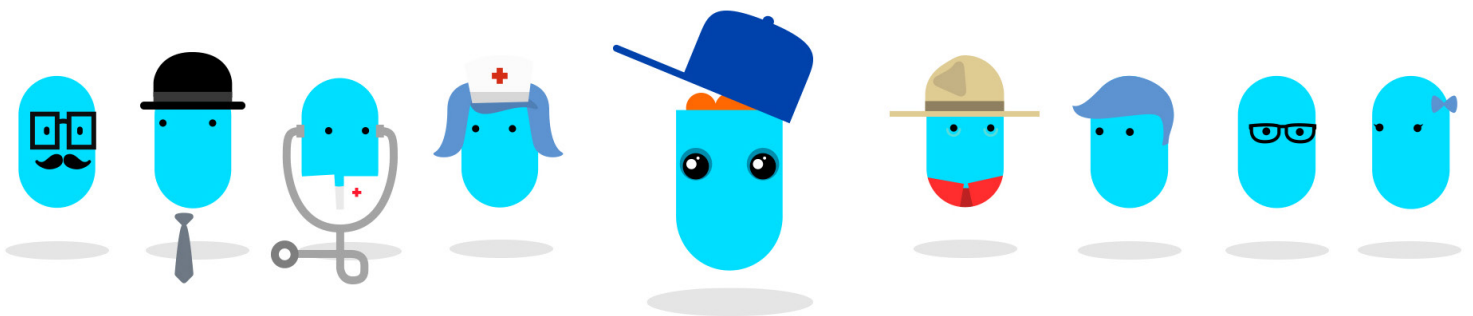




UNLEARN RACISM

Discussion Guide for Parents, Teachers and Facilitators



What is Unlearn Racism?

Unlearn Racism is about challenging the status quo, questioning the one-sided narrative that's presented to us every day of our lives and putting aside the practice of discrimination that's fuelled by historical events and past perceptions.

The Unlearn Racism Discussion Guide addresses:

- The six myths of racism
- The effects of racism and stereotypes
- The stories in the Unlearn Racism tool

1. Cautionary note for users of Unlearn Racism

The Unlearn Racism tool and Discussion Guides strives to encourage Challenge-Based Learning (Appendix A) and its components among youth in British Columbia. In order to stimulate healthy discussion and debrief youth after interaction with the Unlearn Racism tool, facilitators must ensure participants feel safe and respected. They must be able to create an environment that enables friendly discussion and allows every participant to be heard and valued.

Due to the sensitive nature of the topics raised in the Unlearn Racism tool, facilitators must be prepared to deal with a range of emotions in an effective and respectful way. Additionally, they must be especially aware and sensitive to the feelings and backgrounds of the youth participating in the discussion.

Before presenting the tool to youth, facilitators will need to familiarize themselves with the Unlearn Racism tool, stories and resources, and be able to communicate the material at a level that youth can easily comprehend. Facilitators must ensure they understand the different ways of presenting the tool and how their personal biases may affect learning outcomes.

2. How to create a safe environment for challenge – based learning and communication

Creating a safe and supportive environment is essential for engaging youth. It goes beyond the physical environment and includes the actions, perceptions and opinions of immediate company.

To create a safe environment where all participants feel respected, the following guidelines can help establish the needs of all individuals and lay the ground rules needed to have healthy discussion.

1. Set the expectation that youth need to actively listen, but they do not need to offer personal experiences. They have the right to pass.
2. Create Community Agreements – Ask youth to think about agreements that will make the classroom a safe and productive place for everyone. Display the list on a whiteboard. Ask youth to agree and comply with community agreements during the course of the discussion. Some examples are as follows:
 - Eye contact
 - Attentive listening
 - Time to speak
 - Appreciation, no put downs
 - Embrace different opinions
 - Be kind and thoughtful to others
 - Be genuinely curious
3. Have youth start and end conversations on a positive note.

What is Unlearn Racism?

3. Unlearn Racism tool flow

There are several different ways to present the Unlearn Racism Tool. As a facilitator, choose the flow that best matches your teaching style.

There are a total of six stories.

1. Racism doesn't exist in our community / Africville
2. Racism doesn't affect us / Job opportunities
3. There's nothing we can do to eliminate racism / What can I do?
4. Stereotypes aren't harmful / Chinese Laundries
5. Racism is a thing of the past / Residential Schools
6. We can say whatever we want / Freedom of Speech

Three stories will be presented after the "How Racist Are You?" introduction. The remaining three stories can be accessed from the "All" menu at the end of the tool.

