

#ScholarStrike September 9 & 10, 2020  
Days of Action

# Anti-Oppression/ Anti-Racism Resources for Educators

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## Canadian Digital Teach -In Events

### Programme of Digital Teach-ins

Through Sept 8 & 10, 2020, Scholar Strike Canada is hosting public digital-teach-in state sanctioned violence as part of the systemic violence that materially disenfranchises Black, Indigenous and racialized people, and is a contemporary function of slavery, carcerality and colonialism in the world today.

[Visit the site for up-to-date links to the online panels/presentations](#)

### 4 X H H Q · V 8 Q L Y H U V L W \ 5 H V R X U F H V

[Centre for Teaching and Learning: What is decolonization? What is Indigenization?](#)

### [Human Rights and Equity Office](#)

HREO provides a listing of books, organizations, faith communities, Indigenous resources, and links to other web sites related to human rights, equity, and inclusion.

### [Human Rights 101](#)

This training provides a basic understanding of rights and responsibilities under the Ontario Human Rights Code. It discusses what you should know about human rights and discrimination, your rights and responsibilities under the Ontario Human Rights Code, and how to apply the Ontario Human Rights Code.

### [Faculty of Education: Anti-Racism and Diversity Resources](#)

These resources have been curated and recommended by our faculty with expertise in anti racism, SHARE, and our EDI Committee, as well as recommendations from our teacher candidates and graduate student community.

Dr. Anita Jack Davies, Senior Research Advisor (Research Initiatives, Diversity & Inclusion)

{ [After the Fires Burn](#) (The Conversation, April 30, 2018)

{ [Navigating racism: Black graduate students need support](#) (The Conversation, April 30, 2018)

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## Resources for Early Childhood Educators

### Books

*The Skin I'm In*

By: Pat Thomas

Illustrator: Lesley Harker

Racial discrimination is cruel, and especially so to younger children. *The Skin I'm In* encourages kids to accept and be comfortable with differences of skin color and other racial characteristics among their friends and in themselves. The

Whose Knees Are These?

By: Jabari Asim

Illustrator: LeUyen Pham

This interactive and multicultural board book is a fun way to embrace

## Web Resources

### [Anti-Bias Resources for Early Childhood Educators](#)

This site lists books, videos, webinars, podcasts, research articles, and social media posts that feature the topic of anti-racism for early learners.

### [Resources for Early Learning: Diversity](#)

This site offers free online modules on topics such as fostering a sense of self, celebrating differences in others, teaching about fairness, practicing learned skills, and self-reflection.

### [National Association For the Education of Young Children \(NAEYC\): Diversity](#)

The site includes books, peer-reviewed articles on the topic of diversity in early learning, teaching activities, and policy recommendations.

### [How to Teach Racial Acceptance](#)

By Beatrice Ekwa Ekoko

### [Family Tipsheet: How to Talk to Your Child About Racism](#)

### [Canadian children and race: Toward an anti-racism analysis](#)

### [Anti-racism activities for toddlers](#)







The Thundermaker

By:

### The Name Jar

By: Yangsook Choi

This book addresses identity issues and discrimination when a South Korean girl migrates to the United States and nobody in her school can pronounce her name. She grapples with choosing an Anglicized name before embracing her heritage.



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By: Julius Lester

Illustrator: Karen Barbour

> š[• d ol }μš Z ]• μ•• • šZ %o Z]o}•}%o Z as it pertains to race and equality. Author Julius Lester invites you into book by Á Œ ]š]v P U ^/ u •š}Œ Ç X ^} Œ Ç}μ M \_ Z}Á Z individual has many different elements to their story, from family, to name, to likes and dislikes, and maybe even race. However, he says that race is just a portion of your story. But why do people think it is so important? He explains that sometimes we get too caught up on race and make quick assumptions based on skin color.

