

# Equity, Diversity, and Social Justice **HSE3E**

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## Course Description

**This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.**

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

## Background

Equity, Diversity, and Social Justice is one of four equity courses included in *The Ontario Curriculum, Social Sciences and Humanities, Grades 9 to 12, (Revised) 2013* curriculum policy. In this course, students think about and explore issues of social justice in a group setting with their peers.

Students work with sensitive issues in the course; their willingness to engage in course materials individually, in small groups, or as a whole class depends largely on the rapport developed by the teacher. Open, honest dialogue assures students that their class is a safe space for learning.

Teachers should spend some time early in the course getting to know their students and establishing an environment of inclusion and safety. Some topics, issues, and materials could elicit considerable emotional response from some students. Being sensitive to this potential reaction, teachers need to craft a meaningful entry point to help students begin to understand these issues. It is important to provide safe exit points from the material that allow students to be heard and valued as they share their perspectives either openly or privately with the teacher.

Cultural responsiveness is equally important. Teachers should reference and introduce a wide variety of material from diverse perspectives so that students can develop more informed opinions.

There are important considerations when engaging students in discussions in topics of equity, diversity, and social justice. Students need access to controversial information and resources as they explore stereotypes and bias. The content may be emotionally charged for students as well as for families.

Teachers must make a concerted effort to discuss with students, on multiple occasions, the disadvantages of making broad generalizations about a group and how these generalizations can lead to stereotypes that may be incorrect or offensive.

## Plan for the Course

As students consider ideas and material that support and promote diversity and human rights, teachers can guide them to discern potentially controversial, sensitive and/or offensive elements in the information. By exposing students to multiple viewpoints and understandings, they develop skills that enable them to critically analyse information.

- Considerations for planning include hands-on, concrete, and locally-based activities; and involvement of community resources and resource people. It is important that the students feel connected and engaged with the topics of discussion, but not threatened.
- The units present a plan for addressing the concepts and skills expressed in the big ideas and curriculum expectations. The curriculum expectations for research and inquiry skills are spiraled through all of the units to give students multiple opportunities for practice and to support them with content for the culminating task.
- In planning instruction, teachers can adopt a gradual release of responsibility approach by first modelling, for example, through think-alouds, then providing students opportunities to learn in a variety of groupings (guided and collaborative), and where appropriate, having students learn independently.
- Students should be informed at the beginning of the course that the culminating unit is a social action project, so they understand the purpose for their learning and so that they see one of the ways that they will apply their developing Research and Inquiry skills. As teachers plan the instruction and learning, they should weave elements of the culminating task throughout the study so that students invest in building their inquiry skills to prepare for this final project.

In **Unit 1**, students gain some background knowledge about equity, diversity, and social justice as they explore who they are as individuals.

In **Unit 2**, students investigate contemporary and historical issues with an equity, diversity and social justice lens. They explore the impacts of these issues and events on society.

In **Unit 3**, students investigate ways in which social change has occurred in their communities. As they process the information, they gain insight into how social change can take place and the importance of individual and community action in making change take place.

In **Unit 4**, students develop and carry out a social action project to help make change in their communities.

**TABLE 1**  
**Course by**  
**Unit with**  
**Connections**  
**to the**  
**Culminating**  
**Task**

UNIT	DESCRIPTION	PURPOSE	RESEARCH AND INQUIRY CONNECTIONS	ASSESSMENT OF LEARNING
1	How do we become who we are?	Introduction to thinking about equity, diversity and social justice	Exploring	Make personal connections
2	Why does it happen like that?	Historical and contemporary information to explore equity issues and their effects on individuals, communities and societies.	Investigating	Identify impacts on community and society
3	How can I change my world?	Looking at ways to make change in society	Processing Information	Plan for change
4	What steps can I take to make change?	Taking action to make change in my community	Communicating and Reflecting	Assess

## Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Borgman-Arboleda, Catherine and Heléne Clark. **Considering Evaluation: Thoughts for Social Change and Movement Building Groups**. California: ActKnowledge. 2009. Print. This guide is a resource for evaluation of social justice, social movement, and social change work that shares tools, resources, and lessons learned. It explores a model for evaluation, addresses challenges in leading social justice action projects with youth, and sets a framework for key features of evaluating for social justice.

