workplace</p>	<p>Literature Studies and Reading Interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts (e.g., assess the effectiveness of the ending of a story or play in relation to the plot, characters, or theme; make inferences about the values and beliefs of the school community from the stated and implied information in the school code of behaviour; compare articles on similar topics and identify inconsistencies and ambiguities in the texts) (specific)</p>	<p>Study articles, documentaries, websites and/or biographies of individuals who fought against discrimination and marginalization due to their social status, wealth, race, gender, sexual orientation, physical or mental uniqueness or age (e.g., www.agenda.org.za which highlights international efforts to empower women for gender equity or learn about international efforts to end human trafficking at www.humantrafficking.org. Human trafficking refers to transportation of persons for forced labor, sexual exploitation or other illicit activities. It is estimated that more than 1 million people are trafficked annually around the world study anti-human trafficking) Additive approach</p>
<p>English, Grade 12, College</p>	<p>Language Apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice. (overall)</p>	<p>Create, with students, word walls wherein key vocabulary are translated into multiple languages and visually represented. Transformation approach</p>
<p>The Writer's Craft, Grade 12,</p>	<p>Practising the Writer's Craft Produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice and style. (overall)</p>	<p>Have students compose speeches, editorials or factual pamphlets championing for the rights of various groups based on equity issues for the entire learning community (e.g., violence against women, female genital mutilation, gay bashing). Social action approach</p>
<p>Ontario Secondary School Literacy Course, Grade 12, Open</p>	<p>Understanding and Assessing Growth in Literacy Describe the communication skills they need to function effectively in a variety of situations at school, at work and in daily life (e.g., the ability to read efficiently, to listen effectively, to speak and write correctly and using an appropriate level of language (specific)</p>	<p>Hold mock employment interviews with students and have them identify and counter questions that explicitly or implicitly discriminate based upon race, religion, gender, class, sexual orientation, age or appearance. Have students compile a list of strategies that one can use to identify and counter the discrimination. Additive approach</p>
<p>Studies in Literature, Grade 12,</p>	<p>Reading and Interpreting Literary Texts Analyse the function and significance of literature in society (overall)</p>	<p>Invite students to think about literacy levels as a social indicator of one's worth, advancement or supremacy. Discuss the potential for discrimination based upon one's level of literacy. (e.g., Have students study Paulo Freire or Patrick Finn and the "pedagogy of the oppressed" wherein the acquisition of literacy skills is seen as a tool of empowerment for disenfranchised adults in Brazil.) Transformation approach</p>

<p>Communication in the World of Business and Technology, Grade 12, Open</p>	<p>Investigating Business and Technical Communications Identify the characteristics and needs of different types of audiences for business and technical communications, including experts, managers, technicians, employees, and the general public (specific)</p>	<p>Avoid generalizations as they may lead to stereotyping and discrimination by teaching social practices within specific contexts. Introduce the different characteristics and business protocols or norms for international business (e.g., read excerpts from texts like <i>Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries</i>, by Terri Morrison, Wayne A. Conaway and George A. Borden, Ph.D. The book provides information about how countries approach such business practices as appointments, negotiating, entertaining, dress and gifts).</p> <p style="text-align: right;">Transformation approach</p>
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English as a Second Language: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Beginning Communications in English, ESL Level 1, ESLAO	Reading Read language-experience stories composed by the class and identify or read aloud specific words or sentences.	Have students identify times when they've experienced linguisticism and have the class compose a photo-journal of these anecdotal experiences.
English in Daily Life, ESL Level 2, ESLBO	Social and Cultural Competence Demonstrate awareness of the variety of languages in the community and school environment (e.g., share information about first-language media gathered from class or school surveys).	Have students look for school materials in languages other than English or French. Have them create welcome pamphlets or signs for parents' night in their first language or in Braille. (Caution - have these signs reviewed by interpreters at Community Education or community agencies).
English for School and Work ESL Level 3, ESLCO	Reading Read and respond to a variety of fiction and non-fiction materials selected for study and pleasure (e.g., participate in literature study groups; give short book talks; write book reports).	Introduce poems written in English by Canadian poets with different cultural backgrounds and have students discuss the poet's perspective (e.g., Himani Banerjee, Margaret Atwood, Ahdri Zhina Mandiela, P.K. Page, Dionne Brand, Gwendolyn MacEwen, Anne Michaels, Di Brandt and Lillian Allen).
Study Skills in English, ESL Level 4, ESLDO	Oral and Visual Communication Take notes from classroom presentations using a written outline or graphic organizer as a guide.	Presentations can include video, lecture, or guest speakers and can be based on social justice themes such as prejudice, homophobia, sexism, etc.
Bridge to English, ESL Level 5, ESLEO	Writing Publish written work selecting a format suited to the intended audience and using technology such as graphics and desktop publishing software, as appropriate.	Divide students into groups and assign each group a social justice issue. Have students interview someone who has suffered discrimination and write an editorial for the school newspaper about ways to improve this person's experience.

English for Literacy Development: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Beginning Literacy, ELD Level 1, ELDAO	Social and Cultural Competence Demonstrate knowledge of some basic facts about the founding peoples of Canada (e.g., identify various groups of Native peoples and describe key features of their lifestyle before the arrival of Europeans; label a time line to show key events in the process of European settlement).	Use excerpts from novels such as <i>The Search for April Raintree</i> , <i>The Education of Little Tree</i> , <i>Blood Red Ochre</i> and other resources about the extinction of the Beothuk or residential schools, together with media reports (mainstream and alternative media) about First Nations' issues today. Have the students identify issues of prejudice from the present and their historic roots. <p style="text-align: right;">Transformation approach</p>
Basic Literacy Skills, ELD Level 2, ELDBO	Writing Write daily to record personal learning, experiences, and feelings.	Suggest word triggers upon which students can focus in writing their daily journals. Include words such as alienation, power, abuse, prejudice, ignorance and justice. <p style="text-align: right;">Contributions approach</p>
Literacy in Daily Life, ELD Level 3, ELDCO	Oral and Visual Communication Contribute to discussions by sharing ideas and information and responding to the contributions of others.	Have students analyse and discuss the dynamics of their various classrooms. Ask them to observe and record who is called on to answer questions, who volunteers in discussions, who does not volunteer and why? Ask them to reflect on why they choose to sit where they do, which behaviours are disciplined, and how and what types of discipline are most effective? <p style="text-align: right;">Transformation approach</p>
Literacy for School and Work, ELD Level 4, ELDDO	Reading Compare and evaluate ideas and information from more than one source, for guided research projects.	Assign groups of students articles on the issue of mainstreaming students with developmental disabilities in schools. Have each group make a chart comparing the different perspectives and the ideology behind them. <p style="text-align: right;">Additive approach</p>