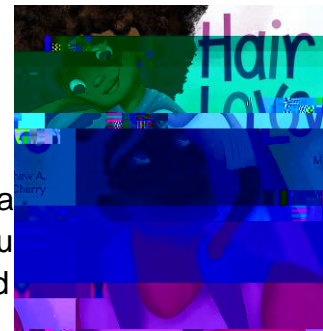


### Hair Love

By: Matthew A. Cherry

Illustrator: Vashti Harrison

Zuri's hair has a mind of its own. It kinks, coils, and curls every which way. Zuri knows it's beautiful. When Daddy steps in to style it for an extra special occasion, he has a lot to learn. But he LOVES his Zuri and he'll do anything to make her and her hair- happy. Tender and empowering, Hair Love is an ode to loving your natural hair- and a celebration of daddies and daughters everywhere.





## Web Resources

[A resource guide with-12 lesson plan about racism](#)

[Elementary Teachers Federation of Ontario](#)

### Elementary Teachers Federation of Ontario

Social Justice Begins with Me: School Wide Curriculum from the Early Years to Grade Eight. Booklists on topics including race, gender, bullying, disability, LGBTQ etc.

### ETFO Action on Anti-Black Racism: 365 Days of Black History Curriculum

The curriculum resource for primary, junior and intermediate educators focuses on the lived experiences of Black Canadians from the past and present, 365 days a year. The documents were created to support elementary teachers in their teaching practice. The combination of the curriculum, [calendar](#) and poster as individual lessons or thematic units ensures that Black Canadian history is embedded in classrooms throughout the school year.

### Confronting Racism in the Classroom

By Kalpana Makan

### American Psychological Association

Experts say diversity and discrimination are subjects that need to be addressed with children.

### Ottawa Carlton District School Board

Responding to Anti-Black Racism: Resources to Support Parents and Students

### Race Bridges

African American storyteller Linda Gorham tells two stories. One is I Am Somebody: Story Poems for Pride and Power. This is an upbeat and moving [video](#) to Anti



[CBC archives video clips showing examples and stories of racism](#)

[Kawartha Pine Ridge District School Board](#)

Equity, Diversity and Inclusion Committee large paper

[Limestone District School Board: Anti-Black Racism Resources](#)

[Embrace Race: Resources for Children about race](#)

## Lesson Plans

Title: The Power Flower: Reflection on our Social Identities

Grade level: 4-8

Time: 45-60 minutes

### Rationale

Participants will identify who they are (and who they aren't) as individuals and as a group in relation to those who wield power in our society. This activity will also highlight discrimination as a process for maintaining dominant identities.

### Materials

- { The power flower drawn on large paper
- { Individual copies of the flower as handouts

- o personal location: how many factors you have as an individual that are different from the dominant identity; what factors can't be shifted, changed?
- o representation: who we are not as a group and how that might influence the task/discussion at hand?
- o the relationship between and among different forms of oppression.
- o the process at work to establish dominance of a particular identity and, at the same time, to subordinate other identities.

#### Variations

- { Individuals fill in the inner circle of the flower before reflecting on the dominant social identity in the group.
- { Using flipchart paper, cut out large versions of the twelve different petals. Each petal should be large enough so that all participants can make an entry on it. Name each of the petals and spread them around the room. Participants circulate and record their personal identity on the inner part of the petal and the dominant identity on the outer part. G





Source: [https://www.oise.utoronto.ca/edactivism/Activist\\_Resources/The\\_Power\\_Flower.html](https://www.oise.utoronto.ca/edactivism/Activist_Resources/The_Power_Flower.html)



Title: Black Canadian Scientists, Medical Professionals and Inventors  
 Grades:4-8

Overall Question: How have the contributions of Black Canadian scientists, health care practitioners/physicians, and inventors made an impact on society?

Guiding Questions:

- x What shared experiences have shaped the lives and stories of Black Canadians in Canada?
- x How are the voices of Black Canadians heard and whose voices are often silenced?
- x What characteristics were developed through the personal, professional and/or social struggles that these individuals faced?