<[www.racialequitytools.org/resourcefiles/borgman.pdf](http://www.racialequitytools.org/resourcefiles/borgman.pdf)>

**Canadian Dimension: For people who want to change the world**. 2003-2013. Web magazine. <[www.canadiandimension.com](http://www.canadiandimension.com)>

This Canadian magazine for teachers is a politically left magazine funded and supported by Manitoba Culture, Heritage and Tourism, Department of Canadian Heritage – Canada Magazine Fund, and the Manitoba Arts Council.

**Culturally Proficient Instruction: A Guide for People Who Teach**. Toronto: Corwin Press, 2006. Print.

A guide to help teachers embrace the diversity in their classrooms that includes reflective activities and group work.

Gallavan, Nancy P. **Navigating Cultural Competence in Grades 6 -12: A compass for teachers**. Toronto: Corwin Press, 2011. Print and Ebook.

This resource supports educators as they learn to know each of their students and builds a community where all students feel welcome and engaged and everyone feels respected and protected.

**The Intelligent Optimist**. 2013. Magazine and Web. <<http://theoptimist.com/>>

This American magazine and website focuses on the people, passion, and possibilities changing our world for the better. It celebrates people making a positive difference in their communities, their countries, and their businesses. The Intelligent Optimist explores the possibilities generated by fresh perspectives on everything from technology to health and the human spirit.

Landsman, J. and C.W. Lewis. **White Teachers/Diverse Classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism**. Sterling, Virginia: Stylus, 2006. Print.

Teachers provide an insightful approach to inclusive and equitable teaching and illustrate its transformative power to bring about success.

MacGregor, M. G. **Teambuilding with Teens: Activities for leadership, decision making, and group success**. Minneapolis, MN: Free Spirit Publishing Inc., 2007. Print.

The activities in this book make learning about leadership a hands-on, active experience. Students are called on to recognize each other's strengths, become better listeners, communicate clearly, identify their values, build trust, and set goals. Each activity takes 20–45 minutes.

Oparah, D. **Make a World of Difference: 50 asset-building activities to help teens explore diversity**. Minneapolis, MN: Search Institute, 2006. Print.

A wide range of cultural competence is addressed for raising diversity awareness in teenagers. With a comprehensive approach that incorporates a variety of learning styles and skill levels, the three sections include personal-awareness activities for those with little previous exposure to diversity issues, a section for building cultural awareness around a particular topic, and practice activities for trying out new relationship-building methods.

**Social Justice Competency Assessment Rubric**. n.d. Web.

<<http://Cathyjungmann.files.wordpress.com/2010/07/social-justice-assessment-rubric-cabrini-college-com-dept1.pdf>>

Tellet-Royce, N. **Supporting Youth: How to care, communicate, and connect in meaningful ways**. Minneapolis, MN: Search Institute, 2008. Print.

This book offers tools for providing supportive leadership to youth.

**Yes! Powerful Ideas, Practical Actions**. Positive Futures Network. n.d. Web and Magazine. <[www.yesmagazine.org](http://www.yesmagazine.org)>

This American magazine provides tools and a voice for people to make change. There is a specific section for teachers. The Summer 2013 issue includes articles: "For Young Leaders, It's Personal," and "What to Say When They Say, 'It's Impossible.'"

## UNIT 1

# How Do We Become Who We Are?

Students think about individual and group identities. Teachers guide students as they explore concepts of social norms and stereotypes, the challenges faced by various communities, and develop an understanding of what human rights are and how to address inequities.

When introducing social justice issues, students could look at a larger issue that is not immediately threatening to anyone in the class. They could examine a local social justice issue and find resources related to it, perhaps getting information from an invited guest speaker from a local community support organization who might discuss the issue and describe the community needs that their organization addresses. In reflecting on the issues, students could complete a self-assessment on social justice, equity and diversity.

It is important to always be aware that there are diverse opinions about equity and social justice issues and that students and their families may be directly affected by these issues. For these reasons, teachers need to be sensitive to the fact that some of the issues raised in discussion may elicit strong reactions. Include group/team building skills in all of the activities, so the students can get to know each other and learn how to be part of a group that is responsible for each other, as well as have a supportive learning environment where they feel comfortable taking risks with their learning.

### Big Ideas

- Our identities are shaped, in part, by external influences such as family, media, and society.
- Some groups of people face more challenges to have their voices heard.
- Human rights are everyone's responsibility and it is important to know how to address issues that deny ourselves and others their rights.
- The skills of developing and asking questions are important.

