

Learning to be anti-Racist- Understanding Anti-Oppression and Anti-Black Racism

Title: Learning to be anti-Racist- Understanding Anti-Oppression and Anti-Black Racism

Subtitle:

Duration: multi-day lesson or unit

Best Courses fit: Social Sciences & Humanities, The Arts, Canadian & World Studies, English, Interdisciplinary Studies, Technological Studies, Business Studies

Facilitator reflection

Prior to any discussion on anti-oppression and anti-Black racism, you are encouraged to reflect on and actively engage with the Critical Consciousness questions ([attach here](#)). Invite students into the discussion space with a classroom agreement (example given in the slide show, can be generated with class) to respect the voices being presented and the voices of students. Teachers can use an emoji check in with students to see how they are feeling or reacting to the lesson at any time. At the end of each class build in the time for an exit activity (example provided in lesson) or a wrap up based on the tone of the class to bring closure to the class period.

Overview

This unit was designed to assist facilitators in having discussions about anti-Black racism starting with the present. It is designed to take students on a reflective journey in 5 parts that starts with the now and builds on how we got here, to look at how to connect the past to the present. It is intended to be a “walk through history” and that there are other lessons in this resource that offer a deeper dive into some of the people, places and events mentioned in this lesson. Each lesson in this slide show can be supplemented further by other lessons in this resource. Students will be asked to keep a ***Towards Being Anti-Racist*** journal where they will store all of their reflections and work generated throughout the lesson. This journal can be collected by teachers throughout the lesson or at the end and be assessed and evaluated. There are many appendices provided throughout the lesson to help support the learning. Included in the Appendices is a working glossary. The last column of the glossary invites participants to include a video or media resource to enhance understanding of the terms. It has definitions relevant to this lesson but also teachers should take the opportunity to add to the glossary with student input.

This Unit is accompanied by a slide show. You can use the entire unit or divide it by any part or you can choose lessons within the unit in various classes. By the end of the unit, participants will have generated a few resources that can be used in a school wide initiative to creatively share those resources.

Parts of this lesson can be used cross curricularly as singular lesson plans or an introductory activity to support the learning of specific topics related to Black lives.

Here is the breakdown of Parts and Activities in each part.

Part 1- In Relationship With One Another

1. Glossary contribution
2. Quote response
3. Who Am I activity/debrief discussion
4. Discussion response to UnLearning My Name and Utopihood/Jamboard consolidation
5. Exit card

Part 2 The Danger of a Single Story

6. Glossary (Appendix A)
7. Danger of the single story discussion based on prompts
8. Response to reflection prompt

Part 3 Learning About Black Lives-The Beginnings in Canada

9. Open forum discussion #BlackOutHistory
10. KWL Chart
11. Did you know contribution (Appendix B)
12. February and Beyond resource development (Appendix C)
13. Handouts connected to presentations of Black historical moments (Appendix D)
14. Exit activity card (Appendix E)

Part 4 Learning About Black Lives-Understanding Present Realities

15. The Iceberg activity (Appendix F) Example (Appendix G)
16. After the Iceberg discussion (Jamboard/chart paper)
17. Implicit bias test
18. Discussions/reflections on implicit bias, White privilege, systemic racism (could add microaggression and anti-black racism here too)
19. Pecha Kucha (Appendix H)

Part 5- Moving Forward as Changemakers

20. Planning anti-racism reminders (worksheet Appendix I)
21. Creating anti-racism reminders slideshow (Appendix J)
22. Presentation of anti-racism reminders

Opening - Starting/Continuing the Discussion

When having these discussions, we must agree to...

- Create a collective space where we can speak the truth
- Recognize that the truth is not always comfortable and that is ok as long as we commit to try to move through that feeling of discomfort and not to sit in it
- Stay with me, speak our truths, listen to other stories
- Understand that these stories may be new to us, but are lived by others in Canada and these experiences matter

1. Suggested in the opening slides are a classroom agreement on approaching the learning of difficult stories and peoples lived realities. This agreement can be generated with the class but the one provided can certainly be used as an example.

Definitions are all in the [glossary](#)

Words to understand...more to come

Race

Racism

Anti-Racism

Anti-Black Racism

Slide of definitions that can be found in the glossary

Race

Racism

Anti-Racism

Anti-Black Racism

2. (for slide above) *Preamble*: The opening of 2020 was rough. By March, we were reacting strongly to a pandemic we were unprepared for. At the beginning of this new reality we were all constantly immersed in our social media not only to find out more information about covid but also as a way of distracting ourselves from our concerns and the inability to leave our “safe” spaces. Therefore it was no surprise that so many people saw for themselves or heard the video of the May 2020 murder of George Floyd, an African-American man, by a Minneapolis police officer, surrounded by other police officers. This display of police brutality is an example of systemic racism.

Shocked, what the world witnessed was information new to some but a reality that is all too familiar for Black folks all across the globe and yes, right here in Canada. In many circles, what came of this was a long overdue commitment to listening to Black voices, instituting change that reflects that listening and learning and a need to be personal changemakers. Many youth engaged in social media advocacy and attempted to find ways to learn and understand more about the lives of Black folks. What could not be denied, was the very telling reality of the practice of anti-Black racism and how it impacts ALL of us and our communities.

Language is always evolving but presently, some of the critical language that has risen out of this ...are

Colonization

White supremacy

Anti-Black racism

Institutionalized racism

White privilege <https://www.learningforjustice.org/magazine/fall-2018/what-is-white-privilege-really>

(All words are in the glossary)

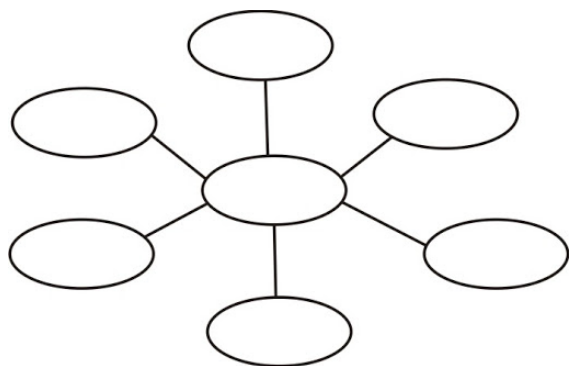
Education is an institution and education has a key role in teaching us about social justice as we prepare for this world. We are in a place where we recognize that some of Canada's history has not been taught to us. The stories of Indigenous folks and Black folks have been left out or even erased from textbooks and our curriculum.

That is a lot to take in.

