

Racial Justice-Infographic

Title: Racial Justice Infographic

Subtitle:

Duration: Week long or more

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

Facilitator Reflection

This lesson will require you to anticipate what participants might consider to be important topics about the lives of Black people in Canada. In doing so, facilitators might need to undertake or engage in some prior learning to be prepared to deliver this activity. Resource suggestions have been made within the activity to support this learning.

An integral part of the learning is that although some of the subject matter may be challenging, participants are encouraged to find the story and find the resilience of Black folks within the story.

Overview

In this activity, students/participants will work in groups to research and gather information on an issue of racial justice as it relates to Black Lives in Canada. They will then creatively display their findings in an infographic to share knowledge and data about an issue and make important information accessible to everyone in a visually appealing way. The engagement with this activity will allow students/participants to move beyond just being informed about racial justice and anti-Black racism to taking real action about the information they research. Accompanying this lesson is a slideshow and appendices A-D. The digital tools to create an infographic are suggestions and participants should use whatever programs they are comfortable with.

Minds On

1. Introduction-In this activity, students/participants will work in groups to research and gather information on an issue of racial justice as it relates to Black lives in Canada. Our goal is to use this information to create infographics that effectively tell these stories.

As a collective group, students/participants will respond to the question **“What are some racial justice issues experienced by Black persons in Canada?”**

As students/participants conduct research, they will be asked to address these essential questions:

- What do these stories mean to my understanding about Black lives in Canada?
- How does a nation's past actions contribute to present social issues?
- How do I openly and honestly engage in open conversation about these topics?
- How do Black folks address the challenges that they face? How have they done so in the past?
- How are these stories important to my understanding of how to be anti-racist?

This process begins with not making the infographic but with:

- Looking at and interpreting infographics
- A class conversation on responses to the question: *“What are some racial justice issues experienced by Black persons in Canada?”*
- The research-gathering information about selected topic
- The Infographic planning and execution- mapping out how to visually convey the research
- The Presentation
- The Reflection

2. Part 1- Setting the Stage/finding the right recipe?

What are infographics?

Let us begin by looking at infographics to determine what an infographic is, what purpose it serves, and how it is an effective means for communicating the information we are sharing on anti-Black racism. This [video by Visual.ly](#) explains infographics through the visualization of infographics. Be prepared to use the [slide show](#) here.

Infographics *tell a story* with information and data. They are a visual representation of that information and data that presents this complex information in a clear, easy to read visually appealing manner.

Students/participants are going to start learning **about** infographics by learning **from** infographics. Facilitators will model how to interpret an infographic by engaging in the process of responding to the questions posed in [Appendix A-Interpreting Infographics](#), with participants. Facilitators can choose an infographic from the slide show to model (or of their own research); suggested is the *Race Matters in the Child Welfare System* infographic. Go through the questions as a whole group.

3. After this modeling and consideration of key elements of an infographic, facilitators will then divide participants into groups to choose an infographic from the slideshow to respond to by using the [Appendix A-Interpreting Infographics](#) graphics organizer.

4. Bring class together to generate a list of how to effectively create an infographic based on the responses documented in the handout. They will have determined that there are many ways to create infographics and after exploring a variety of examples, they can now effectively create their own infographic that will help others better understand their topic.

Action

5. **Part 2-Planning and gathering research-gathering the ingredients** **Need help with a relevant analogy in 4 parts**

Building The Story

The final infographic will be based on a whole group discussion where students/participants respond to the question, “What are some racial justice issues experienced by Black persons in Canada?” Facilitators will be providing students/participants with a starting point for the conversation for the group to brainstorm responses to the question.



Participants will be working in groups for this activity as it will assist in research gathering and generate active discussion on the topics chosen. Remind students/participants to interact with the essential questions here. Presenters can focus the conversation about the essential questions through a daily journal activity.

6. Facilitators/presenters, be prepared to document these responses and provide insight or feedback to the choices generated. A chart of potential choices and resource links have been provided in [Appendix B-Resource Links](#). This can be used to assist in supplementing the presenters knowledge as well as provide a starting point for research.

7. Once a list of topics has been generated, participants will be divided into groups and choose their topic (or visa versa) to engage in small group collaborative investigation. Provide students the time and the space to grapple with the research. They will engage in discussion around the topic, again intensely supported by the facilitator, and begin collecting information and documenting citations.

