HumanEYES Activities

Ad hoc Facilitator Guide

Does anyone know what humanize means?

To humanize is basically to see the humaneness in people and places—this makes it easier for humans to relate to and appreciate each other.

Did anyone notice how we changed the spelling for this program? Anyone want to guess why we did that?

We replaced the "ize" with "eyes" because a big part of this program is about LOOKING at how we see ourselves, each other and the world and exploring what shapes (and sometimes even misshapes or distorts) our perspectives or points of view.

Program Overview:

Program Goals + Objectives

- To Connect with elders, each other, our cultures and our creativity
- To Share and "humanize" our stories…

HumanEYES is an arts-centred program that celebrates the diverse life experiences and migration stories in our school communities and beyond. Weaving together intergenerational storytelling, personal reflection, and artistic production, the *HumanEYES Activities* foster creative curiosity, and encourage us to *see* and more deeply appreciate each other's humanity.

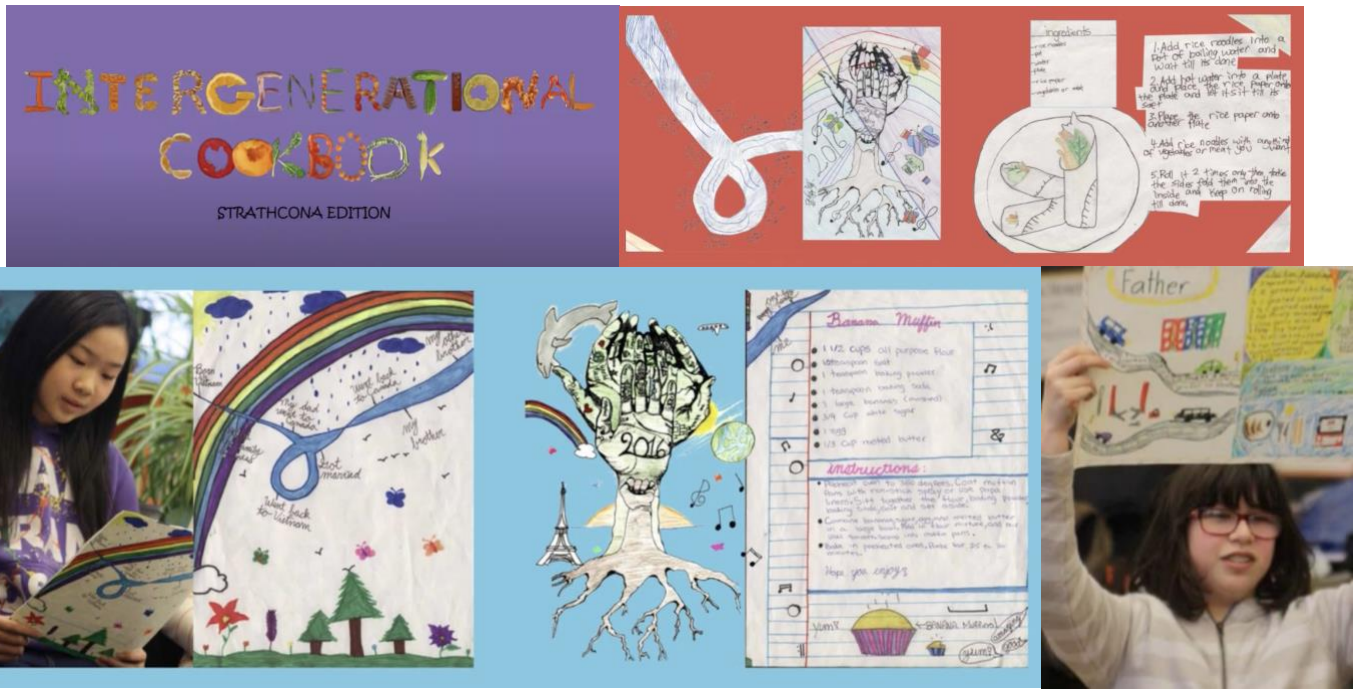
Pre-pandemic, this program unfolded over the course of 6 two hour in-class workshops. Since live workshops aren't happening in schools these days, we're sharing some of the HumanEYES activities, and facilitator notes via Video and text.

A centerpiece of the interconnected HumanEYES activities is an interview with an elder which encourages young people to learn about the life journeys of their ancestors, and in the process grow their own understanding about where they are coming from, and where they might be going.

As the HumanEYES video vignettes illustrate, this elder interview is the inspirational source behind the following core HumanEYES activities:

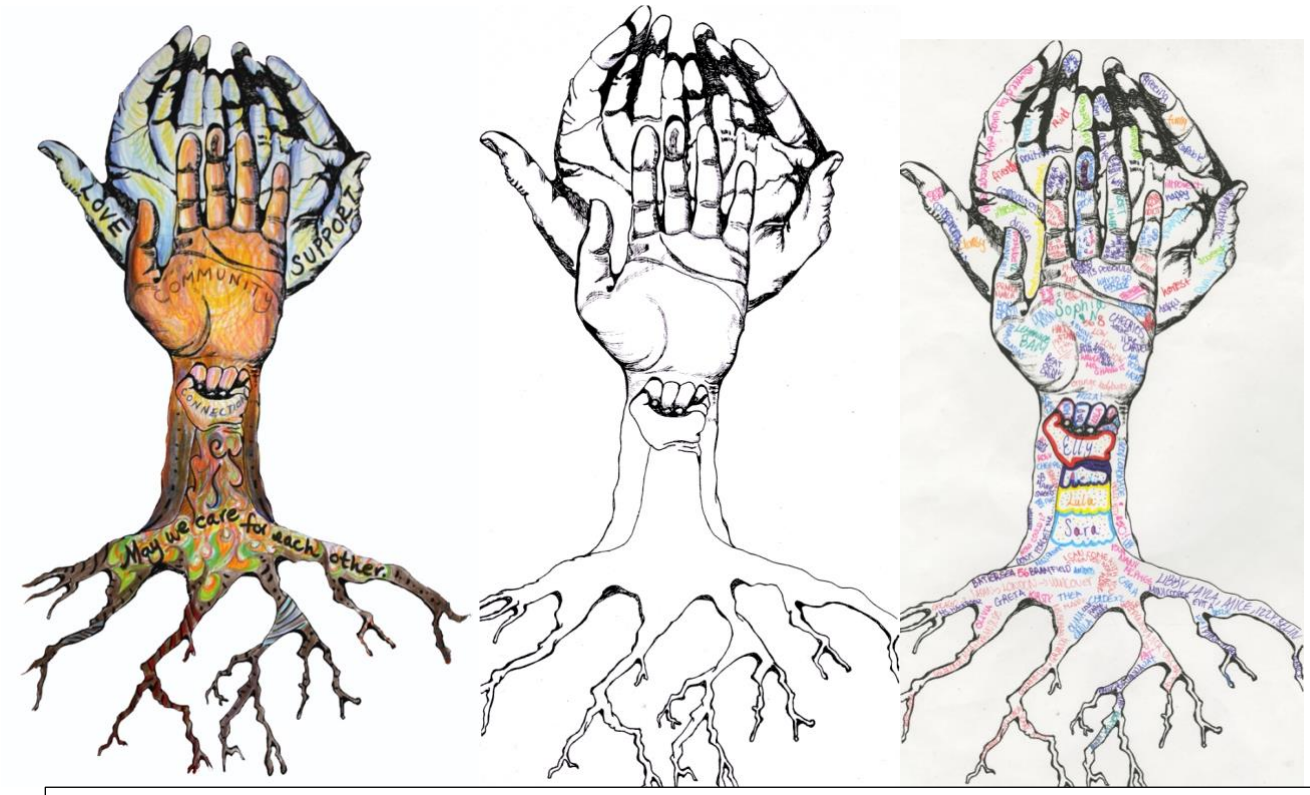
- Poetry: Sense-Based Elder Honouring
- Drawing: Life As A River
- Photography + Recipe Gathering: Cooking with an Elder

The creative work that the student make through these activities can then be combined into an Intergenerational Cookbook.



Palm Tree Colouring Book Activity

The 'Palm Tree' Colouring Book Activity is one of the first activities we tended to do with students to help get them into the zone of multi-generational reflection.



Time: 20 - 55 minutes

Resources needed:

- Enough copies of the Palm Tree drawing (ideally 11 x 17, with heavier paper stock) for the whole class
- Art Supplies: Scissors, glue, markers, crayons, pastels, collaging materials…

See: accesstomedia.org/human-eyes/ for more info

Consider reading the following quote to the class as an inspiration as students are drawing:

If you look deeply into the palm of your hand, you will see your parents and all generations of your ancestors. All of them are alive in this moment. Each is present in your body. You are the continuation of each of these people." ~ Thich Nhat Hanh

Some people draw to find their way to the truth of what they want to express, others need to process through words and ideas first. Do whatever works for you, but here's some prompts and things to ponder to get you started.

Prompt set #1 – PAST, PRESENT, FUTURE

- Imagine the *medium sized hand* in the middle as your life *right now.*
    - *What are some of the most important aspects of who you are? What you really love to do? What you value? What about yourself are you proud of? How you identify in the world?*
    - *What are the main things others know or notice about you, or wish they knew or notice about you?*
    - *What do you spend most of your time doing? What kinds of things stress you out?*
- Now think of the little hand as your past.
    - *What and who has helped shape the person you are today?? Maybe write the names of people, or include some pictures. What pictures, places or thoughts, colours, smells or textures come to mind?? It can be about your own past, or your family or people's past from before you were born.*
- Now think of the big hand as the future.
    - *It could be your future or future generations. What are your hopes and aspirations—for yourself, your generation, the next generation? What colour is the future you hope for?*

Prompt set #2: MY ELDERS / MYSELF / MY DESCENDENTS

- Imagine the biggest hands at the back as your parents/grandparents/elders in your life/ancestors
    - *What do you know about them, their dreams and struggles? How have they helped to shape or support the person you are today??*
    - *Maybe write some of thier names, or include some pictures.*
    - *What pictures, places or thoughts, colours, smells or textures come to mind??*

- Now think of the *medium sized hand* in the middle as yourself
    - *What are some of the most important aspects of who you are? What you really love to do? What you value? What about yourself are you proud of? How you identify in the world?*
    - *What are the main things others know or notice about you, or wish they knew or notice about you?*
    - *What do you spend most of your time doing? What kinds of things stress you out?*

- And last but not least, think about the littlest hand the next generation? The ancestors of the future.
    - What are your hopes and aspirations for future generations? In your potential lineage, or more generally?
    - What colour is the future you hope for? What does it look and smell like?