French: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Core French, Grade 9 Academic	<p>Oral Communication Present short dialogues (e.g., based on wordless comic strips, illustrations, photographs).(specific)</p> <p>Writing Express ideas and opinions in short written texts. (overall)</p>	<p>Centre dialogues around social justice themes (e.g., Lynn Johnson's comic strip, "For Better or Worse", which has dealt with homophobia, or "Hagar the Horrible", which deals with sexism; also French comics such as "Tintin" and "Astérix").</p> <p style="text-align: right;">Contributions approach</p> <p>Have students create newspaper articles pamphlets, or short opinion paragraphs, surrounding issues of social justice (e.g. writings to support freedom and equity for religious, ethnic, racial, aboriginal, and minority language groups). Publish articles in local school or community papers.</p> <p style="text-align: right;">Social action approach</p>
Core French, Grade 9 Applied	<p>Reading Demonstrate an understanding of articles, short stories and poems or lyrics (e.g., by asking and answering questions, presenting dramatizations).(specific)</p> <p>Oral Communication Express ideas and opinions in short conversations and teacher-guided discussions. (overall)</p>	<p>Read, listen to, and analyze the lyrics of Lucy Blue Tremblay (Franco-Canadian singer). Her songs deal with the issues of child abuse, homophobia and sexism.</p> <p style="text-align: right;">Additive approach</p> <p>Engage students in conversations debunking some stereotypical views held about teenagers. Expand these conversations to include the debunking of stereotypical and discriminatory views held about the elderly, the differently abled, a cultural group, a religious group, the homosexual community, etc.</p> <p style="text-align: right;">Transformation approach</p>
Core French, Grade 10 Academic	<p>Writing State opinions about a topic supported by facts.(specific)</p> <p>Reading Read and demonstrate an understanding of a variety of texts and simple authentic materials. (overall)</p>	<p>Have students write letters to the editor of Francophone newspapers about their concern with social justice issues. In their letters, students should clearly state their opinion, their research and their strategies for helping to solve the specific problems.</p> <p style="text-align: right;">Social Action approach</p> <p>Have students survey and assess text availability in both their school and community's libraries. Once assessed, if an inequity exists, have students research magazine titles, texts (both non-fictional and fictional), audio book titles, graphic novels and encyclopedias available in French. Have students present their list to chief librarians or administration and lobby for equitable access to resources.</p> <p style="text-align: right;">Social Action approach</p>
Core French, Grade 10 Applied	<p>Reading Acquire information from a variety of materials (e.g., newspapers and magazine articles, job advertisements, publicity ads, CD-ROMs, computer software). (specific)</p>	<p>Have students work in groups to evaluate French print materials for bias and create bias-free alternatives. Use peer-editing strategies to assess their creations to see if they really are bias-free.</p> <p style="text-align: right;">Transformation approach</p>

	<p>Oral Communication Share opinions and formulate judgements about topics of study. (specific)</p>	<p>Have students explore specific social and political implications surrounding social justice. The students could debate the power of the individual by examining various efforts made to advocating for a group that has been traditionally silenced (e.g. research the work done by Craig Keilburger to free child labourers around the world)</p> <p style="text-align: right;">Social Action approach</p>
<p>Core French, Grade 11, University</p>	<p>Reading Read and demonstrate an understanding of a range of literary and informational texts. (overall)</p> <p>Oral Communication Respond in a variety of ways to a range of media works and spoken texts (overall)</p>	<p>Read a selection of poetry written by francophone authors from Africa (e.g., read poems by Monique Bessomo, Ghislaine Sathoud and Tanella Boni available in <i>Nouvelles Frontières 11ème</i>).</p> <p style="text-align: right;">Contribution approach</p> <p>Examine cultural details from videos (e.g., <i>Glimpses of Martinique Les Antilles: Guadeloupe and Martinique, Sugar Cane Alley (Martinique), Human rights in Haiti, Frantz Fanon, Aimé Césaire I, II, III, Haiti, A Painted Story, Krik? Krak! Tales of a Nightmare Rhythms of Haiti, Art of Haiti, The Disappearance of Tisoour: Haiti after Duvalier</i>) that describe life and customs in francophone countries in the Carriibbean (e.g., Haiti, Guadeloupe and Martinique) and Africa and have students describe the challenges people from these countries would face if they were move to Canada.</p> <p style="text-align: right;">Additive approach</p>
<p>Core French, Grade 11, Open</p>	<p>Reading Expand their understanding of francophone culture around the world through their reading. (overall)</p>	<p>Have students read travel brochures from embassies of francophone Caribbean countries and create a poster promoting exchanges between Canadian students and students from these countries.</p> <p style="text-align: right;">Additive approach</p>
<p>Core French, Grade 12, University</p>	<p>Oral Communication Respond in a variety of ways to a range of media works. (overall)</p> <p>Writing Write a research paper (a miniumum of 1000 words) stating and defending their position on an issue. (specific)</p>	<p>Extract cultural details from videos that describe life and customs in francophone countries in Africa and have students identify the challenges that people from these countries might face if they were to move to Canada.</p> <p style="text-align: right;">Transformation approach</p> <p>Write a research paper outlining the important contributions of gay and lesbian francophone authors such as Marie-Claire Blais and Michel Tremblay and the extent to which homophobia impacted their work. Share the main ideas and key findings with peers in a panel discussion or forum.</p> <p style="text-align: right;">Contribution approach</p>
<p>Core French, Grade 12, Open</p>	<p>Writing Create a variety of texts, selecting appropriate form and language to suit the audience. (overall)</p>	<p>Create a media work (poster, brochure) that would raise awareness about the impact of the beauty industry on women and their self-image.</p> <p style="text-align: right;">Social action approach</p>

Guidance and Career Education: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Learning Strategies 1: Skills for Success in Secondary School, Grade 9 Open	Interpersonal Knowledge and Skills Demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences. (specific)	Have students brainstorm how social justice issues might affect learning (e.g., students who are hungry may be distracted by their hunger; students who are experiencing discrimination or prejudice may not feel safe in the classroom; students with disabilities may not have the necessary accommodations in the classroom that enable them to learn). <p style="text-align: right;">Contributions approach</p>
Career Studies, Grade 10 Open	Preparation for Transitions and Change Identify effective and ineffective ways of dealing with transitions and change. (specific)	Have students explore what strategies, policies and practices hinder or help the change process in the workplace when dealing with social justice issues. As an example, students can role play being employers with a mandate to implement social change in their factory/business/ office (e.g., more equitable hiring practices, a more culturally sensitive workplace, etc.). Have the students identify what strategies are most effective in implementing these kinds of changes. <p style="text-align: right;">Transformation approach</p>
Designing Your Future, Grade 11 Open	Personal Knowledge and Management Skills Describe the range of individual differences in how people manage themselves in dealing with issues such as risk, stress, change, time, planning and personal finances. (specific)	Illustrate that ideologies, perspectives and actions are learned, socially and/or culturally constructed, defined, and maintained. This means that perspectives are not fixed nor are they superior to other views. (e.g., Read article entitled <i>The Intergenerational Transmission of Relationship Violence</i> in <i>The Journal of Family Psychology</i> , 2003, Volume 13, which discusses a cycle of violence and familial abuse) <p style="text-align: right;">Additive approach</p>
Leadership and Peer Support, Grade 11 Open	Interpersonal Knowledge and Skills Demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles. (overall) Exploration of Opportunities Demonstrate the ability to design programs to meet identified needs (e.g. welcoming students who are new to the school) (specific)	Investigate various ways to support marginalized or disenfranchised students (e.g., Start a GSA-Gay/Straight Student Alliance group which provides all students with a safe place to meet, make friends, and talk about issues and feelings. GSA's can help to improve the school climate for everyone, by promoting discussion about homophobia and its effects on everyone, by educating the wider school community, and by encouraging greater understanding among students and staff alike. All students should be invited to attend, but with absolutely no expectation that they will reveal their sexual orientation or gender identity. GSA's are in existence in over 700 schools in the USA, and have been operating for over 10 years. <p style="text-align: right;">Additive approach</p>
Advanced Learning Strategies: Grade 12 Open	Learning Skills Demonstrate an understanding of personal factors that can negatively affect learning and thinking (e.g. low self-esteem, high anxiety, substance abuse, poor interpersonal skills) and describe their potential impact. (specific)	Have students investigate local community support systems and advocates for who have suffered from a form of discrimination (e.g. PFLAG is a support group for Parents and Friends of Lesbians and Gays; Sandgate is a women's shelter for abused women etc). Have the students create a bulletin board in the school highlighting all the various support systems available to people who need assistance. Social Action approach