But what does this all mean and how do we do better? Together as a class we will explore these terms, concepts, and listen to stories from authentic voices to better understand how we got here and what we need to move forward in a just way. To move forward together to build spaces that are inclusive and respectful of everyone's voices. To grow as a collective community. To grow as a nation.

Part 1 - In Relationship With One Another/ We all Share Space/Understanding Ourselves to Better Understand Others

<div data-bbox="74 478 599 669"> <p>"No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." — Nelson Mandela</p> </div>	<p>MINDS ON</p> <p>3. Read the quote and have students respond to the following prompt:</p> <p><i>Use one word or more to describe how this quote makes you feel.</i></p> <p>Teachers can respond with one word on a sticky note or in a chat. Ask students to share and draw it together referencing the hate is taught and love too can be taught-so let us learn.</p>
<div data-bbox="74 974 592 1266"> <p>About Identity...</p> <p>No one is born racist. Racism is learned and being anti-racist is a conscious choice and effort.</p> <p><i>These choices require:</i></p> <ul style="list-style-type: none"> → ongoing self-awareness and self reflection as we make conscious choices to listen and learn → ongoing understanding of the role of action in making conscious choices about what it means to be anti-racist. </div>	<p>4. Teachers will lead students into the introduction of this lesson by connecting the Mandela quote to this slide. Teachers can ask students to keep an ongoing journal for this slideshow as there will be many opportunities for reflective writing. The journal can be titled: <i>Towards Being Anti-Racist.</i> Reflective writing can be produced in a variety of different ways, written, vlog, photo based, audio...)</p> <p>Point out that the term anti-racist has been used in the title and appears again here let us add it to our glossary. <i>(For teachers: the Appendix A-Glossary is provided for you so you can define the terms. Define racism as well.)</i> Students will see here that the expectations are that collectively as a class, students will engage in ongoing reflection, will check in with ourselves and understand that with this learning, we have the ability to make personal choices.</p>
<div data-bbox="74 1512 581 1772"> <p>So we start with ourselves...</p> <p>When we start here, we open ourselves to addressing our personal biases and recognize that we are a product of our learning.</p> <p>We hold the capacity to learn to unlearn and relearn.</p> <p>Let us start with a Who Am I Activity and reflect on our personal identities...</p> </div> <p>Example of a mind map</p>	<p>ACTION</p> <p>5. Teachers note the term personal bias and add to the glossary.</p> <p>6. Have students consider the question "Why do you think we are starting this activity here, with ourselves? (In order to deconstruct racism, we have to be aware of where/what our personal biases are, understand how we were taught or came about those personal biases and open our minds to new learning from our starting point.</p>



are and how we have been taught these understandings have come from)

Be aware of our own biases and acknowledge our own privilege.

A definition for bias and privilege is provided in the [Appendix A-Glossary](#)

7. Lead students into Who Am I activity using the following *preamble*: We are going to fill out an identity chart. This chart helps you to consider the many factors that shape who you are as individuals and within communities.

It can help deepen our understanding of our social identities and the groups we belong to. Teachers can prompt students by using themselves as an example and list: race, gender identity, familial relation, disability, religion/spirituality/creed ect.

Use this mind map and answer the question: What were some of the factors that contribute to my identity?

Find a mind map graphic organizer for this activity or have students draw it out and put **My Identity** in the middle.

Wrap up: We all have important aspects of our identities, and these identities inform who we are. Sometimes, others have perceptions of our identities that are entirely false and cause harm. (teachers can use teens or gender as an example) How do our identities inform our experiences?

When complete, this is added to their journal.

My Identity

The following prompts are a checklist. Write yes or no on a sheet of paper in response to the prompts.

- You often/can expect to? see positive portrayals of your race in media
- Your race is not connected to your ability to be successful
- Your parents have had to have "the talk" with you about how to act should you encounter police
- You have not had to deal with a racial microaggression towards you
- You would never think twice about calling the police when trouble occurs

8. Activity Continued

After completing the Who Am I activity, Students will now look at their responses through the questions posed. These are yes or no questions. The resources provided are to support the discussion in the debrief that comes next. Provide anecdotes for each (sample resources attached)

→ You often/can expect to? see positive portrayals of your race in media

-(resource) [Canadian Media Fails to Represent-A Multimedia Recap](#)

→ Your race is not connected to your ability to be successful

-(resource) [Canada has a discrimination problem when it come to hiring-here's why](#)

→ Your parents have had to have “the talk” with you about how to act should you encounter police

-(resource) [Procter & Gamble The Talk](#)

Also consider adding extensions to dig deeper and provide probing questions to reflect on each

→ You have not had to deal with a racial microaggression towards you

-(resource) [Microaggressions](#) (language disclaimer)

→ You would never think twice about calling the police when trouble occurs

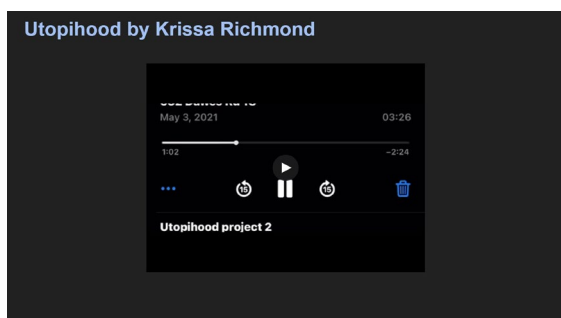
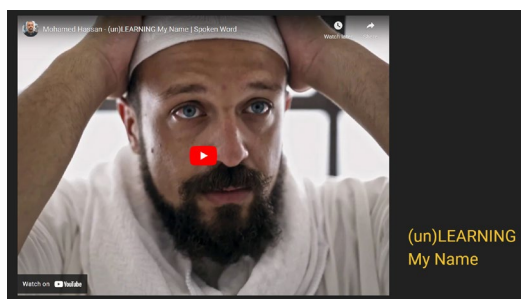
-(resource) [For Black people calling the police can be dangerous. It's time we had another option](#)

Debrief

1. How did the activity make you feel?
2. Did you wonder who was responding “no” to these prompts
3. Was there anything you wish existed in the prompts that was not an option?
4. How may our identities impact our interactions with people around us?
5. Why do you think we did that quick activity?

9. Debrief - Center student voices in this discussion. Some information may be new or shocking but support each point in the *My Identity activity* with the resources provided or resources generated by the teacher. Ask students to identify what the resources tell us about “identity” and Black lives in Canada.