Prompt set #3 ME, MY ROOTS, and DREAMS

- *In and around* the branches *fill in some of the most important parts of yourself—use words, drawings, pictures from magazines or photocopies of your own; colours and textures—whatever feels right.*

- *At the <u>bottom of the page</u> think about* WHAT and WHO helps to keep you rooted/supported
- *At the <u>top of the page</u>—above the 'palm trees' fill in dreams for yourself , your* community, and the wider world.
-

Interview with an Elder

Note: take care to provide alternatives for students who might not be connected to their elders (and for whom that fact might be a source of pain): another teacher or administrator, someone who cooks in the cafeteria, an elder in a nearby seniors home…

Preparation for the Interview:

Ask your students to:

1. Think of an older adult in your life who inspires you or who you would like to learn more about. (This can be a grandparent, an older aunt or uncle, a parent, a friend of the family, someone at your community centre or in your school etc.).

2. Contact them by phone or email to see if they are interested and available. You can use the invitation form below if you want it to be formal, or just use it as a guide if you would rather make it informal. Either way make sure you tell them:

- ✓ That parts of the 'interview' or conversation will be shared with some of your classmates, used as inspiration for creative writing and drawing activities, and form part of your Intergenerational Cook Book! This will help them better understand what you are looking for, and people tend to feel less self-conscious if they know that they have something specific to contribute to a project like this.

- ✓ Why you are want to interview them in particular. Your keenness to interview them may give confidence if they are hesitant, so convey this to them.

- ✓ What you are looking for in the interview, including an idea of the sorts of questions you will be asking, and other things you will be asking for:
    - a favourite home recipe
    - an opportunity to cook it with them
    - a picture of them or with them.

- ✓ How long it will take (1-3 hours, depending upon whether or not you are able to cook together) and when you would like it to take place (Give them 3 date/time options that work for you within the time frame). You don't want to take up too much of the elders time, but at the same time you don't want to rush it. This is a golden opportunity for both of you. Be fully engaged and take the time to have conversation with depth.

3. Call them to confirm the time, date and location the day before your scheduled meeting.

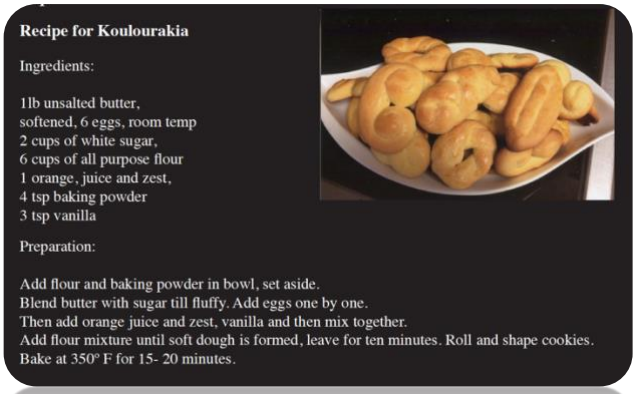
4. Bring a copy of your questions and interview check-list.

Interviewing Tips + Techniques:

During the interview:

- ✓ Be punctual, courteous, respectful and patient (sometimes they might need time to 'look back' and reflect on the question before answering).
- ✓ Phrase questions so that they elicit full (and not just "yes" or "no") answers,
- ✓ Practice active and mindful listening

- ✓ listen closely and make eye contact (unless that isn't culturally appropriate)
- ✓ Really listen to their answers before moving on to the next question (feel free to add more questions about anything you are curious about along the way, or skip questions that don't fit or feel right to ask)
- ✓ If you have a phone or a devise that makes it easy to do an audio recording of their answers, use it (it will help you don't the road). If you don't, take notes during or immediately after the interview (so you don't forget the details)
- ✓ Be sure to thank them for the time they have taken to share their stories and recipes with you.



Dear

At school we are working on a project called **HumanEYES**.

The project uses creativity and storytelling to increase our understanding and appreciation of the many different life experiences and cultures that exist in our classroom.

As part of this project we will be creating an intergenerational cookbook, and collecting stories and recipes from adults/elders in our families and community.

This is where you come in.

I would like to know if you might be available to meet in the near future to talk *and* cook. As far as the talking goes, I'd like to get a sense of what life was like when you were my age, and ask you to share a story or two (if you are comfortable) about some of the big 'turning points' and 'bends' in the river of your life.

And since we are working on a cookbook, I'd love it if you could share one of your favourite recipes from 'home' (whatever that means to you), and ideally cook it with me.

Please let me know if you are interested, and if you are, the times/days you might be available in the coming week or two.

Yours truly,

R.S.V.P. : *HumanEYES* Interview/ Recipe Sharing

☐ YES I would love to participate in this project (please check the following times and dates that will work for you)

- ☐ Date + Time: option/suggestion #1
- ☐ Date + Time: option/suggestion #2
- ☐ Date + Time: option/suggestion #3

☐ NO, I will not be able to participate at this time.

Interview Questions + Check-list

Getting from There to Here: following some of the bends in the river

1. Where were you when you were my age? What was life like for you then?
   What kinds of things do you remember smelling, tasting, hearing and seeing?

2. Tell me a story about a big bend or **turning point** in the 'river of your life'.
   Or:
   Tell me a story about moving from there/then to here/now.

3. With every move, you leave some things behind and you walk towards others. What are some of the things you've lost or gained because of where you live now?

Flavours of 'home' / your childhood

Home can mean many different things to many people. It can mean a current home, a home someone has fond memories of in the past, or maybe even a place that they may have not lived in at all or for too long, but still brings fond memories.