Curriculum Connections:

Social Studies

Grade 5: The Role of Government and Responsible Citizenship B3

Grade 6: Heritage and Identity Communities in Canada, Past and Present A1, A2

Learning Goals

Students will: Critically discuss and reflect on the lack of archival documentation on Black Canadians. Create biographical stories about Black Canadian scientists, health care practitioners/physicians and inventors using various technologies. Understand the impact of racial discrimination/segregation and sexism on the livelihood of Black Canadians past and present in the area of science, medicine and inventorship. Define and begin to understand the impact of words such as anti-Black racism, racism, prejudice and segregation

Possible Success Criteria

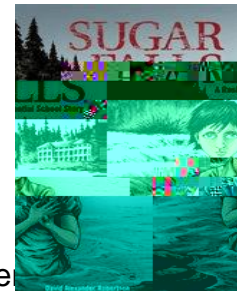
- { Collaboratively develop a visual biographical profile of a Black Canadian scientist, health care practitioner/physician or inventor using technology (PowToon, PowerPoint, etc.)

## Indigenous Learning Resources

### Sugar Falls: A Residential School Story

By: David A. Robertson

Illustrator: Scott B. Henderson



**BASED ON A TRUE STORY\*** A school assignment to interview a residential school survivor leads Daniel to Betsy, his friend's grandmother, who tells him her story. Abandoned as a young child, Betsy was soon adopted into a loving family. A few short years later, at the age of 8, everything changed. Betsy was taken away to a residential school. There she was forced to endure abuse and indignity, but Betsy recalled the words her father spoke to her at Sugar Falls words that gave her the resilience, strength, and determination to survive. Sugar Falls is based on the true story of Betty Ross, Elder from Cross Lake First Nation to acknowledge, with the utmost gratitude, Betty's generosity in sharing her story. A portion of the proceeds from the sale of Sugar Falls goes to support the bursary program for The Helen Betty Osborne Memorial Foundation.

### Sweetest Kulu

By: Celina Kalluk

Illustrator: Alexandria Neonakis



This beautiful bedtime poem, written by acclaimed Inuit throat singer Celina Kalluk, describes the gifts given to a newborn baby by all the animals of the Arctic. Lyrically and tenderly told by a mother speaking to her own little child, this visually stunning book is infused with the traditional Inuit values of love and respect for the land and its animal inhabitants.







## Barely Missing Everything

By Matt Mendez

This is a compelling and eye-opening story about race, economic and social inequality, and preconceived ideas about a particular group of people. Author Matt Mendez sheds light on the struggles of brown people and what people in Latinx communities constantly endure but rarely talk about.

## Web Resources

### [Anti-Racism Resource Centre](#)

Tools for educators in the classroom includes a selection of articles and classroom activities about anti-







wish to respond, you can stand still. Please try to ensure that steps are the same length as others, about two feet long.

Although we are aware that unfortunately many social practices condemn homosexuality, we did not formulate statements that address sexual orientation because we did not want to create a situation in which we would force anyone to reveal information that one might not want revealed. Also, some of the statements will require you to interpret concepts as you understand them now, such as the concept of ethnicity, which could refer to culture, language, ancestry, and more.

Find the full activity here <https://depts.washington.edu/cpreeuw/wordpress/wp-content/uploads/2015/11/SUFG2.1-PrivilegeWalk-Prompts.docx>

Title: Critical Self Reflection Paper on Race and Ethnicity  
Grades 9-12

Description: Write a 4-6 page (double spaced) reflection paper on your childhood and/or adolescent experiences that shaped your perspectives about race and ethnicity. Was your race or ethnicity a major part of your identity? Why or why not? Growing up, what messages did you receive about race and ethnicity from a) your family b) your peers c) your teachers d) the media What implications for professional practice can you draw from your own experiences BT /F1 300.fuh,

Title: Talking Circles about Race, Equity, and Inclusion  
Grades:9-12

Description:Secondary school teachers can include this as a weekly activity. The teacher chooses a topic for discussion related to equity, diversity, and inclusion. The teacher selects an object such as a feather or other artifact. Those holding the object can speak and others must listen. The students sit in a circle and take turns sharing their experiences. A student can opt out of speaking when their turn comes by passing the object to the next person. The activity typically takes 35 minutes.