The tool will randomize the first two stories and always end with "There's nothing we can do to eliminate racism / What can I do?"

Facilitator Lead – Flow: Allow the tool to present all three stories at once, prompting students to answer the questions when asked. Explore the remaining stories and discuss concepts as a group.

Facilitator Lead – Stop: Allow the tool to present a story and manually stop after each one ends. Have a group discussion and class activity after each story.

Individual Lead – Flow: If enough computers are available, have students interact with the tool individually. Have a class discussion about which stories the students saw and initial thoughts. Discuss them in depth as a group after viewing each story together.

4. Effective facilitators

The Province and various organizations in British Columbia have the resources and capacity to offer workshops about teaching anti-racism and anti-oppression. For an up-to-date list of organizations and resources available, please contact:

Melany Nugent

Public Education Coordinator
Multiculturalism & Anti-Racism
Government of British Columbia

melany.nugent@gov.bc.ca



General information, questions and activities

1. Marcus – discussion

Marcus is the character in the Unlearn Racism tool. He represents youth, from all walks of life that have preconceived notions and beliefs about race and racism. He represents no one culture or person in particular. He is blue, the colour most commonly associated with harmony and confidence, and his shape resembles the “U” in “Unlearn.”

All the characters in the tool have been purposely designed to be the same colour and shape to avoid associating characters with a specific culture or ethnic background, which can distract from the overall message.

Objective: To understand “diversity” and recognize the similarities different groups of people share as a society: values, beliefs, laws. Additionally, to challenge Critical Thinking Skills, and Ethics, Civic Responsibility and Cross Cultural Awareness of students by examining the features of the Unlearn Racism tool.

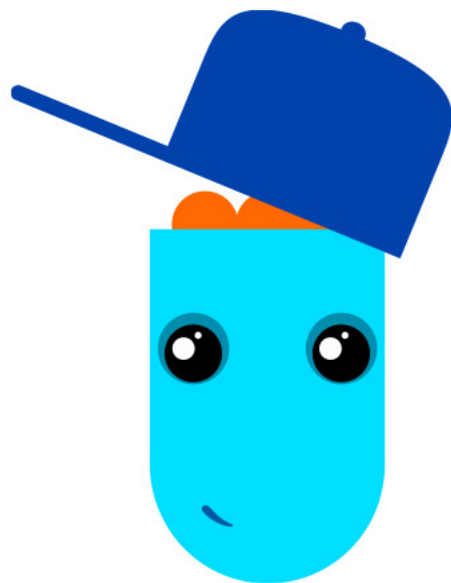
Discussion: Discuss the subtle elements of the characters of the tool:

- The uniformity of each characters shape
- The colour of the characters

The reality is that we’re not as uniform as the characters in the Unlearn Racism tool. We live in a complex society and although we may not have the same points of view, we share commonalities. For example, as Canadians we believe in different values than our American counterparts such as the right to universal healthcare and employment benefits.

Define “diversity” and have students list the values and beliefs they share as a group to see beyond physical differences. For example:

- Treat others the way you would like to be treated.
- I have the right to learn and the right to education.
- Obeying the law
- Rights and freedoms



General information, questions and activities

2. Definitions

Racism is based on a set of mistaken assumptions and opinions that places one group of people in power over another. No one person, culture or group owns racism; it is present in our everyday attitudes, behaviours, and values. In order to fully understand racism, divide the class into groups of three or four to explore the definitions of:

- Race
- Racism
- Anti-racism
- Discrimination
- Diversity
- Ethnicity
- Multiculturalism
- Prejudice
- Stereotype
- Systemic discrimination

Have student groups formulate their own definitions of the above terms to come to an understanding about the topics the tool raises. As a class, collaborate on creating the most accurate definition of each of the words.

3. Social media and current events

We encourage teachers, parents and facilitators to find current events and social media examples and incorporate them into their lesson plans.

Objective: To challenge Critical Thinking skills, Communications and Media Literacy, Creative Thinking and Innovation, Collaborative Learning, and Ethics, Civic Responsibility and Cross-Cultural Awareness among youth.