1. What is a **food** that reminds you of your childhood (or: reminds you of 'home'—whatever that means to you)? Tell me what make it so special/full of memories.

2. When you think back to eating that food, what do you recall smelling, tasting, hearing and seeing?

3. Could you please share that recipe with me now or something else that reminds you of home/your childhood? (Lots of recipes from memory only have approximate measurements such as 'a pinch of salt', or 'a handful of herbs, and that's okay!)

4. Cook this recipe together!

Thank them for taking the time to do this with you and tell them you will share the final booklet with them if they are interested.

Check list:

☐ Notes or audio recording of the interview/conversation with your elder.

☐ A recipe from 'home' (take a picture of it, if they only have one copy; record their instruction if they are conjuring it from memory; ask them to send to you via email if they are able)

☐ A picture of you and your elder, the cooking process and/or the final dish

☐ A picture of your elder (past or present)

Cookbook Overview:

Typically every student the in the class gets 2 pages in an Intergenerational Cookbook to “make their own”. These pages will be inspired by the stories, images and recipes gathered during time spent with an elder. The two pages tend to incorporated 2 or 3 of the following elements:

- **recipe(s)** – unless they are really short, there likely won’t be room for more than one recipe in the printed book.
- **photo(s)** (of the elder-past or present, you and the elder, the final dish you cook, the cooking process etc.)
- **drawings, poetry** or **stories** (inspired by the elder interview or project as a whole)

Ideally, every student will receive a copy of the final cookbook—a printed version (if possible), or a pdf booklet.

The above focuses on the core creative activities. The following are a range of related activities we often weaved into the Program to help build community, a deeper understanding of the broader narratives and systemic inequities in play (that tend to centre some migration stories, while marginalizing others).

Milling

Goal: Chance for the group to tune in and engage physically. Sharing personal info in a safe and fun way. Building group trust.

Notes: Work perception and awareness in this exercise: slow down/move faster, changing environments(wind storms, floor of ice/fire) and play with freezes (When one person stops, freeze! See how quick you are at freezing until I melt the groups (getting the students to compete to be the most silent and still) … this will help group pauses and silences later.

Choose or invent questions for the pairs that will both evoke personal sharing that is topic-specific for where you want to go, and also engage the imagination.

Description:

1) Get the group moving around each other in silence, playing with filling the spaces between. Do some internal quiet, imaginative movement, or freeze play in these phases.
2) Pair up with someone who you don't really know very well. Then stand back to back.
   Or
3) Freeze! Meet someone with your eyes, someone who you don't know very well. Then stand back to back.

4) "when I say go…" take a minute to talk to your partner about [see sample topics below]

5) Thank your partner, continue milling, and repeat.

*just do a couple if you only have ten minutes! Sometimes you can put 2 in 1!

- name and someone you admire and why?
- a dream you have for your life
- something you hope for in this project
- how do you like to be creative?
- a way you were creative when you were really little?
- what colour would you be today?
- If you had the mic and the whole world was listening, what would you choose to talk about?
- A moment you felt left out and what you wish the people around you did
- One thing you like about your school or the world and one thing you want to see change
- Name an elder you respect + why
- What is your favourite food and why?

Iceberg

Time: 25 – 40 minutes
Resources needed: Flipchart paper/whiteboard, markers, paper and pens

Aims:

- To reflect on aspects of personal identity
- To demonstrate an understanding of the causes and consequences of stereotyping, prejudice and discrimination
- To identify behaviours that contribute to the prevention of stereotyping, prejudice and discrimination

Instructions:

Draw an iceberg on the board where 20% of it is above the water line, and 80% of it is below.

Ask students:

- *Think about your identity: things that define who you are. List 10 or more aspects of your identity.*

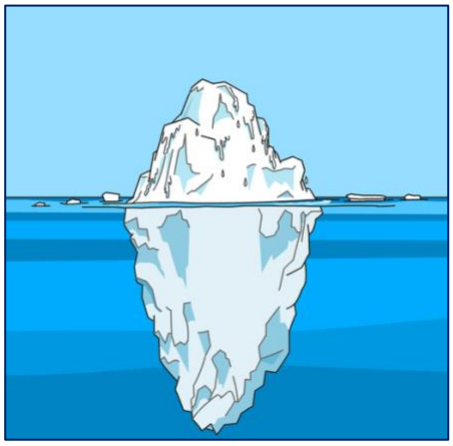
  Your notes are private and are only for your personal use. You will be invited to share some of your thoughts (only the ones you feel comfortable sharing) but will not be required to do so. You may refer to the list below for inspiration but we encourage you to include aspects of your identity not listed below.
  - Age
  - Ethnicity
  - Sexual orientation
  - Education
  - Socio-economic status
  - Gender identity
  - Family structure
  - Languages
  - Nationality
  - Physical appearance
  - Dispositions ??
  - Dressing preferences
  - Skills/Interests/Hobbies
  - Faith
  - Disabilities (visible and/or invisible)
  - Responsibilities
  - Sports/games
  - Values that you stand for
  - Immigration status

  [5 mins writing time]

For younger groups:

What can you tell me about the differences between these two pictures of icebergs? [One is a picture of the tip, which is the visible part of the iceberg; the other is a picture of the whole iceberg, including the parts that are less visible and not visible.]

Iceberg 1

Iceberg 2 

- Just as the iceberg has parts that are visible, less visible, and not visible, aspects of our identities are also not always visible.