Preamble: The outcome will prove that the experiences of everyone in our communities are varied. As we are talking about race, in looking at the information provided by the resources above, we can see that many Black Canadians experience a reality that involves being judged based on skin colour, discriminated against, and impacted negatively by institutions including media, police, and employment.



10. Teachers will briefly introduce the spoken word artists explaining that these poems offer the listeners an opportunity to connect to the lives of other people. Introduce both spoken word pieces then divide students into groups in a Jamboard or chart and paper activity where they will respond to the questions in the preamble below. After adequate time is given, have groups rotate till all groups have listened to both pieces and have responded

Tips for listening to spoken word:

- Keep an open mind
- Listen without distraction
- Write down words/phrases that are memorable to you
- Listen again

Preamble: Listening to spoken word poetry is one way in which we think about identity, membership and belonging in our society. We are going to look at the following two spoken word pieces by 2 artists who are talking about Identity from their lived experiences. Mohamed Hassan is a Muslim poet. Krissa Rickmond is a Toronto spoken word artist who wrote Utopihood at 17. While listening to each of these these spoken word pieces:

1. Write down what the titles tell you about the spoken word pieces
2. Write down the lines or words that stand out to you
3. Write the feelings you are experiencing during the listening
4. Write down something about the poet's experiences that shocked you
5. Write down how their ethno cultural identities have impacted their words
6. Each artist speaks to a system, an institutional structure that has tried to define who they are. For Mohamed Hassan, what was that system? For Krissa Richmond, what was that system?
7. Write down how they feel they have been viewed by society
8. Was there a moment you can remember where someone perceived you differently from how you perceived yourself?
9. What does this statement mean? ***"Poetry as Resistance"*** Connect it to the spoken word pieces you have listened to.

Have students come together in groups to dialogue about the question above and build their ideas. Teachers will pull all groups together and have students share. This is only a sharing. Use discretion on any comments that are inappropriate.

Students can include their jot notes in their journal.

One of the things this activity should have made clear is that...

- Biases exist
- We all may have learned some things about our social location that we may not have recognized. One's social location, awards or denies you privilege
- We all recognize the importance of self reflection
- Race has an impact on how we are perceived
- We all have "a story"

CONSOLIDATION

11. Wrap up with this slide that leads into Part 2.

Teachers can wrap up Part 1 with a Jamboard or sticky notes where students with an **exit card** (Paper or Google Forms):

Here are the exit card questions:

- What does my new learning mean to my understanding of identity?
- What is new learning for me in this lesson?
- What questions, feelings, ideas did these lessons raise for me?
- Write one question about today's content-something you are curious about?

Part 2 - The Danger of a Single Story

MINDS ON

1. Let us talk about stories.

Teachers can use the information in the slides to introduce Part 2. This is a way of giving students some insight into the direction of the conversation and they can use the information on these slides to respond to the questions that will guide the discussion

Teachers can provide explanation to reach point

The second slide will

- Especially when it is told only by who controls the dominant narrative (*Western, white perspectives*)
- Especially if/when it defines and describes the lives of others through a single narrative (*tells us how to think about a group*)
- Especially when it erases the existence of people (*Black people have been in Canada since the 1600, yet do not appear in textbooks*)
- Especially when it is used to systematically oppress a group/people (*Black people seen as dangerous and are victim to racial profiling*)

We all Have a Story...

- Stories are an effective way of communicating knowledge
- Stories encourage the listening and learning of various perspectives
- Stories help build empathy and understanding
- Stories can expand our insight from micro to macro

But stories also have the potential to be dangerous...

- Especially when it is told only by who controls the dominant narrative
- Especially if/when it defines and describes the lives of others through a single narrative
- Especially when it erases the existence of people
- Especially when it is used to systematically oppress a group/people

ACTION

2. *Pre-viewing*- Introduce title of TED talk-*The Danger of a Single Story*

Preamble: Ask students: Think about the title of this talk. What do you think may be the “danger” of the single story?

Have students respond.

Preamble: Chimamanda Ngozi Adichie is a Nigerian writer whose TED talk *The Danger of a Single Story* is one of the most viewed TED talks to date. We are going to listen to this talk. While we are listening, consider the following questions. Feel free to take notes to build your understanding.

The danger of a single story | Chimamanda Ngozi Adichie



3. Post the questions to students prior to viewing. Let students know that they will be engaging in a class discussion guided by these questions:

1. Think back to how Adiche describes herself at the beginning of the talk. Later in the talk, we learn how other people view her. How do those views differ from how she describes herself?
2. How does literature and media impact the way we understand peoples and cultures?
3. What were some of Adiche's examples of her "single stories?" Why are single stories dangerous?
4. What gave Adichie the power to change her single story?
5. Let's define stereotypes. [Appendix A-Glossary](#)
6. With your understanding of stereotypes, consider this quote by Adiche: *"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."* What is the relationship between "single stories" and stereotypes?
7. Ngozi Adichie suggests that we must reject the single story, and that stories matter because they have the power to break or create dignity. Explain what this comment makes you think of.
8. What was one thing Ngozi Adichie said, which really resonated with you? What did it make you think or realize?
9. Let us push our thinking a step further, what happens when we have never learned the story of a people?
10. If we bring this knowledge back to education and learning of our collective history in Canada prior to 1867, whose stories are missing?

Engage students in discussion using the questions as prompts. As teachers you have the option to simply have a guided fulsome discussion or have a discussion and ask students to write a reflection.

Reflection prompt: *What new information have I learned from this activity and what can I walk away with to apply to my everyday life?*

The response is recorded in their journal.

What is the story of Canada what we have been told?

Take a moment and think of your journey of education in the Canadian school system.

- What did you learn about the history of Canada?
- Whose histories have been erased from Canadian history?
- Whose stories are being told? What is our evidence of this?

CONSOLIDATION

4. Teachers can bring Part 2 to a close with the language on these slides. *Preamble:* Take a moment to reflect on the questions in this slide. Let's talk about your responses.

Part of what we will be engaging in with this unit is the development of a Did you know resource. Let us start by asking ourselves a few Did you know questions. (allow students chance to respond to each)

Did you Know...

Understanding the history of Canada is integral to our understanding of the construction of race and the reality of racism here. Canada has offered many people a refuge and is seen as a progressive country.

Yet, it is also important understand that not everyone's experiences of Canada has been "progressive."

All these conversations and #s around Black Lives Matter, Indigenous Lives Matter, anti-Asian racism, Islamophobia and more...

Are. Happening. For. A. Reason.