### Overall Expectations

**A1. Exploring:** explore topics related to equity, diversity, and/or social justice, and formulate questions to guide their research;

**B1. Social Construction of Identity:** demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes;

**C1. Ethnocultural Diversity in Canada:** describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country;

**D2. Human Rights, Equity, and Antidiscrimination:** demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights.

**Questions  
to Guide  
Student Learning**

Teachers could use questions such as the following to guide students as they reflect on the impact of identity:

- What is identity and which aspects of our identities are most important (e.g., gender, culture, religion, ethnicity, race, sexual orientation, gender identity)?
- How do we come to know what is considered “normal” in our communities? How do these norms control individual choices?
- What might your peers say about you if you do not conform to what they think is normal or cool?
- How do social norms affect our behaviour?
- How do biases get shared and what are their impacts?
- How does having a ‘non-standard’ English dialect affect people’s lives?
- How can social difference affect individuals’ chances of success at school, employment, etc.?

**Questions  
to Guide  
Student Learning**

Teachers could use questions such as the following to guide students as they learn about ethnocultural diversity in relation to equity and social justice:

- What are some of the challenges that various groups in your school, community, nation, and/or the world face?
- How difficult is it to balance being a welcoming society with keeping mainstream, contemporary Canadian values, beliefs, and practices?
- What are some of the events in your community that help make the community a more welcoming place?
- How are people of diverse cultural backgrounds portrayed in the media?

**Questions  
to Guide  
Student Learning**

Teachers could use questions such as the following as students consider human rights as a factor in social justice:

- How are human rights protected in Canada?
- What steps can I take when I am confronted with a social justice issue?
- What social supports can I access when I need help with social justice?
- How do I safely help myself and others?

Teachers could use questions such as the following to guide students’ thinking during the inquiry process:

- What do I want to research?
- What issues of fairness, equity and social justice affect my everyday life and/or those of my friends?
- What questions do I need to ask to find out more about how to address these issues? (e.g., how many other people are affected by these issues?)

**Assessment of Learning****Planning Notes**

This unit is an introduction to equity, diversity, and social justice issues in a way that helps students make relevant connections to their lives, so students can become engaged in the topics.

Students should have opportunity to demonstrate what they already know about equity, diversity, and social justice issues. Teachers should consider where students are at the beginning of the unit and where they are expected to be as they end the unit. If a self-assessment tool was used at the beginning of the unit, students could repeat the self-assessment and then discuss their growth.

Teachers should also work with students to find their area(s) of interest so they continue to select topics for class discussion that will engage the students, and can guide the students towards a successful social action project in the final unit.

Learning goals developed from the curriculum expectations will help direct student and teacher observations and conversations. In addition to student products, including observations and conversations is an important component of assessment and teachers can use these as part of their assessment of learning.

## Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

"Aboriginal Rights Resource Tool Kit." **Canadian Labour Congress Anti-Racism and Human Rights Department**. n.d. Web.

<<http://action.web.ca/home/clcabrig/attach/englishaborigin.pdf>>

This resource provides an overview of the history and issues facing First Nations, Métis, and Inuit peoples in Canada. It includes a separate section on Aboriginal Women and Equality Rights, as well as one on Misconceptions about Aboriginal People.

ASCD **Educational Leadership**, May 2013 issue. 2013. Web. <[www.ascd.org](http://www.ascd.org)>

This magazine is an American publication intended for elementary and secondary teachers/leaders. The May 2013 issue is entitled, "Faces of Poverty" and includes articles such as, "How Poverty Affects Classroom Engagement," "Boosting Achievement by Pursing Diversity," and "The Diversity Dilemma."

**Disability Social History Project**. 2009. Web. <[www.disabilityhistory.org/](http://www.disabilityhistory.org/)>

This site represents a variety of views and experiences by people with disabilities. This teacher resource explores their history and highlights the contributions of people with disabilities in the history of the world. It includes research, projects, personal experiences, a timeline, and an index of related sites.

**EdChange**. n.d. Web. <[www.edchange.org](http://www.edchange.org)>

This site provides awareness and links to curriculum for educators and students in the areas of equity, diversity, multiculturalism, and social justice.

International Civil Liberties Monitoring Group (ICLMG). **Civil Liberties**. n.d. Web.