  For older groups:
  Share some of the words you wrote and tell us if they go at the top of the iceberg (are visible to everyone), around or just below the waterline (are less visible), or are towards the bottom of the iceberg (not at all visible). Some descriptors may go in multiple places. For example:…[Jot down descriptors on the iceberg as participants call them out.]

- When people **assume** that certain attributes are associated with these "types" or groups of people, this results in a "**stereotype**." In other words, **stereotypes are assumptions that all the people in a certain group have certain attributes** (e.g., "All black kids know how to rap, "All Asians are good at Math").

- When people **believe** that certain **attributes** (whether perceived to be 'positive' or 'negative') **are true for all members of a group**, this leads to **pre-conceived attitudes towards the people of that group**. This is known as **prejudice**. It has its foundation in stereotypes. Examples of prejudicial views include racism, sexism, sizeism, homophobia, xenophobia, etc.

- When people **act against a group** because of **biased views against them**, this is **discrimination**. It has its foundation in prejudice. Examples include unfair treatment, exclusion, biased grading, hiring or firing practices, name-calling, microaggressions, hate crimes, etc.

- What do you think most people think when they see:
  - Homeless people
  - Refugees
  - Muslims
  - Asians
  - Black people
  - Indigenous peoples
  - People with visible disabilities

  You don't need to answer the question; you just need to think about it.

  These are some of the groups that often get stereotyped.

- If you have (or have had) stereotypical views about groups of people, ask yourself, "When did I start making these assumptions about this group of people, and why?"

- Also ask yourself, "What if I was a member of that group? How would it feel if people made assumptions about me?"

- What do you think are some of the dangers associated with stereotyping? How might negative stereotypes affect people's lives?

- Do you think positive stereotypes (e.g. "All Asians are good at math") are a good thing because they're positive? How might they affect the people in that group?

- How are stereotypical views spread in society?

- What do you think could be done to challenge stereotypical views about groups of people?
  What can the government do?
  What can members of society do?
  What can schools do?
  What can parents do?
  What can YOU do?

Definition Jeopardy

Time: 20 minutes
Resources needed: Whiteboard, markers

Aims:

- Reviewing / teaching some basic language for understanding terms related to migration and settlement.

Instructions:

- Write the words you are going to define on the board Ideas for words (maybe fewer is

better—no more than 6):

- Discrimination
- Stereotypes
- Oppression
- Prejudice
- Power
- Privilege
- Ally
- Ancestors

- Divide the group into two teams and get them to choose names for their team in 10 seconds!

- Write down the team names. Get them to yell or speak back the terms on the board.

- Explain that ***after*** the definition has been read out, the first person/team to raise their hands will guess the word that matches the definition. Remind students that since this is 'Jeopardy', they must form their answer as a question (e.g. "What is a stereotype?") and that they can't raise hands till you say "end"

- As an optional addition, you can give bonus points for coming up with examples for each term.
- After a 'winner' is declared, ask if anyone's still a little confused about any of the terms or if anyone has any questions about any of the terms.
- Have fun!

Debrief:

- *Were you surprised by any of the definitions?*
- *Did you learn anything new?*
- *What might 'standing with refugees' look like?*

Sample Definitions:

Ally
A person who supports marginalized, silenced, or less privileged groups without actually being a member of those groups. Some examples are men who stand against sexism, white people who challenge racism, and straight people who work to end homophobia and heterosexism.

Oppression
An action or system where people are `kept down` or kept from gaining or using power by unjust use of force or authority.

Racism

The use of institutional power to deny or grant individuals or groups their rights, respect, resources and representation based on their skin colour.

Stereotype
A false or general belief about a group of people that ignores the individual differences within that group.

Prejudice
Pre-judging. Drawing negative conclusions about people or groups before getting to know them.

Discrimination
The unequal or unfair treatment of people based on their membership in a group. It happens when people act on their prejudices.

Privilege
Unearned power and entitlement gained through being a member a 'dominant' group.
(in terms of gender, race/ethnicity, sexual orientation, class, physical and mental ability etc.)

Power

> *Power-over* is having the capacity (whether acted upon or not) to force others to submit to your will, regardless of their wishes.
>
> *Power -within* is the inner strength associated with courage, conviction, creativity and self-discipline. For some, power-within carries strong spiritual connotations.
>
> *Power-with* is when we co-operate with others to achieve shared ends. It comes from our ability to listen to, empathize with and understand others, and to identify shared beliefs or interests. *Power-with* multiplies our individual strength in the effort to make our society more fair and just.

Privilege
Unearned power that gives certain groups economic, social and political advantages in society.

White Privilege
Unearned benefits received by 'White' people in society simply by virtue of their skin colour (eg. Access to resources, social rewards, power to shape the norms and values of society etc.)

White Fragility
Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.

Systemic racism

Is implicit and mostly invisible; it is embedded in the policies and practices of institutions and organizations. Systemic racism operates directly or indirectly to sustain the power structure and advantages enjoyed by the dominant groups. It results in the unequal distribution of economic, social and political resources and reward among different "racial" groups. It also denies People of Colour access to fully participate in society and creates barriers to education, employment, housing, and other services available to the dominant group (ibid.).

Cultural racism
is a system of values and ideologies that are based on racial differences, cultural superiority and inferiority. These values are produced, maintained and reproduced through powerful institutions like the media and popular culture such that the dominant ideologies become the "taken-for-grant" and norm for society. This form of racism is entrenched in society and it supports, allows and perpetuates individual and systemic racism.