Health and Physical Education: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Healthy Active Education, Grade 9 Open	<p>Healthy Living Describe the factors that lead to responsible sexual relationships.(specific)</p> <p>Living Skills Demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living. (specific)</p>	<p>Discuss biases, prejudices and assumptions inherent in heterosexism (e.g., a heterosexual lifestyle is "better" than other forms of sexuality). Transformation approach</p> <p>Have students research the definition of "healthy" in various cultures and age groups. Have them explore the implied power or value structures within these definitions. Transformation approach</p>
Healthy Active Education, Grade 10 Open	<p>Living Skills Demonstrate behaviours that are respectful of others points of view (e.g., listening actively, showing appreciation, criticizing ideas not people).(specific)</p> <p>Healthy Living Explain strategies to promote positive lifestyle choices and relationships with others (overall)</p>	<p>Discuss the various isms and what they mean (e.g., ableism, ageism, anti-Semitism, classism, heterosexism/homophobia, racism, religious oppression and sexism). Contributions approach</p> <p>Be inclusive in the definition of "positive lifestyle and relationships" by making sure that same sex, two-spirited and transgendered relationships are viewed as a viable option for a living a positive lifestyle. Transformation approach</p>
Healthy Active Living Education, Grade 11 Open	<p>Active Living Explain the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem) (specific)</p>	<p>Include examples of physical activities for those who are differently abled (e.g., video study of the 2005 documentary <i>Murderball</i> which is an award winning film about tough, highly competitive rugby players. Quadriplegic rugby players) Additive approach</p>
Health for Life, Grade 11 Open	<p>Determinants of Health Analyse the social factors that influence personal health (e.g., employment, access to health and recreational services, rural and urban settings, education, socio-economic status, isolation) (specific)</p>	<p>Explore health, fitness levels, and body image as social and/or cultural indicators for perceived dominance within various age groups, sexes, or cultures. (e.g., Study the women's health movement which includes fighting for women's reproductive rights. In a multicultural society with a demographic weight at one end of the age cycle, there is a challenge for people to understand women's health from a variety of moral, ethical, legal, and cultural perspectives. Do we live in a society which has an androcentric or male medical model?) Transformation approach</p>
Healthy Active Living Education, Grade 12	<p>Healthy Living Demonstrate an understanding of specific mental health issues (e.g., depression, anxiety, suicide) (specific)</p>	<p>Discuss the negative images and stereotypes propagated through the media about mental health issues. (e.g., Read excerpts from <i>Mass Media and Mental Illness: A Literature Review</i> prepared by Dara Roth Edney, MSW in affiliation with the Canadian Mental Health Association, Ontario in January 2004). Have students create and share their own media messages which counter the myths and misinformation highlighted in the literature review suggested above. Social action approach</p>

<p>Exercise Science, Grade 12, University</p>	<p>The Biological Basis of Movement Demonstrate an understanding of the ways in which nutrition and training principles affect human performance (overall)</p>	<p>Investigate health and nutrition as a human right enshrined in the <i>Universal Declaration of Human Rights</i>, the <i>International Covenant on Economic, Social and Cultural Rights</i>, the <i>Convention on the Elimination of All Forms of Discrimination Against Women</i>, and the <i>Convention on the Rights of the Child</i>. Discuss the social implications that this has for those who do have access to clean water, etc.</p> <p style="text-align: right;">Transformative approach</p>
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Mathematics: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Principles of Mathematics, Grade 9 Academic	Analytic Geometry Solve problems using the properties of linear relations. (specific)	Have students determine the slope that would accommodate a wheelchair (e.g., rise:run = 1:12). Contributions approach
Principles of Mathematics, Grade 9 Applied	Relationships Demonstrate an understanding of some of the principles of sampling and surveying (e.g., randomization; representation; the use of multiple trials) and apply the principles in designing and carrying out experiments to investigate the relationships between the variables (Sample problem: what factors might affect the outcome of this experiment? How could you design the experiment to account for them?). (specific)	Have students examine how data is collected and determine factors that might prejudice the outcome of the results against certain groups. Transformation approach
Principles of Mathematics, Grade 10 Academic	Quadratic Function Collect data that may be represented by quadratic functions, from secondary sources (e.g., the Internet, Statistics Canada), or from experiments, using appropriate equipment and technology (e.g., scientific probes, graphing calculators). (specific)	Read <i>Not Your Typical Math Class</i> (Drier, Dawson, Garofalo) in <i>Educational Leadership</i> , vol. 56, No. 5, Feb. 99. Have students use "real world information to study mathematical [concepts] in context so they can make connections, inferences, predictions, comparisons and hypotheses on the basis of an interdisciplinary analysis of the information" (e.g., students can find data on new AIDs cases from the Centre for Disease Control and Prevention web site, www.cdc.gov). "After entering this information into a graphing calculator, [students] can manipulate the scale of a graph to expose or high certain trends. They may also speculate about when and why people may choose to use certain graphs in publications and presentations" to present a certain viewpoint. Transformation approach
Principles of Mathematics, Grade 10 Applied	Proportional Reasoning Draw and interpret scale diagrams related to applications (e.g., technical drawings). (specific)	Examine your teaching practices to improve equity. Read the article "Using Assessments to Improve Equity in Mathematics" (Cole, Coffey, Goldman) in <i>Educational Leadership</i> , volume 56, No. 6, March 99. Use concrete projects such as the floor plan for the Antarctica Project to help students draw and interpret scale diagrams related to application. Additive approach
Functions and Relations, Grade 11 University	Financial applications of sequences and series Analyse the effects of changing the conditions of a mortgage (e.g., the effect on the length of time needed to pay off the mortgage of changing the payment frequency or the interest rate) (specific)	Do not assume that everyone will be able or want to hold a mortgage. Use financing or loan payments to do similar calculations. Transformation approach

<p>Functions, Grade 11 College/University</p>	<p>Tools for Operating and Communicating with Functions Demonstrate the correct use of mathematical language, symbols, visuals (e.g., diagrams, graphs), and conventions (specific)</p>	<p>Design with students a word wall that defines key terms, symbols and conventions in many languages.</p> <p style="text-align: right;">Additive approach</p>
<p>Mathematics of Personal Finance, Grade 11 College</p>	<p>Personal Financial Decisions Demonstrate the ability to make informed decisions involving life situations (overall)</p>	<p>Discuss the notion of wealth as a social indicator of self worth. Problematize the capitalist view that 'more is better' and 'wealthier is socially superior' by discussing social responsibilities and equities.</p> <p style="text-align: right;">Additive approach</p>
<p>Mathematics for Everyday Life, Grade 11 Workplace</p>	<p>Transportation and Travel Compare the costs of traveling to a given destination by airplane, train, or bus schedules. (specific)</p>	<p>Have students detect and discuss implicit bias within seemingly neutral word problems. (e.g., Consider the following assessment question that was given to a group of African American middle school students during a district-wide test: "It costs \$1.50 each way to ride the bus between home and work. A weekly pass is \$16.00. Which is the better deal, paying the daily fare or buying the weekly pass?" Where is the bias in this question?</p> <p>A large percentage of the African American students taking the test responded that it was a better deal to buy a weekly pass. This perplexed the district team who designed the assessment, since they assumed students would answer that it was better to pay the daily fare (going to and from work each day equals \$3.00 per day, multiplied by working five days a week, for a total of \$15.00 per week for a daily fare compared to \$16.00 for the weekly pass). Implicit in the design of the assessment are notions of an "idealized White middle class" in which people work only five days a week and have only one place of employment. The students considered many other factors such as sharing the weekly pass with other family members, traveling from one job to another on a daily basis; working seven days a week. In other words, the needs of their families did not match the "idealized White middle class" standard implicit in the question. That is not to say that these realities applied to all students of color in the district; rather it indicates the ways in which assessment questions that are viewed as "neutral" in fact are often laden with cultural values and assumptions. It also highlights the importance of asking students to explain their mathematical thinking.)</p> <p>Adapted from: Tate, William. (1995). "School Mathematics and African American Students: Thinking Seriously About Opportunity-to-Learn Standards." in <i>Educational Administration Quarterly</i>, Vol. 31 (3), 440.</p> <p style="text-align: right;">Transformation approach</p>
<p>Advanced Functions and Introductory Calculus,</p>	<p>Underlying Concepts of Calculus Determine and interpret the rates of change of functions drawn from the natural and social sciences. (overall)</p>	<p>Include "ethnomathematics" into the study from social sciences. Ethnomathematics takes into consideration the interactions between human culture and mathematics. First coined by Ubiratan D'Ambrosio in</p>