Let us talk a walk through the missing pages of Canadian history... Black Canadian history

-How long Black people have been in Canada? (since 1600's)

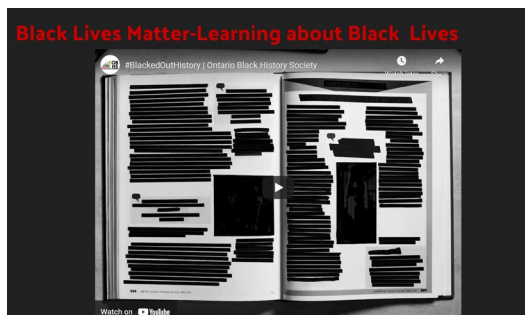
-The first man to arrive on Turtle Island was an explorer? (Mathieu DaCosta)

-There was slavery in Canada? (yes)

-The contributions of Black people to the fabric of Canada?(Mary Shadd, William Peyton Hubbard, Anderson Ruffin Abbott, Wilson O. Brooks...)

This part of the lesson can be expanded through the Early Black Communities lesson plans from Shantelle's lessons

Part 3 - Learning About Black Lives-The Beginnings



MINDS ON

1.Pre-viewing-Teachers will have students reflect on the following questions:

- What have you been taught about Black Canadian History in prior classes/ history classes?
- Is it possible to go through school and not learn about Black history?

ACTION

2.Watch video. Teachers will ask students to explain the impact of this video. To facilitate discussion, Teachers can point out the facts stated and have an open forum discussion on questions 3-8

-A history of over 400 years

-Black history is Canadian History

- When Black stories and histories, very much a part of Canadian history, do not appear in the books we use in our education institutions, what is lost for all students?
- Why do you think the stories of Black folks in Canada are not in history books?
- Who are notable Black Candians that you are aware of?
- Where do our stories about Black lives come from?
- How does not knowing the stories and histories of Black people in Canada impact the way they are viewed?
- Could knowing this history alter the experience of Black Canadians in Canada? How?

Here, teachers will generate a list, with students about some “things” they are interested in knowing about Black People in Canada. Create a KWL chart to record this list. Have students list “What I Know” and “What I Want to know.” The last box “What I Learned” will be revisited. Teachers can further design their lesson around students' interests.

Teachers should reiterate here that the dominant voice that dictated what most institutions (have them list some institutions in Canada, education, employment, legal, enforcement, politics...have students recall the my identity activity and use the resources provided to again make connections here) looked like and the basis of rules and laws, was the voice of the colonial powers, the white voice, the British and French settlers who are responsible for the genocide and colonization of Indigenous peoples in Canada . Part of White history is knowing that colonization played a large part in how these structures were formulated.

Here we will introduce the concept of colonization. The definition is in the glossary. One of the ways teachers can supplement this conversation is to speak about colonization in Canada as it relates to Indigenous Lives.

The KWL chart will be put into their journals.

Black history and heritage did not begin in Canada but do you know where Black history in Canada begins?

3. Black history and heritage did not begin in Canada but do you know where Black history in Canada begins?

Preamble: In this part of the lesson, we are going to go through some quick facts about Black lives in Canada. From this point onwards, we will start building a [Did You Know](#) document that we use beyond February and throughout the school year to enlighten other members of your school community about the resilience, histories and stories of Black Lives.

A “Did you Know...” working doc is provided for you in [Appendix B-Did you know...](#) Try to generate enough facts to at least cover a full month. Students will contribute to this document, facts that highlight Black Canadian experiences as you move through the lesson. This can then be used in various actionable ways. You can:

- Enlarge and photocopy facts on separate papers and post around the school
- Post in digital platforms
- Use for morning announcements
- Students can help generate ideas for how to share the class generated resources

Full lesson plans with more information on Early Black settlements can be found in [\(wherever this part of the lesson is found\)](#)

A Black History resource template is also provided in [Appendix C- February Statements](#)

To understand the complex history of anti-Black racism and Black experiences in Canada, you need to know Canada's true history.

- Who was the first Black person in Canada? What brought them here?
- In what capacity did Oliver Le Jeune, the second Black person to be brought to Canada?
- How did slavery in Canada shape the perceptions and treatment of Black people?
- What was the Underground Railroad and where did it lead to?
- What do you know of early Black settlements?

4. Teachers/facilitators will set up participants into groups according to the following headings below. Teachers/facilitators can generate their own handouts with more pointed questions for students to respond to but there is an [Appendix D -Handouts for Slide 24](#) for each group.

- First person of African heritage in Canada
- Second person of African heritage in Canada
- Slavery in Canada
- Underground Railroad
- Early Black Settlements

You can find more in depth lessons on each of these topics in...

Teachers can have students develop slides to contribute to a shared slideshow with this new information that teachers can insert into this slide show and have students present to each point made using the handout templates in the appendix. There are slides in the slide show that are allotted to this information and where this information should be presented. Or separate slideshows or presentation methods can be used.

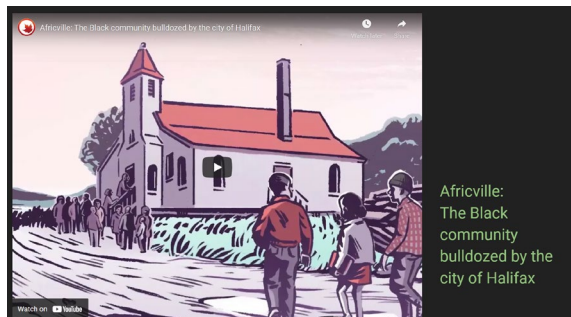
The first two presentations (circled in yellow) can center around the responses to the first two questions. Student groups will present their findings.

Quick Facts...

- The history of Black peoples did not start with slavery but with the cradle of civilization and rich kingdoms of Africa
- In 1444 Portuguese first kidnapped and enslaved Africans
- In 1600's the first enslaved Black person is brought to Canada
- Violence and denial of human rights practiced widely in Canada
- Slavery is abolished in 1834

Prior to the next student group presenting their findings on slavery in Canada, based on the template provided in the [Appendix D - Handouts for Slide 24](#), teacher introduces these quick facts about slavery after the presentation on Le Jeune. It is the brief lead up the the next group(s) presentation on slavery in Canada.