Source:

<http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf>

## Resources on Environmental Racism

Contributors:Dr. Heather McGregor and Jackson Pind

Grades:10-12/Adult learnerresources

Numerous news articles in Vice Media under Environment section, such as:

- [People of Colour Experience More Grief More Deeply Than White People](#)
- [Climate Change Has Forced Indigenous Peoples in This Area to Pay \\$99 for a Turkey](#)
- [It's Time for Environmental Studies to Own Up](#)

- [Article and link to Youtube panel discussion for those](#)

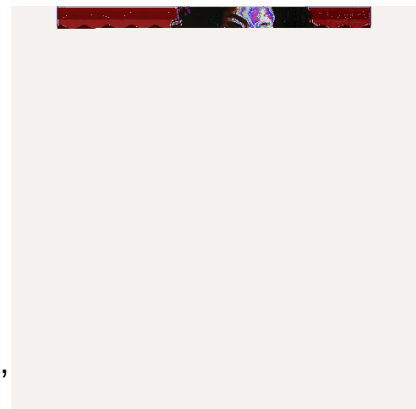
[Equity Resources](#) from the North American Association of Environmental Education

## Indigenous Learning Resources

#NotYourPrincess: Voices of Native American Women

Edited by Lisa Charleyboy & Mary Beth Leatherdale

Whether looking back to a troubled past or welcoming a hopeful future, the powerful voices of Indigenous girls and women across North America resound in this book. In the same visual style as the bestselling *Dreaming in Indian*, #NotYourPrincess presents an eclectic collection of poems, essays, interviews, and art that combine to express the experience of being a Native woman.



A Girl Called Echo

By: Katherena Vermette

Illustrators: Scott B. Henderson and Donovan Yaciuk

Echo Desjardins is adjusting to her new home, finding friends, and learning to stop zipping back and forth in time. One ordinary afternoon in class, Echo finds herself transported to the banks of the Red River in the summer of 1869. All is not well in the territory as Canadian surveyors have arrived to change the face of territory, and Métis families, who have lived there for generations, are losing access to their land. As the Resistance takes hold, Echo fears for her friends and the future of her people in the Red River Valley.





## Resources for College/University Teaching

Policing Black Lives

By: Robyn Maynard

Delving below the surface of the Black Lives Matter movement, Policing 338 n Q EMC /Art  
Black Lives traces the violent realities of anti



## How to Be an Antiracist

By: Ibram X. Kendi

Ibram X. Kendi is a #1 New York Times bestselling author, the Andrew W. Mellon Professor in the Humanities at Boston University, and the founding director of the Boston University Center for Antiracist Research. He is a contributing writer at The Atlantic and a CBS News correspondent. He is the author of five books including *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, which won the National Book Award for Nonfiction; *How to Be an Antiracist*



## From the Middle Passage to Black Lives Matter

By: Marva McLean

In this narrative rooted in autoethnography, the author juxtaposes her personal story with that of international stories of resistance to oppression. The author uses her own experiences and those of others to create a pedagogy to honor their funds of knowledge and foster their historical consciousness. With a focus on eighteenth century freedom fighter Nanny of the Maroons, *From the Middle Passage to Black Lives Matter* emphasizes historical connections between Indigenous people worldwide who have harnessed their ancestral roots to disrupt cultural hegemony.



## Web Resources

### [Call It Out: racism, racial discrimination and human rights](#)

A 30minute interactive eCourse that offers a foundation for learning about race, racial discrimination and human rights protections under Ontario's Human Rights Code. The course covers topics such as: understanding racism and racial discrimination; identifying and addressing racial discrimination; and understanding the role of the Human Rights Code in addressing racial discrimination.

### [Canadian Federation of Students: Anti-Racism Toolkit](#)

This 66page guide includes sections on building advocacy organizations, policy development, anti-racism education, anti-racist curriculum reviews, and online resources.

### [Training For Change](#)

This site lists a series of workshop activities designed to raise awareness about antioppression and antiracism.

