

ANTI-RACISM PROGRAMME

AN RCTV LIVESTREAM SERIES

BLACK HISTORY MONTH Lesson Guide

Confronting Anti-Blackness in Canada

TARGET GRADE LEVELS: Grades 6 - 8

LESSON PLAN OVERVIEW AND OBJECTIVES

This lesson guide accompanies the REEL CANADA Anti-Racism Livestream for Black History Month.

This lesson provides activities and resources to accompany a screening of the short films *Snow, Ice Breakers, Pick* and *Lessons Injustice*, to familiarize students with experiences and effects of racism in Canada, with a specific focus on anti-Black racism.

Learning Objectives: Students will understand topics and concepts related to race, racism and anti-racism, will identify examples and effects of anti-Black racism in the context of Canadian history and society, and will apply principles of anti-racism and social responsibility in group and individual settings.

Assessment Criteria: Students can:

- Contribute to and participate in group discussions respectfully
- Explain the role of individuals in maintaining community and social responsibility
- Define terms related to racism, anti-racism and anti-Black racism
- Differentiate between concepts: equality & equity, individual & systemic racism, etc.
- Explain the effects of anti-Black racism on communities, individuals and societies
- Identify examples of anti-Black racism in the films and infer their effects on characters
- Demonstrate social responsibility and inclusion in context of a hypothetical racist act
- Self-reflect on anti-racism and the role of individuals and communities in social change

Subject Areas: This lesson directly addresses curriculum expectations in social studies and history courses, and may be relevant to additional subject areas with or without modifications.

Table of Contents

Introduction Activities	1 - 2
Introductory note for teachers	1 - 2
Setting ground rules for classroom discussion	2 - 3
What are we talking about when we talk about race?	4
Why does it matter?	5 - 6
Pre-Viewing Activity	6 - 7
Black Canadians: Many stories, not one	6 - 7
Film Prep	7
Post-Viewing Activities	8 - 10
Anti-Black racism	8 - 9
Anti-racism	9 - 10
Handouts & Supplementary Materials	11 - 15
Film Posters	11
Film Viewing Worksheet	12
Film Character Writing Activity	13
Film-Specific Questions	14 - 15
Resource Links	16 - 19
Additional Resources & Questions for Introductory Activities	16 - 18
Resources for Pre- and Post-Viewing Activities	18
Additional Resources for Teachers (and Parents)	19

Introduction Activities

Intro note for teachers

Identity, race and racism can be difficult topics for students and teachers to discuss. For that reason, we encourage taking the time and doing the work necessary to ensure a foundation for these discussions is in place in your classroom. As educators, we acknowledge that effective teaching and learning happen only when an anti-racist, decolonized approach is engaged.

Creating an inclusive and safe space requires teachers to be proactive in anti-racist education. Throughout this document, we've included this symbol [] to indicate places where non-white and Indigenous voices have historically been distorted or ignored; where widespread and mainstream misrepresentations are likely to have contributed to institutionalized racism and therefore produced unconscious bias among the institution's key representatives (i.e. teachers). In the preparation phase, teachers are encouraged to see this symbol as an opportunity to self-reflect and consider how their own lived experience has shaped unconscious bias. Spend time self-reflecting on your own racial identity and the ways race-related power dynamics operate in your life and your classroom. Seek out supportive resources and

colleagues. Identify how your own biases and limitations may be acting as barriers to equitable pedagogy, and/or how sharing your own experiences may empower students to approach these topics with openness, honesty and humility.

We trust that this practice of self-reflection will create mindfulness around themes such as power, identity, and voice as they apply to everyone in the learning environment, leading to better learning outcomes for historically marginalized groups of students. The hope is that students unfamiliar with lived experiences of racism can build critical awareness of power dynamics in society, and that those who have experienced racism are able to find support in having their experience acknowledged.

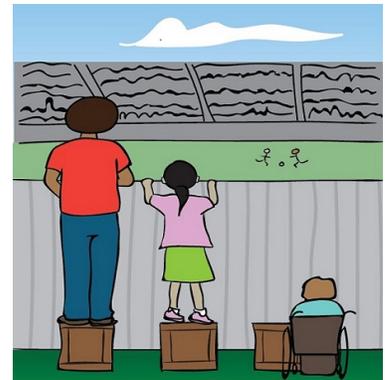
We also understand that teachers and students may be coming at these topics with varying levels of language, emotional resilience, prior knowledge and lived experience. The activity suggestions that follow can be extended or modified as appropriate for your specific class needs. This stage can be a good time to correct and clarify any student misconceptions or misunderstandings about these topics.