<<http://icimg.ca/en/section/23>>

The ICLMG is a national coalition of Canadian civil society organizations located in Ottawa. Their website provides thought-provoking information about civil liberties and human rights set out in the *Canadian Charter of Rights and Freedoms*, federal and provincial laws (such as the *Canadian Bill of Rights*, the *Canadian Human Rights Act*, provincial Charters of Human Rights or Privacy legislation), and international human rights instruments (such as the *Universal Declaration of Human Rights*, the *International Covenant on Civil and Political Rights*, and the *Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*).

**Library Book Lists**. 1996-2013. Web. <<http://librarybooklists.org/fiction/ya/yadiverse.htm>>

This site maintains titles appropriate for high school students. It has booklists which include diverse voices on ethnicity and race, gender, religion, disability, and sexuality.

National Film Board. **The Hole Story**. Richard Desjardins & Robert Monderie (dir.). 79 min.

2011. Film. <<http://onf-nfb.gc.ca/en/our-collection/?idfilm=58735>>

Using striking images, rare archival footage and interviews, *The Hole Story* analyses company profits and the impact of mining on the environment and the workers. It offers a Canadian perspective, particularly from Quebec and Ontario.

**Prayers for Bobby**. n.d. Web and movie. <<http://www.prayersforbobby.com/>>

After the suicide of Ottawa's Jamie Huble, and after the story of the courageous public "coming out" story of teen hockey player Scott Heggart, this site provides information and support on the making of the film, *Prayers for Bobby*, as well as other relevant resources to support classroom use. The movie sends the message to those who identify as gay, lesbian, bisexual, or transgendered (LGBTQ) that everyone has worth and dignity. *Prayers for Bobby* looks into the life of a tight-knit Christian family when religious belief, love and sexual orientation collide.

## Sources for Information

***Shameless Magazine.*** 2004-2013. Web. <[www.shamelessmag.com](http://www.shamelessmag.com)>

Shameless is an independent Canadian magazine and includes articles about arts, culture and current events, grounded in principles of social justice and anti-oppression. Published three times a year, it explores the intersection of different forms of oppression, based on race, class, ability, immigration status, sexual orientation, and gender identity. Its suggested audience is young women and trans-youth. (Note: Some topics discussed in the magazine may be approached in a way that may be challenging for your class and/or students.)

***Teaching Tolerance – A project of the Southern Poverty Law Center.*** n.d. Web. <[www.tolerance.org](http://www.tolerance.org)>

This magazine is available on-line with engaging articles related to ability, appearance, family, gender, immigration, race, religion, school climate, civil rights, gender equity, sexual orientation, rights, wealth, and poverty. There is also a searchable data base of classroom activities sorted by grade and topic.

***Two Who Dared: The Sharps' War.*** Facing History and Ourselves. 2013. Film. <<http://twowhodared.facinghistory.org/>>

In 1939, Waitstill and Martha Sharp left behind the safety of their home in Wellesley, Massachusetts and flew to war-torn Europe. In Nazi-occupied Prague and Paris, in the grim detention camps of Vichy France and on hidden trails through the Pyrenees, they risked their lives to help feed, shelter, and rescue thousands of refugees, including anti-Nazi dissidents and Jews. On this website, essays, films, photographs, and a rich collection of primary documents paint a picture of a remarkable couple facing difficult choices in a dangerous world.

***Remember.org: A cybrary of the Holocaust.*** n.d. Web.<<http://remember.org/>>

This online multimedia library of resources on the Holocaust includes interactive activities, photographs, a teacher's guide, poetry and other diverse learning experiences for both students and educators. Its links to resources have been researched and approved by Alliance for a Better Earth, supporting diversity education since 1974.

## Unit 2

# Why Does It Happen Like That?

Students explore some of the power dynamics, and historical and contemporary reasons that are the basis for equity, diversity, and social justice issues in Canada. From this learning, students develop a deeper understanding about their initial thoughts and ideas from the first unit. They connect individuals to larger groups and society and begin to see connections between individual behaviour/identity and social power/conditions.

Students examine the many diverse perspectives people can have when working towards solutions or when looking at social justice. They should have interactions with and learn from the experiences of people from a variety of backgrounds and perspectives (e.g., community members with different political backgrounds, speakers from community organizations involved with social justice and equity issues).

Teachers can support students' research as they plan what they want to know and how they will find out by modelling how to think about their questions (e.g., What are different ways to look at social justice?) and how to organize their findings (e.g., using graphic organizers).