<p>To understand the complex history of anti-Black racism and Black experiences in Canada, you need to know Canada's true history.</p> <ul style="list-style-type: none"> • Who was the first Black person in Canada? What brought them here? • In what capacity did Oliver Le Jeune, the second Black person to be brought to Canada? • How did slavery in Canada shape the perceptions and treatment of Black people? • What was the Underground Railroad and where did it lead to? • What do you know of early Black settlements? 	<p>Group writing about slavery will present based on the template provided in the Appendix D -Handouts for Slide 24</p>
<p>To understand the complex history of anti-Black racism and Black experiences in Canada, you need to know Canada's true history.</p> <ul style="list-style-type: none"> • Who was the first Black person in Canada? What brought them here? • In what capacity did Oliver Le Jeune, the second Black person to be brought to Canada? • How did slavery in Canada shape the perceptions and treatment of Black people? • What was the Underground Railroad and where did it lead to? • What do you know of early Black settlements? 	<p>Underground Railroad group will present based on the template provided in the Appendix D -Handouts for Slide 24</p>
<p>To understand the complex history of anti-Black racism and Black experiences in Canada, you need to know Canada's true history.</p> <ul style="list-style-type: none"> • Who was the first Black person in Canada? What brought them here? • In what capacity did Oliver Le Jeune, the second Black person to be brought to Canada? • How did slavery in Canada shape the perceptions and treatment of Black people? • What was the Underground Railroad and where did it lead to? • What do you know about early Black settlements? 	<p>This will be the last presentation as it relates to these points. At the end of each handout, each group was asked to develop a did you know statement. Here you can compile the statements and have students create simple 8.5x11 posters to put up around the class, the school, and begin to prepare to share in the Appendix B-Did you know...</p>
<p>Early Black Settlements</p> <p>Watch the following short spoken word piece by TDSB teacher, playwright and spoken word artist Greg Birkett on early Black settlements</p> <p><i>Listen and List</i></p> <ul style="list-style-type: none"> • the names of the settlements he mentions in his piece. • The (mis)perceptions of Black Neighbourhoods • anti-Black racism initiatives that destroyed early Black communities 	<p>Prior to the presentation on early Black settlements, have students listen to the short spoken word piece by TDSB teacher, playwright and spoken word artist Greg Birkett (slide 32.)</p> <p>There are prompts for “look for.” in slide 31 Have students respond.</p>



The last set of presentations by students will be on a few early Black settlements mentioned in the spoken word piece. The video for Africville is in the slide show as it is a must see if students who have chosen to present on Africville do not find it on their own.

The same template provided in the [Appendix D -Handouts for Slide 24](#) can be used for the suggested Early settlements below. You can research more to suggest to students

- Little Burgundy - Montreal
- Africville - Nova Scotia
- Amber Valley -Alberta
- Hogan's Alley - Vancouver
- Eldon District - Saskatchewan
- Willow Grove - New Brunswick

Quick Facts...

-Between 1783 and 1785, more than 3,000 free Blacks or former enslaved people settled in Nova Scotia. Here they faced hostility, racial segregation, low-paying jobs and inequality

-Racist immigration policies -1900s established such as Laurier's "Keep Canada White" - denying entry to "any race unsuited to the climate and requirements of Canada" [The Last Best West](#)

- In 1911 that sought to ban Black people from immigrating to Canada.

- 1955-1967 West Indian Domestic Scheme

- Late 1960s and 1970s policies allowed Black people to come in any category

5. Teacher/facilitator offers some information on the following (in the slide) quick facts to further understand the relationship between major institutions in Canada and Black communities. Below are some links that provide further information on each point.

If looking to delve deeper, Each point can be used to encourage further investigation-infographic, poster creation, timeline...

-Between 1783 and 1785, more than 3,000 free Blacks or former enslaved people settled in Nova Scotia. Here they faced hostility, racial segregation, low-paying jobs and inequality [-Black Loyalists in Canada](#)

-Racist immigration policies -1900s established such as Laurier's "Keep Canada White" - denying entry to "any race unsuited to the climate and requirements of Canada" [The Last Best West](#) (excellent short video)

- In 1911 that sought to ban Black people from immigrating to Canada. [Ban on Black Immigration to Canada](#)

- 1955-1967 West Indian Domestic Scheme [Ottawa's Caribbean Domestic Scheme Pioneers](#)

- Late 1960s and 1970s policies allowed Black people to come in any category [Immigration since 1960s](#)

Extensions- Stories of Resilience (Chloe Cooley, Harriet Tibman, Stanley Grizzle, Mary Ann Shadd...)

The past impacts the present

What we have reviewed, is a snapshot of the experiences of Black people in Canada. Where interested, we can always delve deeper and uncover more research.

As brief as it was, this history is reflective of attitude and behaviours towards Black people that have been embedded in the making of Canada.

- Black people have been in Canada for over 400 years-why are their stories missing from classroom textbooks about the history of Canada?
- There was slavery here for more than 200 years--how might current day racism be linked to the legacy of slavery?

- The stories of Early Black settlements in Canada are filled with the contributions of Black Canadians to the fabric of Canada-could knowing this history help people to understand how deeply rooted Black people are in Canada?

- Immigration policies of the 1900s sought to keep Black people from coming to Canada in efforts to keep Canada white-how might the attitudes that allowed this, be embedded in political structures?

CONSOLIDATION

6. These last three slides will be the wrap up for Part 3. They are questions to have participants ponder and invite them to talk. The content being considered will be raised in Part 4.

Preamble: We have learned quite a bit now about the history of Black Folks in Canada including how they were treated by the nation. There is always more to uncover and I invite you to do more research and share with us. We are now in a place where we can reflect of the following questions as we consider the title “The past impacts the present”

Here teachers will introduce the questions on the slides and have students respond in discussion.

After the discussion, have participants complete an exit activity for Part 3. This [Appendix E- Exit Card](#) has various questions that you can pose. Choose 1-3 exit questions from the list for participants to respond to

Exit cards will be added to the journal after teachers have read them.

This history has set the stage for understanding present day experiences of Black people in Canada and can inform us of the current context of race relations and anti-Black racism in Canada.

Part 4 - Learning About Black Lives-Understanding Present Realities

Timeline of Events since the May 2020 Murder of George Floyd

[George Floyd a Timeline](#)

[George Floyd protests: Anti-racism demonstrations continue across Canada](#)

['A watershed moment': Canadians react to Derek Chauvin verdict](#)

MINDS ON

1. Timeline of events. This slide will prepare students to engage in the iceberg activity in the next few slides

Preamble: Have you heard of the saying “when America sneezes, Canada catches a cold?” What do you think that means?

That's right! What happens in the states greatly impacts what happens here. Evidence of this was seen in how the murder of George Floyd resonated in Canada. Let us look at this timeline of events since that hateful incident.