<p>Grade 12 University</p>		<p>1985, ethnomathematics represents "the math practiced among cultural groups such as national-tribal societies, labor groups, children of a certain age bracket, professional classes and so on." Rather than see culture as separate from mathematics, this school of thought treats culture as integral to the learning and teaching of math.</p> <p><i>Ethnomathematics: Challenging Eurocentrism in Mathematics Education</i> by Arthur B. Powell & Marilyn Frankenstein (Editors), 1997 and <i>Ethnomathematics: A Multicultural View of Mathematical Ideas</i> by Marcia Ascher, 1994</p> <p style="text-align: right;">Additive approach</p>																														
<p>Mathematics for Everyday Life, Grade 12 Workplace</p>	<p>Statistics and Probability Represent given data in a variety of graphical forms, using spreadsheets or other suitable graphing technology. (specific)</p>	<p>Have students analyse the demographics of the mathematics classes and sections at their school and discuss any findings (e.g., in 1988 the National Educational Longitudinal Study (NELS) surveyed more than 20,000 8th grade students in more than 100 schools. Here is what they discovered in how 8th grade mathematics classes were divided into ability groupings:</p> <table border="1" data-bbox="764 688 1354 905"> <thead> <tr> <th>* Total students in the sample.</th> <th>High</th> <th>Middle</th> <th>Low</th> <th>Mixed</th> </tr> </thead> <tbody> <tr> <td>African American (1,051)*</td> <td>15%</td> <td>35%</td> <td>35%</td> <td>16%</td> </tr> <tr> <td>Native American (63)*</td> <td>10%</td> <td>46%</td> <td>34%</td> <td>9%</td> </tr> <tr> <td>White (986)*</td> <td>35%</td> <td>40%</td> <td>15%</td> <td>10%</td> </tr> <tr> <td>Asian American (207)*</td> <td>47%</td> <td>30%</td> <td>17%</td> <td>6%</td> </tr> <tr> <td>Hispanic (698)*</td> <td>18%</td> <td>41%</td> <td>25%</td> <td>15%</td> </tr> </tbody> </table> <p>This table indicates that African American and Hispanic students were disproportionately grouped into low-ability tracks, while White and Asian American students fell into high- and middle-ability tracks. When looking at socio-economic status (SES), the data for 10th grade mathematics classes reveal 14% of students in the lowest SES quartile were regarded as above average, while 38% of those in the highest SES quartile were judged similarly.</p> <p>What is the racial composition and socio-economic status of students in high and low tracks in your school? Does the research support or refute your school's experiences?</p> <p style="text-align: right;">Additive approach</p>	* Total students in the sample.	High	Middle	Low	Mixed	African American (1,051)*	15%	35%	35%	16%	Native American (63)*	10%	46%	34%	9%	White (986)*	35%	40%	15%	10%	Asian American (207)*	47%	30%	17%	6%	Hispanic (698)*	18%	41%	25%	15%
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<p>College and Apprenticeship Mathematics, Grade 12 College</p>	<p>Application of Statistics Analyse significant problems or issues using statistics. (overall)</p>	<p>Have students collect data and statistics and engage in online communication with teenagers who face some of challenges of learning with high medical needs or exceptionalities (e.g., internet research including the following sites: Bandaid's and Blackboards~ www.lehman.cuny.edu/faculty/jffeitas/bandaides This site goal is to help people understand what it's like, from the perspective of the children and teens growing up with medical problems is to help people understand what it's like Activteen~ www.disabilitycentral.com/activteen/ Activteen is the disability central department managed by and for teens with disabilities. Many other sites listed at: www.familyvillage.wisc.edu/education/kids)</p> <p style="text-align: right;">Social Action approach</p>
<p>Geometry and Discrete Mathematics, Grade 12 University</p>	<p>Geometry Perform operations with geometric and Cartesian vectors (overall)</p>	<p>Explore readings on ethnomathematics such as <i>Women, Art and Geometry in Southern Africa</i> by Paulus Gerdes, 1998; <i>African Fractals: Modern Computing and Indigenous Design</i> by Ron Eglash, 1999</p> <p style="text-align: right;">Transformation approach</p>
<p>Mathematics for College Technology, Grade 12 College</p>	<p>Applications and Consolidation Demonstrate facility in carrying out and applying key manipulation skills. (overall)</p>	<p>Include contemporary media representations of women and mathematics (e.g., read article entitled <i>Girls Just Want to Have Sums</i> by Sarah J. Greenwald and view the Simpsons cartoon episode HABF12 also entitled <i>Girls Just Want to Have Sums</i>. This and other examples can be found at www.simpsonsmath.com. Students can also access biographical information about women mathematicians at www.agnesscott.edu/lriddle/women/women</p> <p style="text-align: right;">Contributions approach</p>
<p>Mathematics of Data Management, Grade 12 University</p>	<p>Statistics Explain examples of the use and misuse of statistics in the media (specific) Assess the validity of conclusions made on the basis of statistical studies, by analyzing possible sources of bias in the studies (e.g., sampling bias) and by calculating and interpreting additional statistics, where possible (e.g., measures of central tendency, the standard deviation) (specific)</p>	<p>Examine the use and/or misuse of statistical data to promote prejudice against women, cultural groups, and communities that identify on the basis of sexual orientation and gender. (e.g., use CTV's <i>On Assignment</i> exposés on racial profiling on Nov. 20, 2005 which explores the issues and potential misuses around racial profiling and the police force – transcripts are available online at http://montreal.ctv.ca).</p> <p style="text-align: right;">Additive approach</p>

Native Languages: Gr. 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Native Languages, Level 1 Open	Oral Communication Represent and interpret a character in a skit set in a Native community. (specific)	Explore the importance and social significance of non-verbal language in communicating ideas (e.g., facial gestures, body language and humour). Additive approach
Native Languages, Level 1 Open	Reading Build a knowledge base on a Native topic (specific)	Build a knowledge base on a First Nations topic (e.g., Sandra Lovelace's struggle to regain her status). Transformation approach
Native Languages, Level 1 Open	Writing Communicate ideas (e.g., thoughts, feelings, experiences) clearly for specific purposes (specific)	Explore the importance of matriarchal society in the Iroquois Confederacy and compare it to Canadian patriarchal society. Transformation approach
Native Languages, Level 1 Open	Grammar, Language Conventions and Vocabulary Gender - animate, inanimate. (specific)	Contrast English (gender based) to First Nations' languages (non-gender based). Transformation approach
Native Languages, Level 2 Open	Oral Communication Represent and interpret a character in Native legend or story. (specific)	Investigate the role of the trickster in First Nations' legends. Additive approach
Native Languages, Level 2 Open	Reading Read four to six texts of different forms (e.g., short essays, legends, journals, media works) containing basic and new vocabulary. (specific)	Include in your selection works by artist Robert Houle, and film maker Alanis Obamsowin. Additive approach
Native Languages, Level 2 Open	Writing Create visual material for a presentation on a Native topic; edit with peers; communicate in a Native language with other students. (specific)	Interview elders, chiefs, and counselors of a First Nations' band. Additive approach
Native Languages, Level 3 Open	Oral Communication Construct a family or community history and present findings to class peers. (specific)	Use interviews with elders or relatives to construct a family or community history and present findings to class peers. Investigate how elders are treated and/or respected as compared to the rest of Canadian society. Do not demand or automatically expect students to look you in the eye when you are speaking to them. This is a sign of trust and respect in some cultures, but a sign of defiance and hostility in many Native American cultures. Transformation approach

Comment [cm1]: Need to reorganize so that this looks like the others.