Facilitators should note that although participants are taking on the research for the options generated, it would be beneficial to offer resources or have resources ready to support their choices. Be mindful that participants/students will require guidance and scaffolding to complete this part of the assignment. Facilitators/presenters can add to the chart in Appendix B.

8. When participants have begun compiling information in their topic and are growing their knowledge of the nuances of the issue, they can begin to become more focussed in their direction for the final infographic. [The Appendix C- Planning Sheet](#) provided will assist in having participants map out their ideas but should continue to engage in a fulsome discussion of the topic.

The planning will provide an opportunity for both facilitators and participants to not only educate themselves on the relevant issues presented but narrow down a specific focus. It is important to ensure that the information generated is authentic, sources are developed in collaboration with Black peoples and all information is accurate. The planning sheet is divided into 3 parts: The Story, The Data, and The Design.

9. At the bottom of the planning sheet, participants are asked to determine a call to action or a way forward for their topic. A call to action is an opportunity for participants to reflect on their growing knowledge in this lesson on anti-Black racism and their relationships to the stories of Black lives. After they have considered their information gathered, they are to determine what they can “do” as it relates to their specific topic. There are many ways to take action and a variety of ways to move forward and this is a suggestion to encourage participants to share the information and continue the conversation.

10. Part 3-Making the Infographic -cooking the food

Students/participants are now ready to create the infographic. The research has been gathered and the planning sheet has been completed so now students/participants must think about how to visually convey the information and grapple with design ideas.

The part of the planning sheet titled: The Design will have already been visioned therefore students/participants will begin here.

The following links are suggestions for digital resources to create an infographic. Continuously recall the infographics viewed at the beginning of the lesson to ensure that you are applying your knowledge of what works and what does not work to the design of the infographic.

Infographic tools

[Canva.com](https://www.canva.com)

[Easelly free infographic templates](https://www.easelly.com)

<https://piktochart.com/>

[Creating an infographic using Google Slides](#)

11. Use the following checklist to ensure that you have represented the information correctly

- Is the title of your topic clear in design and language?
- Is the story easy to follow?
- Does the story humanize Black lives?
- Did you use engaging language?
- Is the story told in a way that highlights the dignity of Black persons?
- Does the story include the resilience of Black Persons?
- Do the colours suit the mood of the information?
- Is the data presented clearly and interpreted accurately?
- Have you highlighted important facts about your topic that are the main messages in your story?
- Is the language used succinct but engaging?
- Is the design of the infographic appealing to the audience?
- Have you presented a call to action or a way forward?
- Have you considered the overall **tone** of your infographic?
- Have you cited all your sources

12. Part 4-Presenting the Infographic -Mealtime!

After students/participants have completed their infographics, it is time to share their final designs. Collaborative groups will present to the whole class. Facilitators can choose the method of presentation, here are a few ideas:

- Print out the infographics and display in a gallery walk
- Project the infographic and organize presentation days to discuss as class
- Print out the infographics and have each group present like in a information fair

13. As students/participants view the infographics, have students pick one or more to fill out the [Appendix D-Thinking About Racial Justice Infographics Chart](#). The question in the chart are:

- What do you **Know** about the topic?
- What did you **Learn** about the topic?
- What **More** do you want to know about the topic?

14. This chart will be used when they complete the final step in the activity-the Reflection.

Consolidation

15. Part 4-Reflection

In this last step of the activity, have students/participants reflect individually, in their groups and as a whole class. Begin by reflecting on the learning successes and challenges of this activity.

After this discussion, students/participants will **revisit and reflect on the essential questions** presented at the beginning of the activity.

Essential Questions:

- What do these stories mean to my understanding about Black lives in Canada?
- How does a nation's past actions contribute to present social issues?
- How do I openly and honestly engage in open conversation about these topics?
- How do Black folks address the challenges that they face? How have they done so in the past?
- How are these stories important to my understanding of how to be anti-racist?

This can be done in written format where they can be given half a class to write their reflections. Then the other half of the class can be dedicated to discussing their insights written in the first half of class. The written reflection should be evaluated.

16. Students/participants then make predictions and connections of their chosen infographic to events in the past or the future based on the infographic information.

17. Wrap-up-Students/participants then reflect on the call to action or way forward presented by the infographic and offer suggestions to make the action a reality-then make it a reality

18. Extensions

→ Have students circulate their infographics on social media as civic outreach.

→As a class, organise to have infographics laminated and shared with the whole school or organization. This could mean put in hallways, libraries, offices or shared with other teachers to put in their classroom as a learning tool.