Staircase Of Oppression

The Staircase of Oppression is visual used to explain how stereotypes, prejudices, discrimination, and oppression connect. Definitions of these terms and further explanation of the Staircase of Oppression can be found on the BCTF website. Below are some talking points and questions for reflection on each step of the staircase tool

1) Stereotypes

- Where do stereotypes come from?
- What are common stereotypes about teenagers?
- Is there such a thing as "good" stereotype?
- How might it feel if you belong to a group where the stereotype is that all people who look like are good at sports, but you're not good at sports?

2) When we believe a stereotype is true it becomes a **Prejudice**
If the stereotype that certain groups are lazy, and then people appearing to belong to that group apply they are less likely to be considered for a job. This can also happen through having a name that sounds it belongs to a racial or ethnic group.

3) When we act on Prejudice it becomes a form of **Discrimination**
Discrimination the case of a job application could be choosing not to hire someone because of your beliefs about their qualification based upon the identity groups they belong to.

4) When systems that have power over us, such as the justice system or education system, create laws, policies, or practices that transform discrimination from a single occurrence into something that is widespread and upheld by the power structure. This is **systemic oppression.**
Sexism is one form of systemic oppression, what are others?

5) Systemic oppression also feeds stereotypes. For instance, if a group is targeted by laws that mean they are less likely to gain access to education the media might portray that group as being "uneducated" or "poor" without telling the full story – that systemic barriers have led to lower graduation rates. This incomplete story gets reinforced and people, including people from those communities, can start to feel they are the problem and not the unjust system.

6) Stereotypes and forms oppression impact us differently based on our identity. So as a racialized teenager you are might experience both racism and ageism. This is called intersectionality
One of the Venn diagrams for intersectionality is blank, can you think of an example to go here?

4 Until about 50 years ago Indigenous people had to give up status if they wanted to get a university degree

Before 2017 there was no federal protection against discrimination for transgender people

3

2

"Not John Smith"

Oppression

Power (over)

Discrimination

Action

Prejudice

Belief

Stereotype

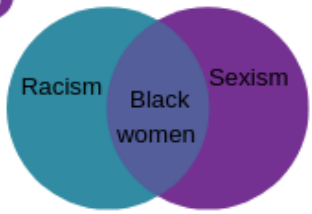
"Those" People are lazy

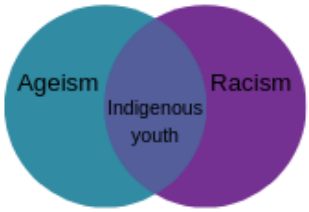
1

5

Systems oppression influence society. For example the way groups are portrayed in the media, reinforces stereotypes

6





Where Do You Stand?

Time: 35-45 minutes

Aims:

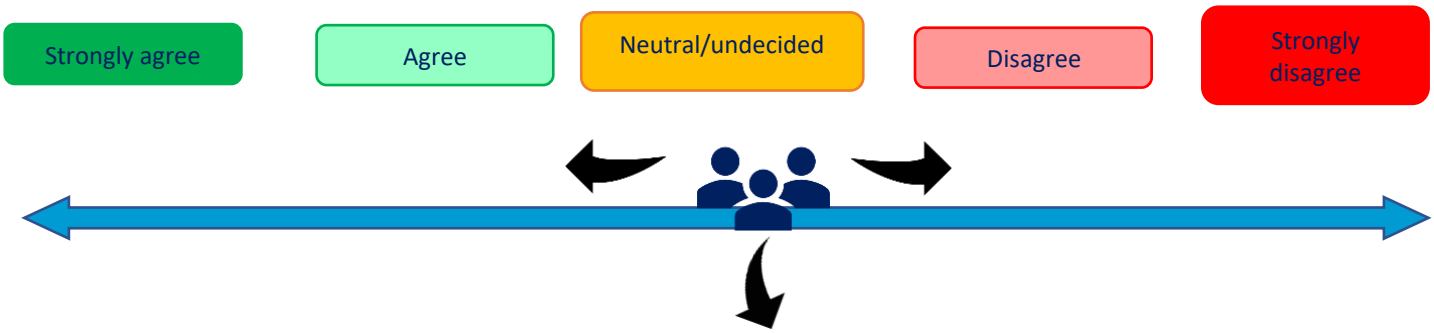
- To reflect on personal assumptions, beliefs, and understanding
- To engage in discussions on equity and discrimination
- To develop awareness of multiple perspectives
- To clarify misconceptions and myths

- You may wish to discuss the activity with members of marginalized groups (e.g., racialized participants, participants with disabilities, etc.) beforehand to ensure that they are comfortable with the activity.
- At the beginning of the activity, remind participants to do their best to be sensitive to the realities and identities of others and to frame their comments respectfully.

Instructions:

- Before you start pick 5 statements from the statement bank below (or make your own) that are most appropriate for the class, or subject you are focusing on.
- Move furniture against walls to clear a large space in the middle of the room.
- Tell students the left side is “strongly agree” and the right side as “strongly disagree.”
- Explain that you will be reading out a series of statements and that they will be invited to move to a spot along the spectrum that best reflects the extent to which they agree or disagree with a particular statement.

This activity helps you to think about “where you stand” in relation to certain statements.
For example, if you strongly agree, you may move to the far left of the room. If you agree (but not strongly), you may move to the left of the room, but not all the way to the furthest point. You may also remain in the centre of the room if you are undecided about the statement. If you are uncomfortable responding to a statement, you may move to the back of the room to opt out of responding to that statement. As the discussion unfolds, be open to changing your opinion, and moving accordingly, but try to challenge yourself to not just go to where your friends might be clustered, or influence them to move to where you are.



opt out

Once everyone has moved to their chosen spot, some of you will be invited to share the reasons why you chose that spot. In case you are uncomfortable explaining your reasons, you may simply pass on the invitation to share.