Discussion: Discuss the following questions:

- How does the example make you feel?
- What are your initial thoughts?
- Are stereotypes being used? What are they?
- What is the historical context of these stereotypes? How were they formed?
- Identify the different parties involved in the example.
- Does the example place one party in a more dominant role? Why do they believe they have more power over the other party involved?
- Does the example place one party in a more inferior role?
- Discuss the effect the example had on the parties involved.
- Discuss the effect the example has on others.
- Does this example make you want change the way you think and act? How so?

Racism doesn't exist in our community

– Africville

1. Starter questions to engage students:

1. How does that make you feel?
2. What are your initial thoughts?

2. Mild vs. extreme racism – discussion

Objective: Racism takes many forms. Africville suffered from extreme racism where its residents were denied the standard services needed to thrive in their community. There are more “subtle” forms of racism that are not as easily identifiable in today’s society. This racism is just as harmful and can have a permanent and lasting effect.

This activity and discussion will help youth recognize the different and prevalent forms of “positive” and “mild” racism and stereotypes found in everyday life.

Discussion: Have students generate a list of “milder” forms of racism and / or discrimination and display the results on the board.

Some examples are:

- Racial slang
- Positive stereotypes – name a few
- Racist humour

Discuss the examples students have suggested and the impact they can have on an individual.

Stereotypes are a misrepresentation of a group of people based on a generalization of them having similar experiences or characteristics. People are judged on these assumptions, rather than on individual merit.

Positive stereotypes are still stereotypes. They are just as harmful because they reinforce an assumption and preference that leads to feelings of inadequacy or exclusion and negates an individual’s uniqueness.

3. No one person or culture owns racism – research based activity and discussion

Objective: To challenge Communications and Media Literacy and Collaborative Learning in students to seek additional information and examples that relate to power and privilege concepts.

Activity: All six stories in the Unlearn Racism tool discuss power and privilege, placing one group of people in the dominate role, and those of different ethnic backgrounds in the inferior role. No one culture or race owns racism. Acts of power and privilege are seen in all cultures and groups of people.

Task students with finding examples of power and privilege within Canada’s history:

- During World War II, German immigrants from the Austro-Hungarian Empire were considered “enemy aliens” and many were dismissed from their jobs. They were placed under police surveillance or in internment camps.
- During the 1930s, Jews were excluded from elite social clubs, beaches and holiday resorts in Montreal, Toronto and Winnipeg. Additionally, there were residential restrictions on where they could live and how many could attend a university or professional school. When many Jewish immigrants were seeking refuge from Nazi persecution, many Jewish immigrants were denied entry into the country as refugees.
- Canada’s earlier immigration policy discriminated against many Europeans based on their assumed cultural skill set and the types of jobs they gravitated to. Europeans would only be granted entry into the country if their cultural background strengthened Canada’s economic prosperity. Southern Europeans faced a greater amount of discrimination as compared to people with a Slavic heritage due to their lack of agricultural skills.

Racism doesn't affect us

– Job opportunities

1. Starter questions to engage students:

1. How does that make you feel?
2. What are your initial thoughts?

2. Systemic discrimination - discussion

Objective: Systemic or institutionalized discrimination occurs when policies and practices exclude and discriminate against minority groups intentionally or unintentionally. When people are not intentionally racist today, they often persist in implementing historical racist and discriminating practices. Systemic discrimination can occur through employment systems, such as job requirements, hiring practices or promotion procedures. The following discussion helps students understand systemic discrimination and challenges Critical Thinking and Communications and Media Literacy skills.

Activity: In the Job Opportunities story, have students identify the systemic discrimination present. Create a definition of systemic discrimination.

Discuss why the Canadian sounding names received more call backs than any other names.

Challenge youth to find other current examples of systemic discrimination in our society today and discuss the cause and effect.

Example: Access to Sports/Recreation – Canadians Larry Kwong, and Willie Eldon O'Ree broke the National Hockey League's colour barrier in 1946 and 1950.

They have since paved the way for many others: Akim Alui, Evander Kane, Chris Beckford Tseu, Paul Kariya, Richard Park, and Jim Paek. However, people of visible minorities that play organized hockey are few and far between, even though there is no explicit policy that excludes them from participating in the sport.

Hockey is a fun, exciting pastime, but it is also expensive, time consuming and requires transportation and an accommodating work schedule. In many parts of Canada, hockey lessons and teams are only conducted in English. While there is no "intent" to exclude non-English speaking, lower-income, shift-working, single-parent families from participating in the sport, the system is designed by and for middle-class, professional families.