### Big Ideas

- We all have power and some people, in some situations, at some times, have more power than others.
- It is important to recognize different types of power and how it is used.
- Canadian society has struggled with equity and social justice issues.
- Creating a well-designed research plan helps with their research.

### Overall Expectations

**A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

**B2. Power Relations:** demonstrate an understanding of the dynamics of power relations in various social contexts;

**C2. Equity and Social Justice in Canada:** demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues.

### Questions to Guide Student Learning

Teachers could use questions such as the following as they investigate power relationships:

- How can one recognize power imbalances?
- How does power shape our communities?
- How does a person's power change depending on where they are?
- Where does power come from?
- How does power affect us and others?
- How do power relations affect socio-economic status (e.g., Why are more single women living in poverty?)

**Questions  
to Guide  
Student Learning**

Teachers could use questions such as the following to prompt students thinking about equity and social justice in Canada:

- What are some of the social justice issues Canada has overcome in the past?
- How are First Nations, Métis, and Inuit peoples getting their histories and contemporary rights recognized?
- What are some Canadian laws and policies that protect human rights in Canada?
- What additional laws might be required to ensure that all peoples' rights are protected?
- How do people with different backgrounds and understandings, see the same issue in different ways?
- How do different people work towards solutions? What works for you?

**Questions  
to Guide  
Student Learning**

Teachers could use questions such as the following as students develop their investigation skills:

- What are some ways we can learn about socioeconomic status?
- How do different ways of researching make the question look different?
- How does the way we learn about it, change what we learn?
- How do I create a research plan?
- Where do I find information?
- Why do I need to focus my research?

**Assessment of  
Learning**

**Planning Notes**

During this unit, students have multiple opportunities for research and they determine how to best learn about the topics they are investigating and to make connections to their lives. Students deepen their understanding of the equity, diversity, and social justice issues that affect them as individuals, by exploring the historical and contemporary societal context for the issues and making connections between the two.

**Guiding Questions**

Students demonstrate their learning by responding to questions such as:

- How do you plan for research? (They describe how they organized their research.)
- How can you tell when you have good information to use in your research? (They explain how they determined which sources of information to use and why they chose them.)
- How do Canadian laws affect individuals?
- How does social power affect my current living conditions?
- How do Canada's historical equity, diversity, and social justice issues continue to affect us today? (They connect historical contexts with personal experiences.)

## Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Arthur, Anne, et al. ***Creating Spaces: Embedding Equity in Education***. Toronto: OSSTF/FEESO, 2010. Print.

This foundational resource promotes the values of inclusion and cultural proficiency and to assist teachers in becoming familiar with language around gender, gender-based violence, inclusivity, and equity. It explores the roots of injustice and discrimination in our society, challenges our belief systems, and offers fresh insights into building learning environments that are more equitable, more tolerant and more caring.

**Canadian Labour Congress**. 2009. Web. <<http://www.canadianlabour.ca>>

This website provides comprehensive information on workplace issues, such as worker rights and human rights including Aboriginal rights and efforts to combat homophobia and transphobia in the workplace.

**Facing History and Ourselves**. n.d. Web. <[www.facing.org/](http://www.facing.org/)>

A historical and current resource to explore racism, anti-Semitism and prejudice while nurturing democracy through education, this site has educator resources and professional development resources to support safe and inclusive school and classroom cultures, while placing this understanding in a global context.

Gomez, Carlos Andres. ***Man Up: Cracking the Code of Modern Manhood***. New York: Gotham Books, 2012. Print.

A coming-of-age memoir, based on a one-man play, which urges men to reimagine their relationships, their actions, and their emotions.

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." ***Peace and Freedom, July/August***, 1989.

This classic essay asks students to consider what types of "unearned privilege" white people use every day. <<http://www.library.wisc.edu/edvrc/docs/public/pdfs/LIReadings/InvisibleKnapsack.pdf>> ("Privilege Walk" activities, inspired by this article, are available online.)

Moore, Lonnie. ***The High-Trust Classroom: Raising achievement from the inside out***. San Antonio: Eye on Education, Inc., 2009. Print.

This book is useful to teachers for whom the idea of a "safe space" is new. The focus is on teacher-student trust but will also be helpful in building trust among students.

**My GSA**. Egale Canadian Human Rights Trust. n.d. Web. <[www.mygsa.ca](http://www.mygsa.ca)>

This website helps educators involved in a school Gay-Straight Alliance. The Educators section has lesson plans as well as print and video resources.