If you have not done so, please consult our [best practices document for teachers](#) and distribute the [Classroom Agreements and Resources handout for students](#) prior to teaching these topics.

1) Setting ground rules for classroom discussion

Start by showing the following image representing '[equality vs. equity](#).' **Show only the left 'equal but inequitable' panel first.**

Students do a short, timed free-writing activity (1-2 minutes) where they choose one of the three characters at the fence and write the character's inner thoughts and feelings. *Alternatively, you could divide the class into groups and assign a character to each group.* Remind students that during the free-write there is no editing, self-censoring, etc. for the duration of the exercise. Even if they have to repeat a word or phrase, they should keep the pen moving across the page until the timer goes off.



Students share the emotions/feelings of the character they selected (or were assigned), and the teacher can record any feeling/emotion words that are read aloud.

WATCH the VIDEO: [Equity Vs Equality](#)

- We all have differences [0:19 - 0:49]
- Sharing our stories, building community [3:35 - 4:19]
 - ★ Understand and get to know people who are different.
 - ★ But remember no one *owes* you their story.

Now that students have seen the image in contrast to its second panel (i.e., *equity*), review the emotions/feelings as a class and decide on what an equitable community would have to be to

address these feelings/emotions. Students are encouraged to consider their own feelings and experiences around topics such as exclusion, belonging and community to inform their answers.

Emotions can be difficult to manage sometimes, so it's important to notice and care for them. Remember, emotions aren't inherently "bad", but managed carelessly, they can lead to destructive behaviours that hurt others. So, we have a responsibility to ourselves and to others to make an environment where we take care of each other.

Work together as a class to decide on rules for how to discuss with respect and space for differing points of view. It may be helpful to start with the [Classroom Agreements handout for students](#). You can post the guidelines in the classroom and/or have students circle or rank the commitments that are most important to them as a way of entering into a lesson on difference and inclusivity.

Encourage self-reflection. You may want to have students respond in journal entries to any of the questions or topics discussed throughout the lesson.

Guiding Questions

<i>Identity & Community</i>	<i>Personal and Social Responsibility</i>
<p>Me and my community:</p> <ul style="list-style-type: none">● Who am I? Who are the people around me?● How are others' lives similar/different from my own?● In what ways have people been treated differently for identity?● How are different communities (e.g., friends, families, neighbourhoods, people with similar interests & values, city, province/territory, Canada) made and sustained?● How many stories do you think exist within and between communities, and how do we learn them?● How & why are communities harmed? How can we work to heal them?	<ul style="list-style-type: none">● What does it mean to be responsible to ourselves and to others?● How might students take care of themselves? What would they like from others in helping to manage difficult emotions (e.g., <i>what makes it worse or better?</i>)?● What do we <i>need</i> and how can we express these needs in a healthy way?● What rules or principles can we agree on for this space?● What are my rights and responsibilities in a society? What human rights laws do we have in Canada?

Main Takeaway

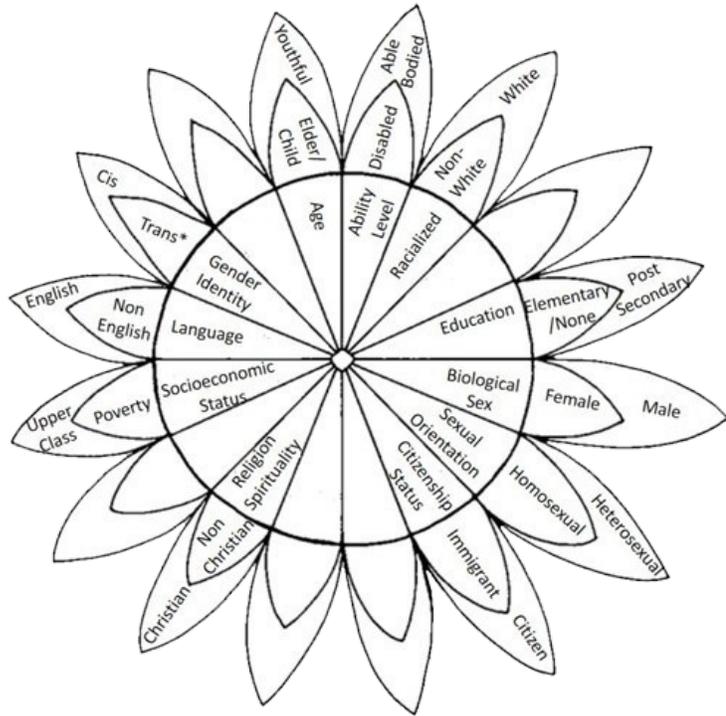
The classroom will be students' most-frequented social environment outside the home and/or family, making it an important space for learning social responsibility — what the [BC Ministry of Education](#) explains as contributing to the classroom and school community, solving problems in peaceful ways, valuing diversity and human rights, and exercising democratic rights and responsibilities. Increased understanding of and response to the role racism plays in society can be a relevant lens through which students can approach this aspect of their education.