<p>Native Languages, Level 3 Open</p>	<p>Reading Extract material from texts to support arguments or substantiate facts. (specific)</p>	<p>Critically examine the portrayal of First Nations peoples in mainstream media vs. First Nations media (e.g., Aboriginal Voices Magazine).</p> <p style="text-align: right;">Transformation approach</p>
<p>Native Languages, Level 3 Open</p>	<p>Writing Heighten language awareness in the community (e.g., through the use of the Native language in posters, at public events, for school announcements) (specific)</p>	<p>Explore the disappearance of First Nations' languages on reserves and the social significance on oral language traditions.</p> <p style="text-align: right;">Transformation approach</p>
<p>Native Languages, Level 4 Open</p>	<p>Reading Read a variety of written works to gather information about cultural perspectives (overall)</p>	<p>Have students transform written materials into audio versions to respect and honour oral traditions. These audio versions may become available to all students through the resource centre. (e.g., If studying astronomy recognize that all tribes have oral explanations for the constellations; these are not simple stories, they are rational, logical explanations that serve as parables—stories that give guidance—within the knowledge system at the base of the explanation. Some suggested readings include: <i>Thirteen Moons on Turtle's Back</i> by Joseph Bruchac (Abenaki) Grosset & Dunlop, 1992; <i>Native American Stories</i> by Joseph Bruchac (Abenaki) Fulcrum Publishing, Golden, CO., 1991; <i>Keepers of the Earth</i> by Michael Caduto and Joseph Bruchac (Abenaki) Fulcrum Publishing, Golden, CO, 1989. <i>Sky Watchers of Ages Past</i> by Malcolm Weiss, Houghton Mifflin Publishing, New York, 1982).</p> <p style="text-align: right;">Social action approach</p>
<p>Native Languages, Level 5 Open</p>	<p>Oral Communication Demonstrate an understanding of the concepts of citizenship and relationships (Aboriginal world view) in the context of an indigenous culture outside North America (overall)</p>	<p>Use the internet to research to the international efforts to foster understanding and appreciation between peoples through the publication and distribution of literature written and voiced by leading contributors from Fourth World Nations (e.g., access virtual libraries such as: <i>Indigenous node of the World Wide Web Virtual Library</i> at www.cwis.org/www/vl/indiq-vl.html)</p> <p style="text-align: right;">Additive approach</p>

Native Studies: Gr. 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
<p>Native Studies, 9 Open</p>	<p>Identity Describe the specific characteristics that define cultural identity (e.g., types of housing, language).(specific)</p> <p>Relationships Compare relationships in the Aboriginal art forms of various Aboriginal cultures. (specific)</p> <p>Sovereignty Explain how art forms can be an expression of sovereignty. (specific)</p> <p>Challenges Explain how stereotypical messages are expressed in art forms. (specific)</p>	<p>Investigate the inequities that exist in on-reserve housing. Contributions approach</p> <p>Include the contributions of women in these art forms (e.g., Jane Ash Poitras, Joan Carindal Schubert). Additive approach</p> <p>Examine the expression "sovereignty" and look at whether or not this expression is available to all groups within First Nations' society. Transformation approach</p> <p>Ask the students if they notice stereotypical messages expressed about different groups through art (e.g., women, gays, lesbians, bisexuals, people with disabilities). Transformation approach</p>
<p>Native Studies, 10 Open</p>	<p>Sovereignty Describe various ways of exercising autonomy (e.g., defining territorial boundaries, defining the criteria for citizenship) used by Aboriginal peoples and the government of Canada.(specific)</p> <p>Challenges Demonstrate understanding of the specific challenges that urban-based Aboriginal communities face. (specific)</p> <p>Methods of Historical Inquiry Identify different viewpoints and bias when preparing reports or participating in discussions.(specific)</p> <p>Identity Identify sources of information on the efforts made by Aboriginal peoples to define and express their identity within Canada during the twentieth century. (specific)</p> <p>Relationships Describe the different economic relationships that Aboriginal peoples in Canada have cultivated with the public and private sectors (e.g., ecotourism, co-management of Crown land, banking). (specific)</p>	<p>Analyze the techniques that the government has historically employed which have caused significant delays in settling land claims. Transformation approach</p> <p>Explore the challenges of urban-based First Nations people (e.g., homelessness, sexual assault, health care issues, high incidence of incarceration, etc.) by volunteering at, for example, Anishnawbe Health Service/Street Patrol. Social action approach</p> <p>Contrast and compare First Nations self-government versus control by the Department of Indian Affairs. Transformation approach</p> <p>Have students critically analyse First Nations and non-First Nations sources of information and identify biases. Have them discuss why such biases exist and their impact on First Nations identity. Host a forum on the topic. Social action approach</p> <p>Examine whether or not these different economic relationships have created a class structure within First Nations societies in Canada. Transformation approach</p>

<p>English: Contemporary Aboriginal Voices, Grade 11,</p>	<p>Identity Demonstrate an understanding of cultural diversity of Aboriginal peoples through a study of Aboriginal literary works. (overall)</p>	<p>Include aboriginal literature from authors illustrating representations of, or sensitivity to, two-spirited individuals (e.g., <i>Drowning in Fire</i> by Craig S. Womack (Muskogee Creek/Cherokee), <i>Dream On</i> by Chrystos (Menominee). Other resources available at: <i>American Indian Resource Directory</i> online at www.indians.org/Resource/natlit/natlit</p>
<p>Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11</p>	<p>Relationships Demonstrate an understanding of the cultural practices of Aboriginal peoples (overall)</p>	<p>Investigate current research concerning Aboriginal peoples who have exceptionalities. (e.g., extract research or articles from the Canadian Centre on Disability Studies at www.disabilitystudies.ca/)</p>

Science: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Science, Grade 9 Academic	Biology: Reproduction Provide examples of how developments in reproductive biology have had an impact on global and local food production, populations, the spread of disease and the environment (e.g., the impact of scientific preservation, genetic engineering of crops, or reproductive technologies). (specific)	Include the social impact of reproductive biology, such as how reproductive technologies have benefitted same sex families (e.g., lesbian couples choosing to have children through sperm banks). Have students examine the implications of genetically engineered food products on people's health and how this may be influenced by poverty or social class issues (i.e., families who don't have the money to purchase or grow alternatives). <p style="text-align: right;">Transformation approach</p>
Science, Grade 9 Applied	Chemistry: Exploring Matter Describe the methods used to obtain elements in Canada, and outline local environmental concerns and health and safety issues related to the ways in which they are mined and processed (e.g., explain how gold, nickel, carbon, or uranium is obtained and processed). (specific)	Have students research and assess how these methods have impacted First Nations' Communities (e.g., the land claims controversy over the mine in Voisey Bay, Labrador; mercury in the water affecting First Nations' communities in Northern Ontario). <p style="text-align: right;">Contributions approach</p>
Science, Grade 10 Academic	Earth and Space Science: Weather Dynamics Investigate factors which affect the development, severity, and movement of global and local weather systems (e.g., hurricanes, tsunami, the ozone layer, El Nino, bodies of water, glaciers, smog, rain forests). (specific)	Extend this investigation and have students examine the social impact of these weather systems globally. How does western eurocentrism affect the degree to which we care about the impact of weather on developing countries? How do the media influence our generosity when it comes to supporting areas devastated by the natural phenomenon? (i.e. Hurricane relief in Atlanta, tsunami relief in South-East Asia) How do issues of class and business interests restrict our ability to clean up our environment <p style="text-align: right;">Transformation approach</p>
Science, Grade 10 Applied	Physics: Motion and Its Applications Investigate the benefits and risks to the community and the individual of alternatives to motor vehicle transportation (e.g., public transit, high-speed trains, walking, bicycling, in-line skating, horseback riding, skiing). (specific)	When investigating these benefits and risks, have students include an analysis of political/cultural/accessibility issues to all forms of transportation (e.g., why Mennonites prefer horses and buggies, to what degree politicians have a responsibility to provide affordable and accessible public transit alternatives and who should fund this). <p style="text-align: right;">Transformation approach</p>
Biology, Grade 11, College Preparation	Animal Anatomy and Physiology Evaluate the influence of the media on attitudes towards nutrition (e.g., explain changing perspectives on dietary practices, such as awareness of the potential benefits of oat bran, or the desirability of unsaturated fats over saturated fats). (specific)	Ensure an inclusive and multicultural examination of nutrition by including a wide variety of ethnic foods <p style="text-align: right;">Additive approach</p>