George Floyd a Timeline

While we view the timeline, take note of the following:

- The numerous protests documented in the US and globally
- The names and numbers of Black people that continued to be victims of brutality and police brutality
- The ways in which Black people and communities remained resilient
- The political response
- The treatment of Black protestors
- The trial results of the officer responsible

2. Let us write these points down. We will revisit them at a later point. For every point noted, there was a reaction in Canada. Let us look at the following Canadian media articles.

George Floyd protests: Anti-racism demonstrations continue across Canada

As we look at this article, take note of the following:

- Where in Canada protest were being held
- The numbers of people attending
- The language being used in the article and by people benign interviewed. Some words you may recognize
- The chants in the crowds

'A watershed moment': Canadians react to Derek Chauvin verdict

As we look at this article, take note of the following:

- The emotions experiences by Black folks
- The resilience experienced by Black folks
- The reaction to the verdict of the officer responsible
- The reactions to further change

- The founders of Black Lives Matter Canada
- The language of anti-Black racism used
- Trudeau's reaction
- Jagmeet Singh's reaction
- The athletic organizations who posted statements

Question to pose to class:

Does anyone know the catalyst for the Black Lives Matter movement? (The 2012 fatal shooting of 17 year old Trayvon Martin)

Do some research and let's talk about it tomorrow

The Pervasive Reality of Anti-Black Racism in Canada

In this article, we are only going to look at the headlines to get a quick cross section of the [Pervasive Reality of Anti-Black Racism in Canada](#)

What are some of the pervasive realities experienced by Black people in Canada?

Jot down key terms in the headlines you see.

3. The Reality of Now

In this article, we are only going to look at the headlines that are bolded to get a quick cross section of the [Pervasive Reality of Anti-Black Racism in Canada](#)

What are some of the pervasive realities experienced by Black people in Canada?

Jot down key terms in the headlines you see.

The Racism Iceberg



ACTION

4. The Iceberg Activity

Preamble: We began part 4 looking at the timeline of events since the murder of George Floyd. What you can clearly see is the protesting that ensued internationally. On a global level, people felt the depth of what racism looked like and were exposed to the reality of racism that could no longer be silenced.

Let us take a moment to think about what people were protesting. What racism looks like. To do that we are going to use the knowledge gained from the previous slides as we engage in an Iceberg activity.

Who has heard the idiom 'the **tip of the iceberg**'?

What do you think this means? (it means that something is only a small part of a much bigger situation. The idiom

just 'the **tip of the iceberg**', it means that something is only a small part of a much bigger situation.)

We are going to use the iceberg to highlight some of the ways in which racism is manifested in our surroundings.

Assemble students into groups to tackle this activity. They will consider the information from the slide show or from part 4 and hand out [Appendix F-The Racism Iceberg](#) activity sheet for them to fill out. Teachers can choose to do this on larger paper or on a Jamboard. Teachers will facilitate this activity with guided group discussions.

Lead with the tip of the iceberg. Reiterate what is at the tip (Overt unacceptable racism) and then have them write out their suggestions at the tip of the iceberg. After they have been given adequate time for this part, you will then ask them to try to see “beneath the surface” and have them fill out the bottom of the iceberg to the best of their ability. Here is an [Appendix G-The Racism Iceberg Example](#) of a filled out iceberg, more can certainly be added. You will take this up after seeing their responses to get a sense of their thoughts.

Teachers/facilitators can use the resources in this lesson to familiarize themselves on some of the issues to speak to them. Although an [example](#) is provided, many can be found over the internet.

Students can take a picture of their iceberg to add to their journal.

Let us now use our knowledge gained in the iceberg activity to revisit what we know and make connections through the following questions:

- How has Canada's complicated past with slavery, colonization and discrimination informed the treatment of Black Canadians today?
- What do you think slavery entailed?
- How do you think the fact that France and Britain deemed slavery legal in their colonies helped to shape Canadian identity and heritage?
- How do you think this history has an impact on the relationship Canada has with Black peoples today?
- How has this history informed personal bias?

Use the language gained in this unit to respond to these questions.

5. Preamble: Let us now use our knowledge gained in the iceberg activity to revisit what we know and make connections through the questions I am about to pose. You are now equipped to offer factual and reflective responses to the questions. This is an opportunity to use and apply your new knowledge on the language of anti-Black racism. The next few slides coming up will introduce you to more of this language so you are prepared to have conversations about this subject matter. Let's take a look at the questions posed in the slides.

→How has Canada's complicated past with slavery, colonization and discrimination informed the treatment of Black Canadians today?

→What do you think slavery entailed?

→How do you think the fact that France and Britain deemed slavery legal in their colonies helped to shape Canadian identity and heritage?

→How do you think this history has an impact on the relationship Canada has with Black peoples today?

→How has this history informed personal bias?

Use the language gained in this unit to respond to these questions.

This activity can be done on large paper or Jamboard where students offer input and after an adequate time, bring back the whole group and share responses. The key here is to make connections and apply new language.

Dismantling Racism-learning the language

Bias- We all have bias.

Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Biases can be innate or learned.

We all have bias and engaging in dismantling racism involves recognizing how that bias impacts our perceptions and actions

Provide an example of how personal bias impacts one's perspective about an issue.

6. We all have bias.

Preamble: We are exploring personal bias because of the profound impact it has on how we perceive the world around us and navigate our interactions and our ways of understanding. It is not easy to "switch off" your bias but we can become more aware of how our biases influence us and those around us.

Have students respond to the question posed in the slide. Provide an example of how personal bias impacts one's perspective about an issue. The examples generated will further help students to understand how bias "shows up" in our spaces.

Examples:

- If someone hiring for a position has a bias towards teenagers, this may show up in them choosing not hire that person who is qualified
- A bias towards Black people, thinking they are inferior, led to enslavement, segregation, discrimination and anti-Black racism

Project Implicit is an organization whose focus is on educating the public on hidden biases. They have created several implicit biases tests and collect data based on the results.

Teachers can invite students to take the Implicit bias test or they can take it themselves and report back on the results

<https://implicit.harvard.edu/implicit/>

Teachers can invite students to take the Implicit bias test or they can take it themselves and report back on the results.

Reflection in journal: *What did the implicit biases test show you about your hidden biases? How can you address the biases?*

Dismantling Racism-learning the language con't...