### [Government of Canada: Anti-Racism Resources](#)

A collection of reports, film resources, and organizations working against racism in Canada



- { [Dear white people, wake up: Canada is racist](#)
- { [How to become an ally: Educators, community leaders six ways to stand up to anti Black racism](#) (Canadian)
- { [Canonical Loyalty and the Role of Gatekeeping the English Teaching Profession](#) (article & links to resources)
- {



## Lesson Plans/Activities

Title: [Where are you REALLY from? What is a microaggression?](#)

Level: Undergraduate

Microaggressions are hostile verbal, behavioral, or environmental insults that target People of Colour and Indigenous Communities. They are normalized and are thus often not recognized as aggressive or inappropriate. Examples of microaggressions include asking People

View activity: <http://sph.umn.edu/site/docs/hewq/microaggressions.pdf>

Title: Community Research Project on an Immigrant/ Ethnic/Sexual Minority Family in your geographic region

Level: Undergraduate

Working in small groups of four to five (five maximum), you are to prepare a double spaced page (excluding bibliography and appendices) Community Resource Guide for the population that the family belongs to. The intended purpose is to support such families in early learning environments. You may choose to specify a particular community focus (e.g. A specific immigrant group, Indigenous, LGBTQ+, racialized group, religious minority group etc.) Tasks should be divided equitably between group members. All citations should follow APA style with no cutting and pasting from web sites. The guide must include the following information:

- { Introduction
- { Social and cultural profile of the family
- { The family system
- { Access to social resources
- { Impact of immigration on family life
- { Community Resource List
- { Comparison to our own family

- { Relevance to Educators
- { Conclusion
- { References

Data must be collected via both primary and secondary research methods.

Primary research: Complete at least one depth interview with one (1) recent immigrant family from this community in order to research the current challenge and diversity section

Secondary research: This includes but is not limited to scholarly journal articles, newspaper articles, magazine articles, internet resources (reputable), course readings, and library archives.

Source: Dr. Alana Butler

Title: Intersectionality of Identities

Level: Undergraduate and Graduate

Description: This is a self-reflection about our own identities, backgrounds, and histories is how we begin the process of unlearning racism and eliminating our biases.

Examine the privilege/oppression wheel on the next slide and take 5 minutes to reflect on where you see yourself.

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## Indigenous Learning Resources

### Seven Fallen Feathers

By: Tanya Talaga

The shocking true story covered by the Guardian and the New York Times of the seven young Indigenous students who were found dead in a northern Ontario city. In 1966, twelve-year-old Chanie Wenjack froze to death on the railway tracks after running away from residential school. A inquest was called, and four recommendations were made to prevent another tragedy. None of those recommendations were applied. More than a quarter of a century later, from 2000 to 2011, seven Indigenous high school students died in Thunder Bay, Ontario, leading to a sweeping narrative focusing on the lives of the students, award-winning investigative journalist Tanya Talaga delves into the history of this small northern city that has come to manifest Canada's long struggle with human rights violations against Indigenous communities.



## An Inconvenient Indian

By: Thomas King

The Inconvenient Indian distills the insights gleaned from Thomas King's critical and personal meditation on what it means to be "Indian" in North America, weaving a theuriously circular tale of the relationship between non-Natives and Natives in the centuries since the two first encountered each other. In the process, King refashions old stories about historical events and figures, takes a sideways look at film and culture, relates his own complex experiences with activism, and articulates a deep and revolutionary understanding of the cumulative effects of ever-shifting laws and treaties on Native peoples and lands.

## Islands of Decolonial Love

By: Leanne Betasamosoke Simpson

In her debut collection of short stories, Islands of Decolonial Love, renowned writer and activist Leanne Simpson vividly explores the lives of contemporary Indigenous Peoples and communities, especially those of her own Nishnaabeg nation.

## First Nation, Métis and Inuit Student Success

By: [unclear] Residence

Student Success for First Nations, Metis, and Inuit Students is a practical



[National Collaborating Centre for Indigenous Health](#)

Knowledge Resources and Publications about Racism, Colonialism, and Indigeneity

[Guide to Acknowledging First Peoples & Traditional Territory](#)