Importantly, if you change your opinion during the discussions, you may move to another spot that better reflects how you feel about a particular statement.

- Read out the first statement and explain any terms that may be unfamiliar to participants.
- Ask participants to move to the part of the room that best reflects their opinion.
- Once participants have moved to their chosen spot, invite participants from different parts of the room to share why they thought that was a suitable spot for them.

For younger participants, you can do this in a fun manner by pretending that you are a reporter interviewing them.

- Encourage everyone to speak if they wish.
- Also encourage them to respond to others by asking questions or sharing information/life experiences. Remind participants that everyone is entitled to their opinion and that they should not judge others or react in anger if they do not agree with others' opinions. Instead, they might try putting themselves in the shoes of others, and being curious about the reasons behind their views.
- Remind participants that they are free to move to other parts of the room if they change their opinion during the discussion.
- Take note of which statements elicit the most divergent responses from participants as you may want to discuss these further during the debriefing session.

If a participant says something provocative or controversial, try to draw out the opinions, life experiences and knowledge in the room and keep the conversations between the participants rather than responding directly to the participant.

Use probing questions during the activity such as:

- *"What do others think about that comment?"*
- *"How do others feel about that?"*
- *"Does that ring true for others?"*

- *"Have others had similar or different experiences?"*
- *"Would anyone like to respond to that comment?"*

You may add your own thoughts during the debriefing session at the end of the activity.

Debriefing:

- Were you uncertain about particular statements or lacking enough information to respond to any of the statements?
- Did any of the statements make you uncomfortable? If so, why?
- Was the spot you picked influenced by where others chose to stand?
- Did your opinions change after hearing explanations from other group members?
- What influenced your initial opinions? (E.g., media, myths, family members, books, etc.)
- How can you challenge any of the negative messages perpetuated by these influences?

See https://mediasmarts.ca/tipsheet/talking-kids-about-gender-stereotypes-tip-sheet
For an example of unpacking gender stereotypes and their sources. This can be modified for other ISM's.

Statement Bank

- *Statements rated lower on the sensitivity scale are more suitable for younger participants, or in instances where you are less confident about the levels of safety within the group*
- *Links to online resources have been provided for some of the statements.*

Focus	**Sensitivity scale**	**Statement**	**Resources**
Colonialism ; power; history		History textbooks give us a complete picture about the past.	
		History textbooks are written from a neutral perspective.	
		North America has a history of racism.	https://www.ferris.edu/jimcrow/what.htm https://www.nps.gov/malu/learn/education/jim_crow_laws.htm https://www.history.com/topics/early-20th-century-us/jim-crow-laws

			https://www.ferris.edu/HTMLS/news/jimcrow/question/2021/february.htm https://www.thecanadianencyclopedia.ca/en/article/racial-segregation-of-black-people-in-canada
		Canada has a history of slavery.	https://humanrights.ca/story/the-story-of-slavery-in-canadian-history https://www.cbc.ca/radio/ideas/slavery-s-long-shadow-the-impact-of-200-years-of-enslavement-in-canada-1.4733595 https://www.cbc.ca/radio/ideas/canada-s-slavery-secret-the-whitewashing-of-200-years-of-enslavement-1.4726313 https://www.historymuseum.ca/virtual-museum-of-new-france/population/slavery/#:~:text=The%20historian%20Marcel%20Trudel%20catalogued,the%20course%20of%20this%20period.
Representation		I see people of my cultural group on TV.	
		I see people of my cultural group on TV and I think they are represented fairly.	
		I see myself in the books I read at school.	
		I see people like me the school curriculum, and feel that they are represented fairly.	

Inclusion; equity		My friend circle includes people from lots of different backgrounds (ethnicity, age, nationality, gender, etc.) and different lifestyles.	
		All of the spaces in this school are accessible by people of all abilities.	http://obiaa.com/wp-content/uploads/2014/09/Accessible-Buildings-Checklist-OBIAA.pdf https://www.auraoffice.ca/blog/rick-hansen-on-making-accessible-buildings-the-new-global-standard/ http://nda.ie/resources/accessibility-toolkit/make-your-buildings-more-accessible/
		People in Canada are encouraged to keep their culture.	
		Canada is much less racist than the USA.	
		In Canada you will not be denied your human rights because of your race, religion gender or sexuality.	
		It is completely safe for a couple with different cultural backgrounds to show affection at school.	
		It is completely safe for 2 boys to hold hands while walking down the hall at school.	
		I have felt the need to change something about myself to fit in with the groups that I hang out with.	
		Social pressures make people hide aspects of who they really are in order to be accepted.	
Stereotypes; assumptions		Asian students are good at math.	
		Girls are not very good at math and science	https://www.edutopia.org/article/keeping-girls-stem-3-barriers-3-solutions

			https://www.npr.org/sections/health-shots/2019/11/08/777187543/math-looks-the-same-in-the-brains-of-boys-and-girls-study-finds https://www.edutopia.org/article/keeping-girls-stem-3-barriers-3-solutions
		Boys are not very good at reading.	https://www.cnn.com/2020/02/26/health/boys-reading-stereotype-wellness/index.html
		Basketball is a sport for boys.	
		Girls can't be great technology professionals.	https://www.edutopia.org/article/keeping-girls-stem-3-barriers-3-solutions https://builtin.com/women-tech/women-in-tech-workplace-statistics https://www.amightygirl.com/blog?p=24574
		I can tell a lot about a person's cultural background by looking at them.	
		It's ok to use a nickname for someone if I can't pronounce their name.	https://cases.open.ubc.ca/whats-in-a-name/ See scenario and talking points
Privilege		Everyone has some form of privilege.	
		All White people enjoy the same forms of privilege.	
		White people benefit from privileges that people of colour do not.	
		I am familiar with the term "White fragility"	https://www.beacon.org/assets/clientpages/whitefragilityquiz.aspx
		Affirmative Action gives marginalized people unfair advantages.	