White privilege is a term coined by American Feminist and activist, Peggy Macintosh in 1989. This term refers to "a concept that highlights the unfair societal advantages that white people have over non-white people. It is something that is pervasive throughout society and exists in all of the major systems and institutions that operate in society, as well as on an interpersonal level."

White privilege, does not imply that white people have not or cannot experience challenges in life, it means that any challenges that a white person has faced or may face is not related to the color of their skin.

What are some examples of white privilege in our society?



Source: BLM Protest in Austria

7.If teachers choose, they can search for Peggy Macintosh's Unpacking the Invisible Knapsack. There have been multiple Privilege checklists created since this one.

This slide asks students to reflect on the question: What are some examples of White Privilege in our society?

Examples:

- walmart and not having to worry about them carrying your brand of hair care products
- not having to worry about makeup not matching your skin tone
- not having to worry about your hair in a traditional hairstyle
- not having to worry about where you choose to live
- moving through life without fear of being racially profiled

Having white privilege and recognizing it is not racist.
White privilege exists because of historic, enduring racism and biases.

→What have we learned is the connection between white privilege and education?

→White privilege and law enforcement?

→White privilege and healthcare?

→What does education, law enforcement and healthcare have in common?

These are all institutions within our society that we collectively rely on.

Why is this significant in this discussion?

8. Here, students have the opportunity to recall and reiterate what is now prior knowledge. *Preamble:* There have been multiple examples in this slideshow and through the prompts in the slideshow there have also been multiple opportunities for you to access media to uncover information. Let us consider these questions (read each). Think about the terms education, law enforcement, healthcare. What do they have in common?

(This last question in the slide show is leading. It is meant to be. Students will hopefully make the connection that **these are all systems, institutions in society.**)

More examples:Talk about bird watcher, canadian woman calling

	<p>police weaponizing her whiteness</p> <p>Black students suspended at higher rates than any other</p> <p>Failure rates amongst Black and Indigenous students</p> <p>Covid and disproportionate effects</p>
<p>Systemic Racism -learning the language con't...</p> <p>Systemic Racism: The difference between prejudice (bias, preconceived opinion), discrimination (prejudice actions), and racism is that racism is systemic.</p> <p>That means it is a part of every one of our social systems and institutions: education, justice, employment, healthcare, etc.</p> <p>An example of prejudice: believing that Black and Indigenous people are dangerous</p> <p>Discrimination: deciding not to sit next to a Black or Indigenous person on the bus, crossing the street when you see, etc.</p> <p>Systemic racism: Black people being 20x more likely to be fatally shot by police in Toronto. Indigenous people making up 29% of prisoners in Canada, despite making up 4% of the population.</p>	<p>9. <i>Preamble:</i> In the last slide, we recognized that there is a pervasive issue with systems as it relates to anti-Black racism. The name for this is Institutional Racism. What you see here is the progression from bias to prejudice to discrimination to how it manifest as sytemic racism.</p> <p>Here teachers can ask class to generate more examples of how a single thread transitions from bias to prejudice to discrimination to sytemic racism.</p>
<p>In 2020, Ontario Premier Doug Ford recently stated that Canada doesn't have the same "systemic, deep roots" of racism that the United States does — he has since retracted that statement —</p> <p>".. his initial, unfiltered words prove a telling point that our country's racist past, which continues to be felt by people of colour, in particular Black and Indigenous communities, is not something that white privileged people give much thought to (without a prompt) because it doesn't directly impact their lives." (Meera Estrada June 2020)</p> <p>What could this lack of recognition of systemic racism by a member of parliament at this level mean as it relates to Black folks?</p>	<p>10. <i>Preamble:</i> Now that we have some of this language and more information as part of our new learning, think about the=is statement made by Ford. We understand the power that politicians have and we also have a history of parliamentarians denying the experiences of Black Canadians. We have seen how it has impacted policies in the past (1900s Laurier banning Black people from enteringCanada...). How would you answer the last question posed in this slide?</p> <p>What could this lack of recognition of systemic racism by a member of parliament at this level mean as it relates to Black folks?</p> <p>Have students respond.</p>
<p>According to Canadian sociologist Augie Fleras</p> <p>"racism requires that we examine social norms, ideologies, practices, policies and laws to determine if they support or combat racism.</p> <p>The onus has always been on those who have experienced racism to prove its existence and its harmful outcome. But it is incumbent on all institutions, from the federal government to a child's soccer team, to review their policies and practices, and to assess their complicity in racism."</p> <p>Reflect and Interpret this in your own words.</p>	<p>11. <i>Preamble:</i> Here we take the opportunity to reflect on our relationship and understanding of this assessment by Canadian sociologist Augie Fleras. Read this slide then respond to the question in your journals.</p>

Black Resistance & Resilience In the face of anti-Black Racism

The history of Black folks is one of resilience and resistance. As long as there has been adversity there has been resistance to that adversity.

We are going to look at some Black persons and organizations who are resisting anti-Black racism in a variety of different ways. You will be assembled into groups to choose an organization from the following page and follow the steps given to create a modified Pecha Kucha to present your information gathered.

Each one of these groups are an example of resilience and resist anti-Black racism in ways that are specific to the scope of the organization. Let us discover more...

CONSOLIDATION

12. Facilitators should add to the list of organizations as long as the organization is Black organized and led. They are invited to look at these organizations ahead of time and produce a brief written account of each organization to provide participants with some understanding of the organizations scope. Facilitators are also invited to find and choose organizations within local communities. (lesson in box below)

13. *Preamble:* The history of Black folks is one of resilience and resistance. As long as there has been adversity there has been resistance to that adversity.

We are going to look at some Black persons and organizations who are resisting anti-Black racism in a variety of different ways. You will be assembled into groups to choose an organization from the following page and follow the steps given to create a modified Pecha Kucha to present your information gathered.

Each one of these groups are an example of resilience and resist anti-Black racism in ways that are specific to the scope of the organization. Let us discover more...

14. Black Resilience and Resistance to anti-Black Racism Pecha Kucha

Pecha Kucha is the Japanese word for “chit chat” and is an innovative presentation style that was designed by two architects in Tokyo. It transformed the way presentations were delivered and is designed to push presenters to prepare creative, concise and composed presentations.

The original rules for a Pecha Kucha are: the presentation must contain exactly 20 slides that are displayed for precisely 20 seconds each, making the total presentation time six minutes and 40 seconds. For the purpose of this assignment, we will modify the time but the essence of the Pecha Kucha will remain; to prepare creative, concise and composed presentations. **We will aim for 20 slides displayed for 40 seconds.** This is the time you have to speak to each slide.