3) Why does it matter?

Use the **Power flower** exercise to get students to think about the diversity of identities within themselves, their class, and their broader society & communities, and how these relate to our relationships.

- [The Power Flower](#)
[Ensure students only share information they are comfortable with sharing]

Through this conversation, can students make connections between social inequalities and the discussion in Step 1 (Setting the Ground Rules) about social responsibility, and in Step 2 (When We Talk about Race) about privilege? What are the principles that underlie our obligations to each other?



Guiding Questions

- 1) Unspecific to race, how are the experiences of diverse Canadians (including non-citizens/new arrivals) different from one another? How does the Power Flower demonstrate similarities and differences among students in the class?
- 2) Agree or disagree: Racial identity represents one aspect of how we see ourselves. Explain.
- 3) What are some ways racism might affect how someone views and experiences the world and how they understand their own identity? What are some factors that, in a variety of contexts, might be related to differences in a) what racism looks like, b) how racism can or may be responded to, and c) the degree to which racism impacts the person experiencing it (and what those impacts look like)?
- 4) What are some dangerous assumptions we can make about others based on differences? How have students felt when someone has made assumptions about them?
- 5) How can students examine themselves to challenge their own assumptions (biases)? What do they gain from this?
- 6) What messages have you seen or heard about what makes someone Canadian, or how to be Canadian? Are these inclusive?
- 7) Why have some people's stories been ignored, and how has this affected Canadians' understanding of their own identity & history? 🗣️
- 8) Why is it important to know about other people's experiences, and how can we learn in a respectful way?
- 9) How have you felt when someone has not treated you with respect (based on race or any other aspect of identity – for example, have you ever felt like adults treated you with less respect because of your age?)? Have you felt powerless because of something you couldn't control?

Main Takeaway

Race is one facet of many that make up each of our identities. In interacting with communities, institutions and individuals in Canada, these different facets may be received or expressed differently in different contexts. People of the same race may both experience racism, but the manner and severity may differ with other factors because of different forms of oppression (e.g., two Black people may both experience barriers getting a job because of their race, but the one raised outside of Canada may face additional language barriers.).

Pre-Viewing Activity

4) Black Canadians: many stories, not one

Think back to the Power Flower exercise and all the differences among students in the classroom. We may all identify as members of [Class x] (i.e., the same flower), but there is a lot more to our identities than our class name/grade (i.e., diversity of flower petals).

Let's use our expanded definition of identity to think about what it means to be Canadian.

There are more than 38 million people in Canada. If what we understand about identity is true, then each person who identifies as Canadian, also identifies in many different ways. Their *flowers* are as individual as they are; their stories unique to their lived experiences. Now expand that to think of the whole country. Even if we're all Canadians, there are unique stories because of those differences.

Explain that:

- they're going to apply these ideas to Black Canadians, specifically. What are the stories (big and small) of being Black in Canada, and why might these stories not be as widely known or depicted in mainstream media?
- the livestream and films they will be watching are about experiences of Black Canadians.

Students can suggest points they know about Black Canadians, their communities, experiences, and history in Canada. Create a list or chart (e.g., mind map) together of their comments. What's missing? If they don't know a lot, why is that? Students may be aware of Black History Month or African Heritage Month: how do initiatives like these help address underrepresentation, systemic bias and anti-Black racism (e.g., in industries such as publishing, film & TV, etc.).

Watch video: [Black History in Canada: A Select Timeline \[Historica Canada on YouTube\]](#) [6:49]

What surprises or excites them about this (that they learned)? What would they like to learn? Pick some of the topics students are most interested in (or look at local history stories) to explore further.