<p>Biology, Grade 12, University Preparation</p>	<p>Molecular Genetics Explain the roles of evidence, theories, and paradigms in the development of scientific knowledge about genetics (e.g., explain the impact of cloning a sheep on the theory of differentiation; explain the impact of the discovery of the structure of DNA as the universal molecule for living organisms). (specific)</p>	<p>Explore bioethics and genetically modified organisms (GMO). Have students explore the advantages, disadvantages and "costs" associated with genetically modifications. Contrast GMO's and organic farming or eco-farming. Student and teacher resources available at the Northwest Association for Biomedical Research at www.nwabr.org/education/ethicslessons</p> <p style="text-align: right;">Additive approach</p>
<p>Chemistry, Grade 12,</p>	<p>Matter and Qualitative Analysis Describe the role and importance in society of some of the applications of qualitative analysis. (overall)</p>	<p>Explore the equity issue of women in chemistry. Use qualitative data to hypothesize why there are far fewer female chemists compare to their male counterpart (e.g., read articles and interviews such as "Equity in Academia: Where are Women in Chemistry?" from CLAS notes, Volume 15, No.8, 2001)</p> <p style="text-align: right;">Additive approach</p>
<p>Earth and Space Science, Grade 12, University Preparation</p>	<p>Earth Materials Demonstrate an understanding of society's dependence on Earth materials, of the effects of developments in technology on the exploration and mining of Earth materials, and of the ways in which the use and extraction of Earth materials have affected natural and human-made environments. (overall)</p>	<p>Highlight individuals who fight for the rights of others by exploring and exposing the human costs and social inequities created by the extraction of materials in various areas around the globe. (e.g., Read excerpts from "<i>Mining and Community Rights: The Tarkwa Experience</i>" by Allan Lassey at a seminar on Human Rights Violations in the Extractive Sector organized by the Swedish NGO Foundation for Human Rights, in conjunction with the Institute for Human Rights and Humanitarian Law, Nigeria on October 29-November 5, 2000 in Port Harcourt, Nigeria. This seminar highlights the devastating social and economic effects that surface mining for gold can have on a community including heavy pollution, deforestation, contamination of water supplies, destruction to buildings and structures such as schools, homes and churches)</p> <p style="text-align: right;">Contributions approach</p>
<p>Physics, Grade 12,</p>	<p>Matter-Energy Interface Define and describe the concepts and units related to the present-day understanding of the nature of the atom and elementary particles(e.g., radioactivity, quantum theory, photoelectric effect, matter waves, mass-energy equivalence). (specific)</p>	<p>Highlight the contributions of women scientists (e.g., Marie Curie, who is often called the "Mother of Modern Physics", was a pioneer in research about radioactivity, a word she coined. First woman awarded a Ph.D. in research science in Europe, first woman professor at the Sorbonne. Discovered and isolated polonium and radium, and established the nature of radiation and beta rays).</p> <p style="text-align: right;">Contributions approach</p>

<p>Science, Grade 11, University/College Preparation</p>	<p>Everyday Chemicals and Safe Practice Assess the environmental impact of the increased use of chemicals in the manufacturing of new products used in the home, workplace and industry. (specific)</p>	<p>Investigate the social costs as well as the environmental costs when using chemicals. (e.g., The increase in agricultural industrialization has a tremendous affect on women; contributing to erosion, desertification, greater concentration of land ownership, and the gradual decline of subsistence farming. All of these factors contribute to longer workdays for women. Further distances to resources and continuing to have no rights to the land are just some of the oppressive consequences affecting women. Increased use of synthetic petroleum-based fertilizers through industrialization causes severe water and soil pollution, generating a vicious cycle of dependency on new and stronger fertilizers. Synthetic fertilizers create an unbalanced metabolism in plants making them more susceptible to pest infestation. Pesticides create serious health consequences and contribute to pollution, and contamination. Information and on this and other issues can be found at www.risingtide.nl</p> <p style="text-align: right;">Additive approach</p>
<p>Science, Grade 11, Workplace Preparation</p>	<p>Human Impact on the Environment Compare various points of view on an environmental issue (e.g., a proposal to dump garbage in a quarry that is adjacent to a residential area; the sustainability of current agricultural practices) (specific)</p>	<p>Consider power structures, social hierarchies and classism when investigating environmental issues. That is whose say is most valuable or valued and why? (e.g., Read <i>The Geography of Social Vulnerability: Race, Class, and Catastrophe</i> by Susan L. Cutter which recounts several devastating social effects of hurricane Katrina; or investigate G.A.G. [Georgina Against Garbage] and their battle with the GTA [Greater Toronto Area] wherein community members united together to deter Toronto garbage being dumped in Georgina due to the devastating ecological effects it would have had on Lake Simcoe.)</p> <p style="text-align: right;">Additive approach</p>
<p>Science, Grade 12, University/College Preparation</p>	<p>The Immune System and Human Health Distinguish between communicable and non-communicable diseases. (specific)</p>	<p>Investigate genetics legislation that attempts to protect individuals from being unfairly discriminated against due to health risks or conditions (e.g., read article entitled <i>Points to Consider in Preventing Unfair Discrimination Based on Genetic Disease Risk: A Position Statement of the American College of Medical Genetics</i> (Nov/Dec. 2001) by <i>Michael S. Watson, PhD, and Carol L. Greene, MD</i>)</p> <p style="text-align: right;">Transformation approach</p>
<p>Science, Grade 12, Workplace Preparation</p>	<p>Communications: Sounds and Pictures Describe the impact of developments in communications technology on the way we work and our social environment (e.g., telecommuting, flexible workplace, global communities) (specific)</p>	<p>Consider the social inequities and implications that arise from limited access to communication technologies. Investigate organizations that are actively trying to promote equitable access to communication technologies (e.g., The Acacia-Uganda Initiative which is an international effort led by the International Development Research Centre (IDRC) to empower sub-Saharan African communities with the ability to apply information and communication technologies to their own social and economic development.)</p> <p style="text-align: right;">Contributions approach</p>