3. What does it mean to be Canadian? - discussion

Objective: To define "identity." Establish that being "Canadian" can mean many things to different people and to find a commonality amongst a group of students. This exercise will also challenge Collaborative Learning and Ethics, Civic Responsibility and Cross Cultural Awareness.

Activity: Pose two questions to your students:

1. "What does it mean to be Canadian?"

Establish whether or not students identify with being Canadian, regardless of their ethnic background and *why* they do. Discuss what it is about themselves and their families they consider "Canadian." Find commonalities between their feelings, practices and activities.

To immigrant students or those who are not Canadian citizens:

2. "What did you think of Canadians prior to coming to Canada?"

The second question identifies the different statuses of people living in Canada: citizens, landed immigrants, Canadian residents, temporary residents and exchange students. Establish whether or not their opinions about Canadians have changed since they have been living in the country.

Racism doesn't affect us

– Job opportunities

3. Discuss the positive stereotypes associated with being Canadian:
 - Canadians are all extremely polite.
 - Canadians all love hockey.
 - Canadians skate and ski to work/school because it's always snowing.
 - Canadians all live in igloos.

Divide the class into smaller, heterogeneous groups and have them discuss how true or false the above stereotypes are, how they make them feel and how they perceive the people who say them.

4. Racism affects many and has lasting effects – video/sound clip

Objective: Some people believe that “racism doesn't affect us,” when in fact all forms of racism have lasting effects on an individual even though they may be not visibly apparent in every situation. This activity helps youth fully understand the impact that racism has on a community and individuals.

Activity: The following videos contain subject matter that may be disturbing to some viewers, particularly those who are survivors of the Residential School System. Facilitators must pre-screen videos and audio prior to presentation and be aware of the histories and backgrounds of the youth in their class.

Legacy of Hope Foundation: Our Stories, Our Strength
<https://vimeo.com/27171085> (00:07:13)

Legacy of Hope Foundation: “We were so far away...”
<https://vimeo.com/38127177> (00:26:04)

Where Are the Children? Healing the Legacy of the Residential Schools
<https://vimeo.com/27172950> (00:27:48)

There were over 130 residential schools in operation from 1831 to 1996 and its effects are seen within multiple generations of a family, from great grandparents to young children.

Lead a discussion after viewing one or more of the videos. Pose these questions to the class:

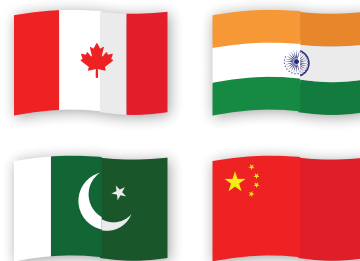
1. Describe the effects that this form of systemic racism (emotions and feelings) had on these individuals.
2. What feelings and emotions did you experience while watching the video? These emotional responses are an effect of racism.
3. Discuss the role that each youth plays in the fight against racism and how assumptions and stereotypes contribute to its prevalence.

5. Employment in British Columbia – research activity

Objective: To give youth a chance to think about their employment future in British Columbia and to challenge Critical Thinking Skills.

Activity: Using WorkBC.ca as a resource, have students research the region they live in. Analyse employment rates, industries, labour market information and employment demand.

Have students explore and hypothesize why employment rates are low or high, and what are the best industries to find work within their region.



There's nothing we can do to eliminate racism

– What can I do?

1. Starter questions to engage students:

1. How does that make you feel?
2. What are your initial thoughts?

2. Media literacy: activity and discussion

Objective: To understand the influence media has on existing prejudices and stereotypes and to challenge Critical Thinking Skills and Communications and Media Literacy.

Activity: Have students find news stories from two different news sources that cover discrimination.

Discuss the following topics:

- Who is being discriminated against in the news source?
 - What is the assumption or the prejudice being made about the group or individual?
 - Who is in the dominant role in the news source?
 - Does the news source favour one side over the other? Why do you think this is happening?
- Educate
 - Examine
 - Welcome
 - Interact
 - Support
 - Celebrate
 - Recognize
 - Engage

3. What can we do: brainstorm

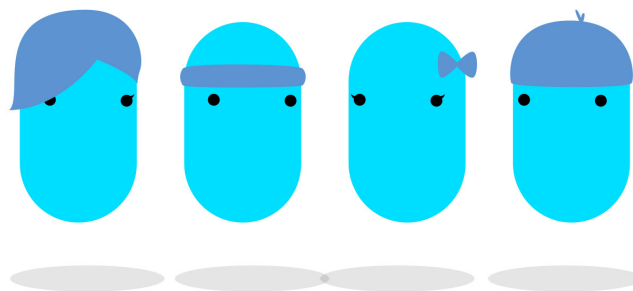
Objective: To encourage Ethics, Civic Responsibility and Cross-Cultural Awareness among students.