Guiding Questions

- 1) What does the video suggest about the presence and role(s) of Black people throughout Canadian history? How does the treatment of Black Canadians relate to the treatment of other racial groups? Who has historically been included or excluded in opportunities to succeed in Canada, and how? 🗣️
- 2) What might the experiences of these people have been like? 🗣️
- 3) What progress has been made and what challenges do Black Canadians still face?

Extension Activity:

- ↔️ Students can look at examples of Canadians who have experienced and/or challenged anti-Black racism, and explain why this action is significant to Canadian history — what part of our national story does it tell?

Students will locate a story related to [Black History in Canada](#) (this could be from any time period and focus on a community, organization or individual). They will create a digital poster (or another medium) to present the story, including:

- *Who* is involved?
- *What* happened in their story?
- *Where* and *when* does the story take place (Important historical context)?
- *Why* is this experience an important part of the Black Canadian story? (and/or why were you drawn to it?)
- *How* does the story relate to themes previously discussed?

Main Takeaway

While Black Canadians have been part of the Canadian story for hundreds of years, systemic and deliberate anti-Black racism, discrimination and exclusion on the part of cultural, legal and political institutions have pushed Black Canadians to the margins of that story. The effects of anti-Black racism have shaped and continue to shape the experiences of Black Canadians. Despite the realities of anti-Blackness, Black Canadians — like all Canadians — have diverse lived experiences. These many stories of what it means to be Black in Canada deserve to be heard, taught and celebrated.

Film Prep

Show students the [film posters](#) (PAGE 11) and have them predict what the films are about. Can they infer from the images and titles what topics each of the films might address (i.e., what form(s) of anti-Black racism might each protagonist experience)?

You may hand out the [film viewing sheet](#) here and/or read through the [film-specific questions](#) as a class to prepare for viewing and discussing the films and to ensure students understand what's being asked and what to look/listen for in the film.

Post-Viewing Activities

5) Anti-Black racism

Materials: Use the [film-specific questions](#) and the provided [Film Viewing Worksheet](#).

Allow students to synthesize prior learning on racism and Black history with the stories, themes and characters of the short films. How do they see examples of specifically *anti-Black* racism in the films? Can they distinguish between whether these are individual or systemic racist acts? (You may wish to use an [iceberg](#) or other visual to locate the ‘unseen’ connections between the act in question and its historical and/or social context.)

Guiding Questions

- 1) What are some of the harmful ways racism is demonstrated in the films? How does anti-Black racism appear in a variety of contexts (e.g., sports, discussions of police violence, etc.)? 🗣️
- 2) What are some reasons anti-Black racism continues to be a problem in Canada? What are some challenges people face in speaking up against anti-Black racism? Why is it important for non-Black Canadians to address anti-Black racism? 🗣️
- 3) How does this treatment relate to the pre-viewing discussion and the history? What are some ways anti-Black racism has been encoded into laws and policies? 🗣️
- 4) What are some other ways racism can be demonstrated (that aren’t in the films)? Are some of these worse than others?

Film-Specific Questions

These (PAGES 14 - 15) may be used:

- individually, in small groups, or as a class
- as comprehension questions or for discussion & analysis.
- as an assessment *of* learning or *for* continued learning.

Extensions

↔️ **Group questions:** How can we *understand* the diversity of these stories while also acknowledging common themes or experiences among them? What do these stories and those in the films tell us about how anti-Black racism affects but does not define the experience of being Black in Canada? What are some of the unique and shared aspects of these stories?

How can we visually *represent* these stories in a way that demonstrates the unique and common qualities? If students did the extension in Part 4, they can present their selected stories. As a class, collaborate to identify and categorize important themes and similarities/differences among the stories. Be creative about how to organize this data.

Examples:

- Google map of Canada (stories as geographic points) with colour-coded legend for themes
- Choose two theme categories (e.g., time + emotion) as axes to map stories to a cartesian plane
- Other categories (e.g., scope of impact (community, individual, population); social dimensions (history, culture, injustice, heroes, accomplishments, etc.).

- ↔ Report on a news story of their choosing that deals with anti-Black racism. Using the iceberg model mentioned above (or a tree), make connections to the historical roots.
- ↔ Read [Ontario's Anti-Black Racism Strategy](#) or a similar strategy for another city, province or organization. How effective do students think each of the ideas might be?

6) Anti-racism:

Materials: [Film Character Writing Task handout](#)

When thinking about the stories in these films, what are some ideas students have for how the effects of racism could be lessened? How difficult might these be to achieve, and who has the ability to make these changes? What do students think it means to be anti-racist?