O'Connor, L.J., Lloyd Dolha and Morgan O'Neal. ***Dark Legacy: Systemic discrimination against Canada's First Peoples***. California: Totem Pole Books, 2010. Print.

This resource makes the connection between systemic discrimination against First Nations, Métis, and Inuit peoples in Canada and current social issues affecting members of these communities.

Ontario Council of Agencies Serving Immigrants (OCASI). ***Positive Spaces Initiative***. 2012. Web. <<http://www.positivespaces.ca/>>

This program serves LGBTQ newcomers to Canada. Free resources, written in a number of languages, address "the overlapping and intersecting nature of communities." (Funded by Citizenship and Immigration Canada)

Ontario Teachers' Federation. ***Safe @ School***. 2013. Web. <<http://safeatschool.ca>>

Safe@School was launched in 2007, and is designed to foster positive systemic change for teachers, students, and the education system overall. Resources include professional learning modules on Equity and Inclusion (focusing on homophobia, racism, and sexism) and a guide to facilitating equity discussions.

Pipher, Mary. ***Reviving Ophelia: Saving the Selves of Adolescent Girls***. New York: Riverhead Books, 1994, 2005. Print.

The book discusses the challenges facing today's teenagers, especially girls, as well as the role of media and popular culture in shaping their identities. (It is also a TV film.)

## Sources for Information

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms. 2<sup>nd</sup> ed.* Boston: Heinle Publishers, 2001. Print.

Tomlinson shows how to use students' readiness levels, interests, and learning profiles to address student diversity. Teachers can draw on the book's practical examples as they begin to differentiate instruction in their own classrooms.

Wiggins, Grant and Jay McTighe. *Understanding by Design.* Alexandria, VA: ASCD, 1998. Print.

This resource provides rationale, support, and guidance for teachers during the process of designing instruction with the end in mind.

Wiggins, Grant and Jay McTighe. *The Understanding by Design Guide to Creating High-Quality Units.* Alexandria, VA: ASCD, 2011. Print.

This resource provides worksheets and templates for educators already familiar with understanding by design (UbD), who wish to design curriculum units.

## UNIT 3

# How Could I Change My World?

Students start to think about ways change can occur. They learn about ways others have affected change, about diversity, and about interacting successfully in a range of settings. Students learn about social activism and how it drives change. They assess what they have learned to date and start to synthesize the information to determine their next steps.

### Big Ideas

- Respecting ourselves and others can be demonstrated by how we act in different settings.
- Interacting in a positive manner promotes respect for diversity.
- Social activism is an important way to create change in equity, diversity, and social justice issues.
- Thinking about research and inquiry helps us to process information.
- An important component of research and inquiry is taking the time to process acquired information.

### Overall Expectations

**A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;

**C3. Social Activism:** demonstrate an understanding of how social activism can be used to support equity and social justice objectives;

**D1. Respecting Diversity:** demonstrate an understanding of how to interact successfully in settings characterized by diversity, including school, workplace, and community settings, and ways to promote respect for diversity in these settings.

### Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they explore social activism:

- How is life in Canada different than in the past because of social activism?
- What are some new forms of social activism?
- How have people worked together to create change in your school/community/region?
- How are contemporary indigenous peoples working together globally to assert their rights to nationhood?

### Questions to Guide Student Learning

Teachers could use questions such as the following to guide students as they investigate respect for diversity:

- What skills do I need to be a good student/employee/citizen?
- How do I use and improve these skills?
- What legislation supports equity and diversity in my school, community, nation, and world?
- How can I think beyond myself?

**Questions  
to Guide  
Student Learning**

Teachers could use questions such as the following to help students reflect on their research (processing information):

- What have we learned? Why have we learned it?
- How does what we have learned relate to other things we have learned?
- What is missing? Why is it missing?
- How is our research biased?
- What can we do to try to balance our research?

**Assessment of  
Learning**

**Planning Notes**

Students delve deeper into the topics they investigated in Units 1 and 2.

Teachers could pose questions such as: How do the topics you investigated affect us on a daily basis? How have others created change? Students decide how they will respond (e.g., create a written, audio, or video presentation).

They could review their journal records to self-assess what they have learned and set goals for further investigation and for refining their inquiry skills. Students could revisit their notes from their inquiries and synthesize what they learned, including the sources of information, the biases they found in the resources, and how they interpreted the information.

## Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

**Briarpatch.** n.d. Web. <[www.briarpatchmagazine.com](http://www.briarpatchmagazine.com)>

Briarpatch focuses on radical politics and culture in Canada from a grassroots perspective and has been publishing since 1973 from Regina, Saskatchewan.

**Champions for Change – A guide to effective advocacy for youth and the adults who support them.** Representative for Children and Youth 2011. Print.

<<http://www.talktotherep.ca/Images/PDF/RCY-ChampionsforChange-web.pdf> >

This guide shares ways in which students can advocate for themselves and assist adults who may be advocating on their behalf. It provides a framework to empower youth with the information required to speak up and be heard and increases awareness about rights and effective advocacy, as well as tools to navigate the child welfare system. It works within the framework of UNCRC, or United Nations Convention on the Rights of The Child, ratified by Canada in 1991.

GroundSpark. **It's Still Elementary: The Movie and the Movement.** 2011. Web and DVD.

<<http://groundspark.org/our-films-and-campaigns/stillelementary>>

GroundSpark produced the movie: *It's Elementary: Talking about Gay Issues in School* in 1996. *It's STILL Elementary—The Movie and the Movement* examines the impact of the first movie and follows up with teachers and students featured in the first film to see how lessons about LGBTQ people changed their lives. The website provides support in the form of film clips, curriculum guides, additional articles and information for educators and students. The DVD includes the original full-length film, and PDF file of the 136-page guide to community organizing, professional development, and K-8 curriculum.

**Close the Book on Hate: 101 ways to combat prejudice** (PDF Student Resource). Print. 2013. <[www.adl.org/prejudice/closethebook.pdf](http://www.adl.org/prejudice/closethebook.pdf)>

After the Columbine tragedy, Barnes & Noble and the Anti-Defamation League (ADL) designed this site to use education to help break the cycle of prejudice and hatred. They launched the Close the Book on Hate campaign to break the cycle of hate through reading. The resource provides definitions and strategies, and presents ideas for action that students could implement.

**Poor No More: There is a way out.** Bert Deveau (dir.). 2008. Web and film.

<<http://www.poornomore.ca/>>

Mary Walsh from CBC's *22 Minutes* gives a hopeful look at the way out for Canada's working poor. She takes viewers on a journey to Ireland and Sweden to see how they have solved problems of poverty (with affordable housing, strong unions, free university and childcare) and strengthened their economies at the same time. A screening guide, presentations, and a social action plan are included on the website.

**Shameless Magazine.** 2004-2013. Web. <[www.shamelessmag.com](http://www.shamelessmag.com)>

*Shameless* is an independent Canadian magazine and includes articles about arts, culture and current events, grounded in principles of social justice and anti-oppression. Published three times a year, it explores the intersection of different forms of oppression, based on race, class, ability, immigration status, sexual orientation, and gender identity. Its suggested audience is young women and trans-youth. (Note: Some topics discussed in the magazine may be approached in a way that may be challenging for your class and/or students.)

**Still Not Laughing: A Resource List.** Ontario Secondary School Teachers' Federation/ Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario (OSSTF/ FEESO). 2010. Web. <<http://www.osstf.on.ca/SNL>>

These resources enable users to develop awareness of, and strategies to combat, sexual harassment in school settings.

## Sources for Information

***Still Not Laughing: A Tool Kit for Action.*** Ontario Secondary School Teachers' Federation/ Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario (OSSTF/ FEESO). 2012. Web. <<http://www.osstf.on.ca/SNL>>

A companion publication to the earlier-published annotated bibliography that includes a wide range of resources suitable for use by education workers seeking to challenge sexual and gender-based harassment in our schools.

***(WAM!) Women, Action & the Media.*** n.d. Web. <<http://www.womenactionmedia.org>>

WAM! is a campaign dedicated to building a robust, effective, inclusive movement for gender justice in media. (The Action Center section offers timely concerns in the media which can be studied in the classroom.)

## UNIT 4

# What Steps Can I Take To Make Change?

Students take action to make change in their day-to-day world. Students choose one of the research methodologies they have used during their study of social justice and connect the findings to their personal lives. They learn the background, and current status, and decide how to take action based on modelled, shared, and guided activities previously explored in class. As a class, students construct an action plan, identify success criteria with the teacher and enact their social action plan.