Social Sciences and the Humanities

Family Studies: Gr. 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Food and Nutrition, Grade 9 or 10 Open	Self and Others Categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social).	Extend this study and have students research the historical/political roots of people's food choices (e.g., why kosher/halal meat; the politics of vegetarianism; the politics of organic foods and the controversy around genetic engineering; the social causes and political ramifications of mad cow disease). Have students analyze what other factors limit people's choices with respect to diets (i.e., poverty, accessibility to different foods, marketing, etc). Have students organize a food drive, volunteer at a food bank or lobby for a more inclusive menu in their school cafeteria. <p style="text-align: right;">Social Action approach</p>
Individual and Family Living, Grade 9 or 10 Open	Personal and Social Responsibilities Apply appropriate decision-making models, grounded in research, to choices related to individual and family well-being and quality of life (e.g., use of time, household or clothing purchases, course selection) and suggest strategies for making difficult choices (e.g., contacting the Children's Aid Society in cases of suspected abuse).	When applying various decision-making models, have students factor in how much external factors (such as government policy, social class, work pressure) impact on individual and family well-being. Develop a role-playing situation where students are placed in groups representing a family that is marginalized by race/class/heterosexism. Have them analyze how all these factors restrict their decision-making process and the choices they make. <p style="text-align: right;">Transformation approach</p>
Living and Working with Children, Grade 11, College	Children in Society Demonstrate an understanding of the role parents play in affecting how children form relationships within and outside the family (overall) Social Challenges Summarize the laws and safety requirements that apply to parents and those who work with children (specific)	Be inclusive in the definition of family to include same-sex couples, single parent families, foster families, multi-generational families, adoptive parents, etc. <p style="text-align: right;">Additive approach</p> During case studies investigate laws that pertain to same sex couples (i.e., third parent adoption) <p style="text-align: right;">Additive approach</p>
Managing Personal and Family Resources, Grade 11	Self and Others Demonstrate an understanding of the importance of projecting an appropriate image in their role as adults, and of the ways in which choice of clothing can project an image suitable to a particular role or function (e.g., clothes for work, uniforms, clothes for special occasions) (specific)	Problematize the issue of projecting an image through the choice of clothing. Have students deconstruct implicit messages of social worth derived from outward appearance. Debunk notions of inferiority or superiority by exposing Eurocentric, upper middle class views of success as depicted through clothing. <p style="text-align: right;">Transformation approach</p>

<p>Fashion and Creative Expression, Grade 11, Workplace</p>	<p>Functions of Clothing Explain the role that clothing has played in defining different classes or roles within a society, drawing on examples from particular periods in history (e.g., the clothing of nobles, warriors, scholars, clerics, and artisans in the Middle Ages) (specific)</p>	<p>Investigate non-profit organizations that attach fashion to social status and equity (e.g. The Enchanted Closet is a volunteer-run, private non-profit service organization whose mission is to physically, mentally, and emotionally <i>outfit</i> Metro Atlanta high school girls from low-income families through programs that prepare them for social and professional milestones.) Have the students develop a critical framework or set of criteria to evaluate whether these organizations promote equity and inclusivity by debunking the social status implied within the fashion or reinforce stereotypical and discriminatory views. Have students create an inclusive directory of fashion organizations. Social action approach</p>
<p>Living Spaces and Shelter, Grade 11, Open</p>	<p>Functions of Living Spaces and Shelter Establish criteria for evaluating shelter units and their locations, taking into consideration particular interests, economic status, and successive stages of family life. (specific)</p>	<p>Problematize an implied social hierarchy of shelter. Explore housing discrimination and its implications (Read excerpts from <i>The Housing Discrimination Study 2000</i> (HDS 2000) which strives to measure the extent of housing discrimination in the United States against persons because of their race or colour). Transformation approach</p>
<p>Parenting, Grade 11, Open</p>	<p>Personal and Social Responsibilities Demonstrate an understanding of the need for preparation to become a parent. (overall)</p>	<p>Explore the role of 'father' or 'mother' as a socially and culturally constructed identity. Expose the underlying norms, societal and cultural expectations within roles as dictated by various forces such as religious texts (e.g., Qur'an defines the role of mother in 17:23-24).and gender roles (e.g., as dictated in patriarchies), and media portrayals). Have students explore possible reasons behind the societal constructions of the role of father and mother. Who might benefit and how? Whose voice is heard and whose is silenced? Transformation approach</p>
<p>Food and Nutritional Sciences, Grade 12, University/ College</p>	<p>Diversity, Interdependence, and Global Connections Identify the economic, political, and environmental factors that affect food production and supply throughout the world (overall)</p>	<p>Investigate the social inequities between nations by comparing perceived and actual 'needs' (e.g., The prices of luxury goods [TVs, electronics, and even cars] have come down while bare essentials such as rice, pulses and edible oils, to name but a few, have leapfrogged beyond the reach of most from paper entitled <i>Equity In Health and Nutrition and the Globalization of the World's Economy</i> by Claudio Schuffan) Additive approach</p>

<p>The Fashion Industry, Grade 12, Open</p>	<p>Design and Construction Demonstrate an understanding of the stages of apparel production and marketing (overall)</p>	<p>Have students explore some social inequities in the textile industry by producing a sweatshop fashion show. Student research prior to fashion show may include collecting brand-name clothes made in countries around the world, visiting stores and websites to compile information on prices, wages and working conditions, learning about workers' issues and demands, and proposing the actions can taken to support them. Students may design a script, choose music, and rehearse. Students may publicize the event, prepare campaign materials, and contact the media.</p> <p style="text-align: right;">Social action approach</p>
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Technological Education: Grades 9-12

Grade Level	The Ministry says the student will:	In an inclusive curriculum, teachers can:
Integrated Technologies, Grade 9 Open	Skills and Processes Share information locally and globally using communication tools such as e-mail. (specific)	Investigate Habitat for Humanity's construction techniques used globally, its team approach to solving problems and its allocation of resources Transformation approach
Communications Technology, Grade 10	Theory and Foundation Identify the elements of lighting and staging. (specific)	Identify how people can be portrayed in photographs to influence the public's perception and reinforce stereotypes, e.g., camera angle, amount of light, camera range. Transformation approach
Computer and Information Science, Grade 10	Theory and Foundation Describe operating functions that meet user needs. (specific)	Identify several ways in which the operating system might not meet every user's needs, e.g., a person who is unable to use a mouse. Contributions approach
Computer Engineering Technology, Grade 10	Impact and Consequences Describe careers related to computer engineering. (specific)	Investigate why computer engineering is still predominantly a male career and how this can be changed. Transformation approach
Construction Technology, Grade 10	Theory and Foundation Identify electrical devices commonly found in buildings. (specific)	Include devices that assist people with disabilities, e.g., automatic door openers, talking elevators, automatic hand dryers, etc. Identify improvements in this area. Transformation approach
Health and Personal Services Technology, Grade 10	Skills and Processes Describe the personal and health services available in the community. (specific)	Identify the range of services available to people with HIV/AIDS in the community. Additive approach

Hospitality and Tourism Technology, Grade 10	Skills and Processes Demonstrate different cooking methods. (overall)	Teach an appreciation of unfamiliar foods and cooking methods. Invite guests to come to the class to demonstrate cooking from a variety of cultures. Additive approach
Manufacturing Technology, Grade 10	Skills and Processes Use market research correctly to test consumer response to design solutions. (specific)	Identify and evaluate bias when constructing questions for a survey. Additive approach
Technology Design, Grade 10	Impact and Consequences Identify career opportunities and the skills and education needed to achieve career goals. (specific)	Have students identify what social factors may pose actual or perceived barriers to achieving career goals and how these may be overcome (e.g., lack of money to continue education, public perceptions of female/male jobs, lack of accessibility for students with disabilities). Additive approach
Transportation Technology, Grade 10	Theory and Foundation Identify and describe different modes of transportation. (overall)	Include accessible modes of transportation (e.g., kneeling buses, talking subways, talking elevators, etc). Contributions approach
Communication Technology, Grade 11	Impact and Consequences Explain how communications technology has contributed to globalization and has influenced economic and social issues. (specific)	Consider the social inequities and implications that arise from limited access to communication technologies. Investigate organizations that are actively trying to promote equitable access to communication technologies (e.g., The Acacia-Uganda Initiative which is an international effort led by the International Development Research Centre (IDRC) to empower sub-Saharan African communities with the ability to apply information and communication technologies to their own social and economic development.) Contributions approach
Communication Technology, Grade 12	Theory and Foundation Apply the design process to develop solutions, products, processes, or services in response to complex challenges or problems in electronic, live, recorded, or graphic communications (overall)	Explore employment equity within the communications industry. (e.g., Read article entitled <i>Obstacles to Careers in Radio News</i> by <u>Vernon Stone</u> , Professor at Missouri School of Journalism) Additive approach
Construction Technology, Grade 11	Impact and Consequences Identify careers in construction technology and the skills, education, and training each requires (overall)	Investigate legislation and organizations that promote safety and equity the jobsite. (e.g., The Canadian Advisory Council on the Status of Women (CACSW) advises the federal government and informs the public on issues important to women, such as economic inequality and sexual violence). Additive approach