Activity: Divide class into small, heterogeneous groups. Brainstorm how they can change their thoughts and personal behaviour to eliminate racism. Have them pledge a statement to themselves using each of these words:

- Educate
- Examine
- Welcome
- Interact
- Support
- Celebrate
- Recognize
- Engage

Example: "I will *examine* how the differences of skin colour can greatly affect how we experience day-to-day life. It is important to understand how these differences may change how people are treated by others."

"I will *welcome* people into my community who may be different than me. I will not use stereotypes, but instead take the time to learn about them as individuals."



Stereotypes aren't harmful

– Chinese Laundries

1. Starter questions to engage students:

1. How does that make you feel?
2. What are your initial thoughts?

2. Stereotypes – discussion

Objective: This discussion will help youth understand how stereotypes reinforce our prejudices and biases about people. Once they are embedded into our thinking and perceptions of others, they can soon develop into our habits and words.

Activity: To understand the impact that stereotypes have on our lives, we must understand how they are formed. This exercise will challenge Critical Thinking skills, Creative Thinking and Innovation and Collaborative Learning amongst students.

Simply put, we learn stereotypes from parents, significant others and the media. People have a need to categorize the world into smaller groups and they do so because:

- It's efficient. Once information is categorized, you no longer need to consider additional information about each individual person. Categorization saves intellectual processing.
- It satisfies the need to understand and predict our worlds. The effort it takes to understand and make inferences about others is gone.
- It makes us feel superior about ourselves.

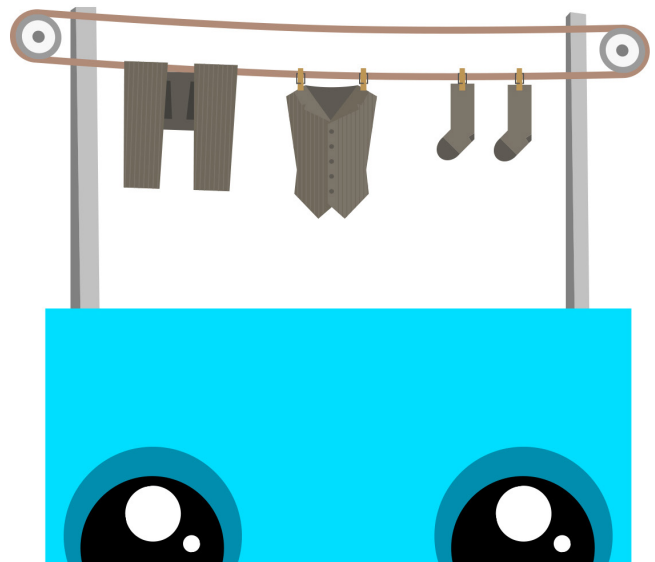
Discuss how the above points may be more efficient, but remain harmful to individuals and to our own personal beliefs.

"Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny."

Mahatma Gandhi

Discuss the above quote. How does it make you feel?

Do you think you have the power to change your individual thoughts and actions?



Racism is a thing of the past

– Residential schools

1. Starter questions to engage students:

1. How does that make you feel?
2. What are your initial thoughts?

2. Positive contributions – discussion

Objective: Many stereotypes were formed from historical events and beliefs. This exercise will help determine if historical, positive contributions of minority groups have the same lasting effect as stereotypes. This discussion will challenge Critical Thinking and research skills.

Activity: Every year on November 11th we honour the members of the armed forces who fought for our freedom and died in the line of duty. These soldiers came from a variety of cultural backgrounds: Chinese, Japanese, First Nations, Europeans and so forth.