### Big Ideas

- Individuals are able to make change in their communities.
- Action research follows a cycle to develop and enact a plan for change.
- Through an action research plan, I can effect change and develop understandings in my community.
- Considering results of research and communicating it to others provides opportunities to consider more questions and how to effectively take action.
- Self-assessment of research, inquiry, and communication skills provides opportunities for setting new goals and adjusting research.

### Overall Expectations

**A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills;

**B3. Social Awareness and Individual Action:** demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues;

**D3. Social Action and Personal Engagement:** design, implement, and evaluate an initiative to address an equity or social justice issue.

### Questions to Guide Student Learning

Teachers could use questions such as the following to help students decide on and implement a plan for social action:

- Why are employers interested in employees who are willing to learn, share, and become involved in their communities?
- Why is it important to be involved in the community?
- What information do we need to decide on a social action?
- How will this action contribute positively to the community?
- What social action will we undertake?
- How will we present the results of our social action (e.g., a map illustrating the social diversity in the community, a photo essay, a video)?
- How can we share our learning (e.g., present to a local elementary school, at a staff session, at a board event, on the school website)?

**Questions  
to Guide  
Student Learning**

Teachers could use questions such as the following to guide students as they plan how to communicate their social action:

- Who is my audience?
- How will I present my research (i.e., choice of words, choice of format, etc.)?
- How evident is the purpose of my plan?
- What do I need to change?
- What do I need to expand?
- What have I done really well? How do I know?
- What are my next steps?

**Assessment  
of Learning**

**Planning Notes**

Students demonstrate what they have learned about social justice and equity and how they can apply that learning through their social action project. As they plan and implement their project, teachers observe and ask questions about their efforts. Teachers gain further evidence of their learning through student presentations. Students should self-assess by reflecting on what they have learned.

**Guiding Questions**

Students could consider the following questions as they reflect on their social awareness and individual action for change:

- How can one person make a difference in their communities?
- How do our everyday actions connect to the world around us?
- How do media and popular culture create awareness of equity, diversity, and social justice issues?
- What am I able to do to make change? What else would I like to do?
- Where do I see and/or participate in equity, diversity, and social justice issues in my life? What do I wish was different? Why? How?
- What do I need to know and be able to do to initiate change?
- How do I know if I am effectively making a difference?
- What did I do well with my social action project? What would I change?

## Sources for Information

While it is important that a variety of resources are available to support students' learning, teachers must preview materials (e.g., print, web-accessed, photographs, song lyrics, videos, articles) in advance to ascertain their credibility and suitability for use with their classes and to align with Board policies and guidelines.

Cain, J., and Jolliff, B. *Teamwork and Teampay: A guide to cooperative challenges and adventure activities that build confidence, cooperation, teamwork, creativity, trust, decision making, conflict resolution, resource management, communication, effective feedback and problem solving skills*. Dubuque, Iowa: Kendall Hunt Publishers, 1998. Print. This text contains a variety of challenge and adventure activities that the authors feel are the best for bringing a group together – not just the familiar activities but some simple and excitingly new activities. Techniques for planning a challenge program are provided, as are instructions for creating some of the most basic and useful equipment for these challenge activities.

D'Acquisto, Linda. *Learning on Display: Student-created museums that build understanding*. Alexandria, VA: ASCD, 2006. Print. School museums are collaborative, multifaceted projects that build understanding. Through photographs and classroom examples, Linda D'Acquisto shows how school museums inspire students' curiosity and creativity, encourage responsibility and teamwork, and strengthen writing, communication, research, and problem-solving skills.

Dalton, J., and L. Fairchild. *The Compassionate Classroom: Lessons that nurture wisdom and empathy*. Chicago: Zephyr Press, 2004. Print. This guidebook supports teachers seeking to provide a nurturing and creative classroom environment for middle school and high school students. Lessons supply instruction for creating a community of empathy, reverence, self-awareness, and mindfulness. Each entry features a concise lesson plan ready for implementation, as well as a brief summary of the interfaith and secular philosophies that underpin the lesson. Educators are assisted in building connections among diverse populations, cultivating self-awareness, and rewarding reflective thinking.

Tomlinson, Carol Ann, and Jay McTighe. *Integrating Differentiated Instruction and Understanding by Design: Connecting content and kids*. Alexandria, VA: ASCD, 2006. Print. This resource makes the connection between planning with the end in mind and differentiated instruction and assessment. This may be helpful in planning the summative assessment task for the course.