Construction Technology, Grade 12	Skills and Processes Design, produce, repair, and maintain a variety of complex construction and landscaping projects. (specific)	Have students explore equity issues around affordable housing by learning about community and government efforts to provide it (e.g., Read excerpts of the <i>Income, Shelter and Necessities Theme Report</i> found at www.housing.london.ca/Overview/HousingFacts) Research similar efforts within own community and prepare a similar report with suggestions to be shared with local municipality. <p style="text-align: right;">Social action approach</p>
Health Care, Grade 11 College Preparation	Impact and Consequences Explain how the health care industry is changing as a result of recent developments in technology. (specific)	Examine the privatization of our health care system and the health inequities that this may create (e.g., Gather resources, media releases and editorial from the Ontario Health Coalition at http://www.web.net/~ohc/) <p style="text-align: right;">Transformation approach</p>
Hairstyling and Aesthetics, Grade 11 Workplace	Theory and Foundation Identify the role that beauty industry services play in increasing self-esteem and well-being. (specific)	Problematize the notion that the beauty industry works to increase one's level of self-esteem by researching organizations that promote media literacy. (e.g., About-Face which is an organization that "promotes positive self-esteem in girls and women of all ages, sizes, races, and backgrounds through a spirited approach to media education, outreach and activism", found at www.about-face.org or Media Watch whose goal is to challenge abusive stereotypes and other biased images commonly found in the media. Media Watch, which began in 1984, distributes educational videos, media literacy information and newsletters to help create more informed consumers of the mass media. Media Watch can be found at http://mediawatch.com) <p style="text-align: right;">Transformation approach</p>
Child Development and Gerontology, Grade 12 College	Theory and Foundation Describe the stages of child development and the stages of older adulthood (overall)	Introduce ageism and be cautious not to belittle the unique and diverse needs of each age group by constantly comparing them. It may be extremely ageist to constantly align the wealth of lived experience of senior citizens to that of children. <p style="text-align: right;">Transformation approach</p>
Medical Technologies, Grade 12, College	Impact and Consequences Describe the education and training required for career opportunities in health care. (specific)	Investigate various religious beliefs and associated health practices. (e.g., Islamic beliefs and death rites: As soon as death occurs the body should be covered completely and placed, if possible, with feet towards Mecca. There are special procedures for washing and shrouding the body. Muslims are required by their religious law to prepare the body for burial. Only when no community member can be contacted, may the health care providers perform these procedures. It is recommended that burial be performed as soon as possible, especially in summer months. Cremation is forbidden even if there is a will to that effect) <p style="text-align: right;">Additive approach</p>

<p>Hospitality Grade 11, College Preparation</p>	<p>Theory and Foundation Identify the different styles of cooking a variety of foods. (specific)</p>	<p>Have students research and prepare foods associated with different cultural practices (e.g., Ayyavazhi [Tamil: "Path of the Father"], is a Tamil religion which involves the practice of <i>Anna Dharmam</i> [charity on food]. Historically the ritual significance of this custom was that food was distributed to the needy and to all those gathered around Ayya Vaikundar. Today, the food being served as <i>Anna Dharmam</i> is known as <i>Unpan Annam</i>, literally meaning 'the food to be eaten', and, it has its own specific method of preparation. Rice, vegetables, and spices are cooked and mixed together for the purpose. Then it is served ceremoniously. When it is served, the partakers wait till everyone is served. Then a question is posed customarily by the partakers: "Ayya annam kutikkalama ?" (Ayya, may we eat the meal?) and when it is answered by those who serve as "Ayya annam kutiyunkal" (You may kindly eat the meal), the partakers eat the meal. This was to ensure that everyone has received food. All partake of this meal without discrimination. It was considered as a religious virtue to partake of this meal.)</p> <p style="text-align: right;">Additive approach</p>
<p>Hospitality and Tourism, Grade 11, Workplace</p>	<p>Impact and Consequences Describe social, economic, and environmental impacts of the hospitality industry. (overall)</p>	<p>Investigate 'eco-hospitality' and the industry's work toward becoming more environmentally friendly. (e.g., Philadelphia's new Sheraton Rittenhouse Square may be the most environmentally sound hotel in the country, according to E Magazine (Jan./Feb. 2000). The hotel features specially filtered air, recycled building materials, organic cotton bedding, and chemical-free carpeting.)</p> <p style="text-align: right;">Additive approach</p>
<p>Manufacturing Engineering Technology,</p>	<p>Impact and Consequences Describe the scope of career opportunities within the manufacturing sector (specific)</p>	<p>Examine the issues surrounding pay equity within the manufacturing sector. Reference the Pay Equity Resources which is a <i>Selected and Annotated Bibliography of Resource Articles About the Implementation of Pay Equity</i> compiled by the Department of Justice Canada which is accessible online at www.justice.gc.ca. (e.g., excerpts from Baker, Michael and Nicole Fortin (2000) <i>Does Comparable Worth Work in a Decentralized Labor Market?</i> CIRANO, Montreal. This paper investigates the effect of pro-active comparable worth legislation - covering the public and private sectors - on wages, the gender wage gap and the gender composition of employment. The focus is Ontario's 1987 Pay Equity Act. Substantial lapses in compliance and problems with the implementation of the law among smaller firms are documented, as are conclusions regarding the obstacles to extending pay equity to the private sector of decentralized markets. Results suggest that any positive effects on wages of women in female jobs were very modest. In fact, negative effects were most consistently estimated: slower wage growth for women in male jobs and for men in female jobs).</p> <p style="text-align: right;">Transformation approach</p>

Technological Design	Theory and Foundation Evaluate consumer needs and expectations in relation to a specific product. (specific)	Examine the issues of service equity and meeting the needs of all consumers. (e.g., research The Society of Ontario Adjudicators and Regulators [SOAR] which is committed to service equity. Equity and access for disadvantaged persons is an essential part of the service of adjudication within the administrative justice system. Study excerpts of the report of SOAR's Service Equity Committee, entitled "Towards Service Equity" available at www.soar.on.ca). <p style="text-align: right;">Additive approach</p>
Transportation Technology	Impact and Consequences Describe the postsecondary and career opportunities available in the transportation sector following graduation from a college program. (overall)	Investigate various portals for accessing information about career opportunities (e.g., access WORKink™ which is a Canadian online career development and employment portal for Canadians with disabilities. This web site offers online employment counselling, and has an online chat room technology for counselling purposes, meetings, and presentations. Among its many features, WORKink™ provides job search tools, career guidance, and resources pertaining to education and employment located at www.workink.com). <p style="text-align: right;">Additive approach</p>
Computer and Information Science	Theory and Foundation Evaluate the usefulness of available software tools in problem-solving situation, using criteria such as ease of use and time required for processing. (specific)	Have students create a virtual library of open source online resources and applications that the class can share with the rest of the learning community. (e.g., Access www.schoolforge.net . The Schoolforge's mission is to unify independent organizations that advocate, use, and develop open resources for primary and secondary education. Schoolforge is intended to empower member organizations to make open educational resources more effective, efficient, and ubiquitous by enhancing communication, sharing resources, and increasing the transparency of development. Schoolforge members advocate the use of open source and free software, open texts and lessons, and open curricula for the advancement of education and the betterment of humankind). <p style="text-align: right;">Social Action approach</p>
Computer Engineering	Impact and Consequences Describe ethical and non-ethical uses of computers. (overall)	Examine issues around digital equity which is the social-justice goal of ensuring that everyone has equal access to technology tools, computers and the Internet. Even more, it is when all individuals have the knowledge and skills to access and use technology tools, computers and the Internet. <p style="text-align: right;">Transformation approach</p>