Create a diagram of concentric circles, starting with the individual at the centre (in the smallest circle) and expanding outward to the other circles (e.g., myself, my family, my city, etc.). Who has the power to make or influence changes at each level? What kind of changes are in their power?

We start with ourselves and our immediate circle. Students can put themselves in the scenario of the film as they complete the writing task. How would they intervene or express support?

You may wish to read and respond to these blog posts:

- Daliri, Erfan. [Anti-Racism is not just being “against” racism.](#)
- Daliri, Erfan. [Let’s talk about how anti-racism benefits everyone.](#)
- Tolliver, McKinzie. [Resources: Becoming anti-racist](#) [Infographic]. Washington University School of Medicine in St. Louis - John T. Milliken Department of Medicine (15 June 2020).

Daliri draws a distinction between *bystander intervention* and *anti-racism*. How does this distinction relate to that between individual and systemic racism? Does this mean we should not confront or worry about individual racist acts? What does the Tolliver infographic say about the individual’s role in anti-racism? How do the goals and actions of anti-racism change as you move from the middle circle outward? How does it become increasingly collective? How are individual actions and broader social change connected?



Guiding Questions

- 1) How are groups, individuals and institutions involved in the way racism functions? 🗣️
- 2) What are ways racism can be challenged? Who is responsible for challenging racism, and how?
- 3) How can we see anti-racism as part of broader civic and social responsibilities? How can challenging anti-Black & other forms of racism help to strengthen communities?
- 4) What do anti-racist communities and/or relationships look like? How do these benefit all kinds of people?
- 5) Why is it important for people in more socially-privileged positions (who haven't personally experienced racial marginalization) to address racism? Why do you think this can be difficult?
- 6) How has Canada as a nation challenged its own racism (laws & policies passed, changing attitudes)? In what ways do we still need to improve?
- 7) How is anti-racism connected to other issues of justice where you live and around the world? How can Canadians work to promote anti-racism and racial & social justice?

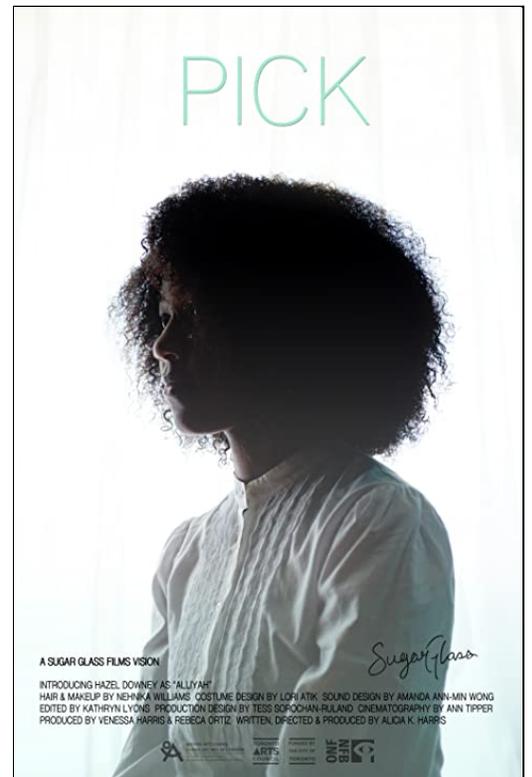
Extensions

- ↔ Write a personal reflection on anti-racism and where they see themselves (e.g., where would they place themselves on the "becoming anti-racist" infographic?).
 - ↔ The class can create anti-racism PSAs for the school.
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Handouts & Supplementary Materials

Film Posters

(Click film title to enlarge):



Film Viewing Worksheet

In each of the boxes below, write down some words or phrases describing the character(s) and their experiences, relationships, and feelings in the film.

Joshua (son) & John (father) Crooks
Ice Breakers



Narrator ("Little Black Girl")
Snow



Danardo (father) & Deshaun (son) Jones
Lessons Injustice



Alliyah
Pick



Film Character Writing Activity

The short films you've watched show how anti-Black racism impacts the lives of Black children, youth, parents and the wider communities in which they live.

As a class, make a list of as many of the films' secondary characters as possible (e.g.. the photographer in *Pick*, the teacher in *Snow*). You may even list characters who were likely to be present such as a traffic police officer in *Lessons Injustice* or a referee in *Ice Breakers*).