TASK: You will use a Pecha Kucha style presentation to bring awareness to an Organization or person that is an example of Black resistance and resilience.

Black North Initiative	Black Lives Matter Canada	Black Youth Helpline
Toronto Black Film Festival	Across Boundaries	Federation of Black Canadians
Nia Center for the Arts	Urban Alliance on Race Relations	Rania El Mugammar

1. As a class , determine what information should be showcased in the Pecha Kucha and develop a list. Also determine the hierarchy of information. Teachers can create a handout for students to fill with the titles of the list generated. *Example:* Organization, Purpose, Forms of resistance/resilience, Public education, Youth Initiatives, Creating Change, Key People, Contact...

2. Tips to create an effective Pecha Kucha

1. Once you have chosen an organization you will use the [Appendix H-Black Resilience and Resistance Pecha Kucha graphic organizer](#) to record information and map out your ideas. Focus on completing this thoroughly as it will be helpful when composing your slideshow to correspond with what you will say in your presentation
2. Start with your topic. Be sure to be clear on what the topic is and its relation to the title of this activity: Black Resilience and Resistance Pecha Kucha.
3. Determine the hierarchy of information. There must be a logical progression to the presentation. Make sure the order of information makes sense.
4. Text on your slides should be kept at a minimum. You will have the critical information written into the slides but it must be brief. BUT create a script to guide you for what you will be saying for 40 seconds for each slide.
5. FIND THE STORY, tell it in images. Your images should tell the story of the organization but NOT through random slides. Your images need to be carefully thought out and chosen intentionally. Be careful not to use copyrighted photos or images. Consider creating your own artwork/photography to use as images on the slides. YOU will present the information, not have the information written on the slides.
6. Practice your timing. You will set your presentation software to automatically advance each slide after 40 seconds. Give yourself visual cues to make sure you stay on track.

7. There should be a clear introduction and conclusion.
8. Practice your presentation so that you are prepared to present.
9. Create your masterpiece and shed some light on the ways in which the organization or person chosen is an act of Black resistance and resilience.

Educators, if using in a class this task can be evaluated.

Black Resistance & Resilience to anti-Black Racism-Organizations

[Black North Initiative](#)
[Black Lives Matter Canada](#)
[Black Youth Helpline](#)
[Toronto Black Film Festival](#)
[Across Boundaries](#)
[Federation of Black Canadians](#)
[Nia Center for the Arts](#)
[Urban Alliance on Race Relations](#)
[Rania El Mugammar](#)

CONSOLIDATION

15. The presentation of the Peca Kuchha is the wrap up for this activity

Part 5 - Moving Forward as Changemakers

So What does it Mean to Be Anti-Racist...

The Choice



MINDS ON

1. *Preamble:* We are going to watch a video produced by Procter and Gamble who have been dedicated to exposing and addressing anti-Black racism through video campaigns. This video was created after the racial reckoning resulting from the murder of George Floyd. As you watch this video, tune in to how you are feeling. How are you impacted emotionally, does the content cause discomfort? Do you feel you can relate to the content? Are you inspired or not inspired? When we are finished viewing, I will ask you to quickly jot down the immediate words that initially come to mind that are provoked by the video. This can be shared and included in the journal.

Anti-Racism Action in our Organization

Anti-racism is the deliberate act of opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

As a member of the our collective community, we recognize that being anti-racist involves action and we all play a part.

The government of British Columbia engaged with youth to create an anti-racism Campaign. Where participants created a series of anti-racism reminders.

Let us take a [look](#).

2. *Preamble:* We have used the language of Anti-Black racism and anti-racism quite consistently in this unit. By now, we all understand that anti-racism is the deliberate act of opposing racism. **The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.** (lesson continued below)

As a member of the our collective community, we recognize that being anti-racist **involves action and we all play a part.**

The government of British Columbia engaged with youth to create an anti-racism Campaign. Where participants created a series of anti-racism reminders. Let us take a [look](#).

2. Facilitators will have participants read this anti-racism reminder campaign and take note of what makes it effective. Generate a list to be printed as this Part culminates in participants creating their own anti-racism reminders. This list will become the checklist that participants follow to ensure effective completion of the final activity. Facilitators can add their own examples that are specific to this slide show.

Example:

They use the language of anti-racism

They use color in a way that is eye catching enhances the message

Each reminder has a bolded heading

The reminder is written after the heading and is clear and to the point

The imagery created/chosen matches the message.

The message is reflective of a learned experience

The design works

(continue contributing to the list, Will become checklist for evaluation)

Anti-Racism Reminders

To culminate this unit, we are going to engage in creating our own anti-racism reminders.

You are going to reflect on the knowledge acquired throughout this unit and your understanding anti-Black racism and turn that insight into a clear, concise, actionable item. **Make it personal.**

ACTION

3. *Preamble:* Now it is your turn. As an application of your learning, You are going to reflect on the knowledge acquired throughout this unit and your understanding anti-Black racism and turn that insight into a clear, concise, actionable item. **Make it personal.** This actionable item will be in the form of a reminder and will include the list we generated as a class that informs us of what makes a reminder effective. Let us recap that list (*go over the list here*)

4. Facilitators can create a shared doc where everyone can contribute by writing their reminder and their prompt. This will provide the opportunity for everyone including you to be a part of the feedback process. [Appendix I- Anti-Racism Worksheet example](#).

5. A slide show [AppendixJ-Anti-Black Racism Reminders](#) has been created for you with an opening slide as an example. You will be designing your slide with the text and the background in mind. Use the entire page, choose an interesting font and imagery. Make sure your reminder is not “lost” in the design. Remember each reminder is to include:

- Your reminder
- A brief prompt for your reminder
- Put your name on your slide

6. As facilitators are providing participants with edits, participants can begin to create their slide. This activity can be evaluated

7. Give participants time to create their slides offering input on design. Engage the class in offering gentle feedback as well as we are trying to foster the sense of shared responsibility and community created throughout the course of this unit.

When complete, we will share as a group and brainstorm ways in which we can share with the larger school community.

We will also revisit these reminders as a way to hold ourselves accountable to action on these reminders.

Let us move towards an anti-racist future.

CONSOLIDATION

8. Facilitators will set aside a presentation day. Have each participant present and then as a group provide input into the ways in which that reminder can be made reality.

9. After presentations are complete, have a group brainstorm ways in which to share this resource with the larger school community and make it happen.

10. Make these reminders a constant in the classroom setting.

Revisit to reflect on the way the class community is holding themselves accountable to their reminders.