Immigration; refugees		People who speak English with a foreign accent can't be very successful in Canada.	
		Refugees contribute to Canadian society and economy.	
		Refugees' prior education and skills are recognized in Canada.	
		Refugees are welcomed and accepted as equal in Canada.	
		Canada spends a lot of money on refugees.	
		Canada should do a better job at screening refugees so that fewer refugees are allowed to remain in Canada.	
Racism		Racism only affects some people.	
		Different cultures are represented fairly in mainstream media.	
		I don't think I'm racist so I don't really feel the need to learn about anti-racism.	https://www.verywellmind.com/what-is-anti-racism-5071426 https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist?language=en
		Racial discrimination contributes to poverty.	https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/What%20Racism%20Looks%20Like.pdf
Discrimination		The lighter one's skin colour, the more likely they will be successful.	
		A person's name may determine whether they get called for an interview.	https://www.cbc.ca/news/canada/toronto/name-job-interview-1.3951513

			https://www.theglobeandmail.com/report-on-business/careers/how-an-ethnic-sounding-name-may-affect-the-job-hunt/article555082/ https://www.thestar.com/news/immigration/2017/01/25/better-education-doesnt-help-asian-job-candidates-beat-out-anglos-study.html
		I have no problem challenging my friends when they say or do something discriminatory.	https://www.ferris.edu/HTMLS/news/jimcrow/caricature/homepage.htm
		I have been treated differently because of aspects of my identity (skin colour, religion, gender identity, sexual orientation, age, etc.).	https://www.chrc-ccdp.gc.ca/eng/content/what-discrimination https://www.brighthr.com/articles/equality-and-discrimination/racial-discrimination/examples-of-racial-discrimination-in-the-workplace/
		I have never experienced/witnessed or perpetuated covert racism (e.g., microaggressions, exclusion, etc.).	https://www.psychologytoday.com/ca/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life
		I have experienced or witnessed overt racism (e.g., racist slurs, hate crime, etc.).	
		I understand what systemic oppression is, and have witnessed it in action.	
Indigenous issues (gauging levels of awareness and prior knowledge)		At school I learn a lot about the history of Indigenous peoples in Canada.	
		I have learned about Residential Schools.	http://publications.gc.ca/collections/collection_2012/cvrc-trcc/IR4-4-2012-eng.pdf
		I have heard about MMIWG.	https://www.afn.ca/policy-sectors/mmiwg-end-violence/
		I have heard about the Highway of Tears.	https://www.thecanadianencyclopedia.ca/en/article/highway-of-tears

		Indigenous peoples are in the same situation as other Canadians.	https://www.thecanadianencyclopedia.ca/en/article/native-people-social-conditions https://www.chrc-ccdp.gc.ca/eng/content/indigenous-peoples https://www.ictinc.ca/blog/8-key-issues-for-indigenous-peoples-in-canada

Free Write / Writing Reflection

Goal: To engage students in self-expression through writing, to establish comfort writing

Notes: Often helps to use prompts for free writing, gives writers somewhere to jump off from.
Start with random warm up free writes then move into topic based prompts.

Ask students to put their names at the top & try to keep these poems!
Collect them and see if anything interesting for final product came out.

Description:

1) Arrange the room in a way where students have personal space.
2) Open with some calming techniques (eg, group breaths) that lead into silence
3) Explain freewriting: No self-censorship, whatever you write is right, write fast and furious, just keep writing even if your repeating a word until your next thought comes into your mind.
   - spelling and grammar don't matter!
   - It doesn't need to make sense!
   - You can write in your other language(s) if you want, not only English!
4) Random prompts: Have the group suggest 2 nouns (person / place/ thing) an adjective (description word: 'quickly') and an adverb ('doing' word: 'sleeping'). And have all the participants write those words at the top of their page. The challenge is to use them all, somehow, in 1 minute of writing..
5) Share backs – great in a full round, fast and gives everyone the experience of reading aloud without being judged (everyone wrote non-sense, everyone used the same words).
6) Repeat with random words if you have time, then move on using topic-based prompts.

Topic based prompt ideas:

Fairness is…..
I can help to create a space where every voice matters by...
If I could write my own history, it would be like this:
I will change _____ in the world (or in my community) because _____.
My story to this land is….
If I could rewrite history, it would be like this:
If I had the mic and the whole world was listening I would say _____.

You can Generate word prompts with these topics for group discussion, brainstorm words that come up on the board and then students select a few words from the board before entering a free write.

-What we respect as traits in other people? What actions do we admire?
-Things about your parents and grandparents that you love
-things in the past you hope never happen again (transforming generational patterns)
-friendships/connections that cross boundaries, with people who have different histories