Select a character from the list and **imagine that you are a witness to an act of anti-Black racism experienced by one of the main characters**. You will address your chosen character as the focus of a writing task. Think about what you would want to ask or tell this person. How would you intervene? How would you offer support?

You have **two** options to choose from:

- 1) How would you *intervene*? Describe the scenario shown or mentioned in the film, and tell how you could put anti-racism into action by stepping in to challenge the racist act. What would you say or do? What do you think the consequences of acting (and not acting) could be? What kind of *support* could you offer after the racist act? What are some other ways you could advocate outside of that immediate act of racism?
- 2) Imagine you have a chance to write to one of the characters who has experienced racism to express *support* for them. What would you say to offer encouragement, support and understanding as someone who witnessed the experience? What actions could you tell them about that you could take to *intervene* against racism and advocate for a more equitable society? What could you tell them about your own life and experiences that may be helpful? Write a letter or email directly to the character.



Film-Specific Questions

Snow:

- 1) List some ways the protagonist experiences being an outsider at school. For example, how is the protagonist's experience different from some of the other children because she is new to Canada? What do you think she might be feeling when these differences are displayed?
- 2) Why do you think some classmates treat the protagonist in cruel ways (e.g., calling her 'dirty'), while others treat her with kindness and acceptance? How does she feel when faced with these different treatments? What are the lasting effects of this experience, and how do you know?
- 3) Who do you think is narrating the film? To whom is she speaking? Why do you think the narrator remembers this event so clearly?
- 4) What is significant about the narrator's experience of *realizing* she is Black? How has her perception of being Black changed from an adult perspective?
- 5) The film shows how people can associate light and dark with qualities like clean and dirty, and how these comparisons are used to make judgments about how 'good' or 'bad' people are. What are some other examples of how light and dark can communicate these value messages? Where do we find these messages? What are the effects of such judgments in the film, and in real life?

Ice Breakers:

- 6) How does hockey make Josh Crooks feel? What are some of the feelings Josh has about being a Black hockey player? What are some obstacles to him pursuing his passion for playing hockey? How does he experience these obstacles and overcome them? How does he get support?
- 7) What does Lee say about the importance of knowing history? What can knowing history do to change people's perspectives? For example, how is Josh's life affected by learning he had an ancestor who played hockey? Recall a time your own perspectives changed learning something new about history. Describe the change and explain why it was significant.
- 8) What do you think Josh's experience today as a Black hockey player is like compared to the Maritime Coloured Hockey League a century ago?
- 9) Lee talks about his son experiencing racism and bullying from not only other children playing hockey, but also adults. Why do you think adults might be cruel to a child? How do you think this kind of treatment from adults would affect children growing up?
- 10) Why was John Crooks so upset to learn there were no Black players featured in the Nova Scotia Hockey Hall of Fame? Why do you think there were no Black players included when the Maritime Coloured league was so instrumental in the game? How might this kind of exclusion affect people's understanding of the histories of their community or country?

Pick:

- 11) What are the reactions of various characters to Allyiah's natural afro? How do you think each of these reactions makes her feel? 🗣️
- 12) What is a *microaggression*? Provide examples of microaggressions from the film (e.g., mixing up the girls' names). What are the cumulative effects of these kinds of reactions/comments/messages on the person who experiences them? 🗣️
- 13) How can a common object like a hair pick or elastic be a symbol of something greater? (What does it symbolize here?)
- 14) What do you notice about the references to Canada in the film, and what do you think the filmmaker is trying to convey about Canada? (E.g., the "Home on Native Land" poster, the "Great Leaders" of Canada wall display)
- 15) How does the 'game' the two girls play (about predicting their futures) relate to the theme of race?
- 16) How do the adults react to Allyiah's concern about being placed in the back row? What effect might this have on Allyiah's belief in the value of her own voice, and on her willingness to stand up for herself in the future? 🗣️

Lessons Injustice:

- 17) What does the phrase "driving while Black" mean?
- 18) What are the double standards the film outlines about parenthood and childhood for Black families? (E.g., Why does Danardo feel his son needs to know to "Be on your best behaviour"?) How does the film depict the idea of Black fatherhood? How does this documentary depiction differ from stereotypes of Black fatherhood?
- 19) What rights are guaranteed for Canadians in the [Charter of Rights and Freedoms](#)? Why does Danardo say Charter rights never saved anybody? What point is he making about the difference between laws and practical reality (or, between knowing your rights and survival)? What might this difference mean for Black Canadians?
- 20) What does Danardo mean when he says, "Maybe you're going to have to sacrifice your dignity to survive?" How do you think Danardo's perspective is affected by his career as a lawyer? What does Danardo mean when he says that lawyers and the Charter can't help you heal from loss of dignity? — "How you put your psyche back together, how you rebuild your community, how you rebuild yourself, that's on you." What does this healing look like for individuals and communities?
- 21) How does Danardo feel about "being who you are and expressing yourself the way you want to express yourself"? What is his ultimate advice to Deshaun about living as a young Black man? How does this relate to the film's ending text: "Dedicated to the freedom fighters, present and past, whose sacrifices have allowed us to live more freely in our humanity than we otherwise could"?
- 22) Do you think the film is more pessimistic or optimistic? What do you think Danardo means when he says about his son, "You embody the best of me. You embody the best of this place." What is he saying about himself and about Toronto or Canada?

Resource Links

Additional Resources & Questions for Introductory Activities

☆ - indicates additional **full lesson plans** from external sources that can apply to these topics

🕒 - indicates additional **activities** from external sources

Personal and Social Responsibility

- ☆ BC Teachers' Federation Committee for Action on Social Justice (CASJ). [Three Ss lesson plan: Social responsibility, social service and social justice](#). [Grades 6-8]
- ☆ Welcome BC. [Make a case against racism](#). [Grades 6-7]
 - See section 3: [Social Responsibility - Respect for all](#)

What is racism?

- ☆ Welcome BC. [Make a case against racism](#). [Grades 6-7]
 - See section 1: [Understanding Racism](#)

Resources from *Ambitious about Autism*:

- [Understanding race and racism](#)
- [Racism explained: An easy-read guide explaining race and racism](#)

What are the differences between racism, discrimination, and bullying?

- | | |
|--|--|
| <ul style="list-style-type: none">● How could you rank various examples of prejudiced and discriminatory thoughts and actions by their damaging effects?● How does Canadian law protect against discrimination?● How do the concepts of discrimination & bullying relate to prejudice, stereotypes and exclusion?● What are the differences between exclusion and segregation? How have these concepts been demonstrated throughout Canadian history? | <ul style="list-style-type: none">☆ BC Teachers' Federation Committee for Action on Social Justice (CASJ). Racism in Canada. [Grades 6-7]<ul style="list-style-type: none">🕒 See "Triple Venn Diagram" activity● Headlee, Celeste. Racism vs. discrimination: Why the distinction matters● Amnesty International. Discrimination● Ontario Human Rights Council. Racial discrimination brochure● Racial segregation of Black students in Canadian schools. <i>The Canadian Encyclopedia</i>.● Black History: How racism in Ontario schools today is connected to a history of segregation. <i>The Conversation</i> |
|--|--|

Bias: Can we be racist without intending to?

- | | |
|--|--|
| <ul style="list-style-type: none">● What is <i>unconscious</i> or <i>implicit bias</i>? What are some examples?● How can our biases affect our behaviour, and | <ul style="list-style-type: none">● <i>New York Times</i> video series: <i>Who, Me? Biased?</i><ul style="list-style-type: none">○ Peanut butter, jelly and racism [2:26]. |
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what are some ways we can impact the degree of these effects?

- How can we 'audit' our biases? What do we gain from doing this?
- Does having biases mean someone is racist? How might biases contribute to racism, intentionally or unintentionally?
- Why is it important to be accountable for our actions, even if we did not intend to harm someone? What does this look like?
- What are some of the effects of specifically racial biases in the real world?

- [Check our bias to wreck our bias](#) [3:00].
- [The life-changing magic of hanging out](#) [2:09].
- [Why we're awkward](#) [2:41].
- [Snacks and punishment](#) [2:05].
- [High heels, violins and a warning](#) [1:22].
- [Responding to #LIVINGWHILEBLACK: Confronting unexamined bias in everyday life](#). *Facing History & Ourselves*.

What's the difference between individual racism and systemic racism?

- How do biases relate to *systemic racism* (or, how can people's biases contribute to racism even without them realizing it?)
- What are some examples of systemic racism in Canada?
- Why do you think some Canadian leaders have been reluctant to acknowledge systemic racism?
- Gao, Rebecca. [What is systemic racism?](#) *Chatelaine* (25 June 2020).
- Slaughter, Graham. [Five charts that show what systemic racism looks like in Canada](#). *CTV News* (4 June 2020).
- [What is systemic racism? There is broad national confusion about the concept](#). *National Post* (27 June 2020).

What does it mean that race is 'socially constructed'?

- What is race? What is racism? How do ideas about race affect how we see others and ourselves?
- How have race and racism been used by societies to define their universes of obligation?
- What do people mean when they say that race is a social construct? If race isn't biological, how do we explain differences in appearance between races?
- ★ [Lesson: The concept of race](#). Full lesson from *Facing History & Ourselves* unit [Teaching Holocaust and Human Behavior](#)
- [11 ways race isn't real](#). *Vox*
- [Race isn't biologically real. That doesn't mean racism doesn't exist](#). *Vox*.
- [Race as a social construction](#). *Psychology Today* (5 Dec. 2016).

What does power have to do with race?

- What does *privilege* mean? What does it mean in the context of race?
 - How does the 'privilege walk' activity show the differences in people's lived experiences? What are some factors that contribute to these differences, and how?
- Privilege can be explained by the analogy of the [Invisible knapsack](#) — imagine everyone wears an invisible backpack carrying the social expectations that go along with their identities. Social attitudes about these identities mean some people's backpacks are heavier than others. These people don't have the *privilege* to forget they're wearing the backpack because

- What does it mean to have privilege? What can we gain from acknowledging our own privilege?
 - What is the difference between equity & equality? How is equity related to power? What are some ways Canada has attempted to achieve equity?
 - Are there any other terms (e.g., oppression, white supremacy, reverse racism, etc.) students have heard?
- they always feel the weight.
- [Video: What is privilege?](#). *Atlanta Journal-Constitution*.
- Equity & Equality
- [Equity vs. equality: What's the difference?](#) *MentalFloss*.
 - Inclusive Communities [video](#): Equity vs. Equality [3:35 - 4:19]
 - [#the4thBox activity](#)
Equality → Equity → Liberation → ??

Resources for Pre- and Post-Viewing Activities

Black Stories in Canada

[Black history in Canada](#). *Kayak: Canada's History Magazine for Kids* (Winter 2018 edition). *The Canadian Encyclopedia*. [Collection: Black history in Canada](#).
Elementary Teachers' Federation of Ontario. [365 Black Canadian curriculum](#) index.
Government of Canada | Canadian Heritage. [Black History Month](#).
↳ [Black history organizations and educational resources](#)
Marshall, Tabitha. [Black Canadians](#). *The Canadian Encyclopedia* (19 Feb. 2013).
[Meet the artist behind 27 years of Black History Month posters](#). *CBC News* (2021). [4:47]
↳ [Black History Month posters by Robert Small](#). *The Legacy Collection*
Nova Scotia [African Heritage Month](#) Information Network.
Ontario Black History Society (OBHS). [History](#). (*Profiles of notable Black Canadians.*)

Resources about Racism & Anti-racism

Centre for Race and Culture. [Critical terminologies: Race, racism, power, privilege, intersectionality, whiteness](#) (2017). [Factsheet]
Cherry, Kendra. [What is anti-racism?](#) *Verywell Mind* (16 June 2021).
[Dismantling Racism Works](#).
[EmbraceRace](#)
Safe@School. [Racism: Resources for youth](#).

Additional Resources for Teachers (and Parents)

Discussing racism with elementary students

Parents

Arnold, Ratcliffe, Katie. [Anti-racism for kids: An age-by-age guide to fighting hate](#). *Parents* (17 Mar. 2021).

Committee for Children. [When bullying is racially motivated: Recognizing it for what it is and supporting kids to be anti-racist upstanders](#). *Committee for Children Blog* (2 Nov. 2020).

Harrison, Roger R. [Talking to kids about race and racism](#). *KidsHealth* (June 2020).

Educators

Kelly, Deirdre. [Teaching for social justice: Translating an anti-oppression approach into practice](#). *Our Schools/Our Selves* (Winter 2012, 21.2, 135-154).

Manitoba Education and Training - Indigenous Inclusion Directorate. [Creating racism-free schools through critical/courageous conversations on race](#) (2017).

The National Child Traumatic Stress Network (NCTSN). [Addressing race and trauma in the classroom: A resource for educators](#). *Parents* (17 Mar. 2021).

University of Southern California Rossier - School of Education. (2022).

↔ [Speak up: Opening a dialogue with youth about racism](#).

↔ [Why conversations about racism belong in the classroom](#).