Divide the class into small, heterogeneous groups to research acts of courage in Canadian history and discuss the positive contributions these individuals made. A few examples are below:

- On February 8, 1944, as a member of the “Devil’s Brigade,” Reconnaissance Sergeant Prince was spying on enemy activities in an old abandoned farmhouse near Littoria, Italy. As he watched German troops from inside the house, his communication lines were severed, leaving him without a way to send messages to his fellow soldiers. Calmly, he changed into civilian clothing so that he looked like a regular farmer (not a soldier), grabbed a hoe and, right before enemy eyes, acted like a farmer weeding his crops. He slowly approached the spot where his communication line was damaged and, pretending to tie his shoelaces, quickly re-attached the broken wires. He then slowly got back to the farmhouse. His quick thinking and courage in this situation enabled Prince to continue reporting on enemy activity and aid his unit in disassembling many enemy positions.

- More than 7,000 First Nations people served in all three wars and a number of Inuit and Métis also participated. One Aboriginal veterans’ group estimates that more than 12,000 Aboriginal people served altogether in the three wars.
- Aboriginal languages played a unique and crucial role in the wars. Charles Checker Tompkins from Grouard, Alberta, was a Cree veteran in the Second World War. He and other Cree soldiers worked as “code-talkers.” As a member of this special group, his job was to translate military messages into Cree before they were sent out through European battlefields. Often messages came from military officials requesting certain types of weapons for planned attacks, and it was vital that they remained secret from enemy ears. After the coded messages had been received at their proper destination, they were translated back into English from Cree by another Aboriginal “code-talker” and given to military officials to read.
- During WWII, the Chinese in Canada bought millions of dollars’ worth of government war bonds. More than five hundred were called into military service. They worked in shipyards and factories, exerted themselves to produce more food on their farms for Canadian troops and served as air raid wardens. They also donated millions of dollars to the Chinese resistance against Japan.



Racism is a thing of the past

– Residential schools

3. Guest speaker

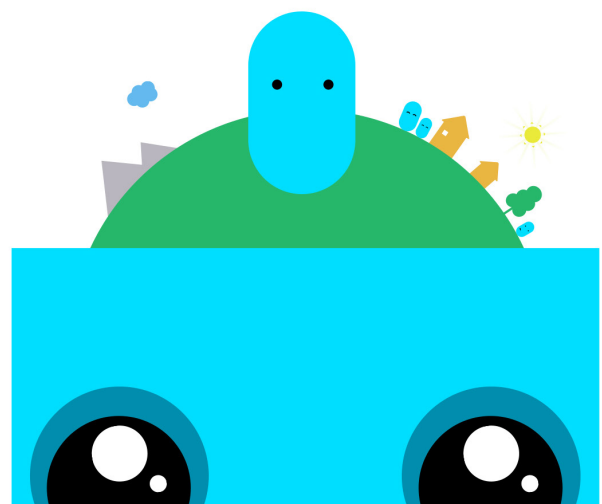
Objective: To connect and introduce youth to another cultural perspective to encourage Ethics, Civic Responsibility and Cross-Cultural Awareness amongst students.

Activity: We invite facilitators to connect with First Nations groups within their area. The following contacts are for individuals or organizations that have experience speaking to youth about their culture. It is the responsibility of the facilitator and the guest speaker to decide what topics will be covered and the format of the presentation.

Facilitators and guest speakers should:

- Ensure that expectations are clearly laid out before the visit.
- Have clear goals for the lesson so that there is a meaningful context for the visit.
- Let the guest know how their visit fits into what the students are learning.
- Prepare the students for the visit. Make sure they know the person's name, the purpose for his or her visit and what the students' involvement will be.
- Follow school district and Aboriginal community protocols.
- Be prepared to handle class management issues that may arise during the session.
- Follow up the visit with a discussion and review of what the students learned. You may require your students to do further research based on the information the speaker presented.

First Nation contacts and organizations interested in being a guest speaker can be found in Appendix B.



We can say whatever we want

– Freedom of speech

1. Starter questions to engage students:

1. How does that make you feel?
2. What are your initial thoughts?

2. Freedom of speech vs. hate speech – discussion

Objective: Understand Canadian’s constitutional right to “freedom of expression” and when it crosses into “hate speech.” This exercise will encourage Communications and Media Literacy, Critical Thinking and Creative Thinking and Innovation.

Activity: In Canada we have Freedom of Expression under Section 2 of the Canadian Charter of Rights and Freedoms, which is different from the American right of Freedom of Speech.

- Have students research the difference between Canada’s Freedom of Expression and America’s Freedom of Speech.
- Create a definition for Freedom of Expression as a class. Be sure that students understand that Freedom of Expression allows for all groups, big and small to have a voice. Those voices are equally important – one group cannot be “louder” than another. “Expression” can take many forms: symbols, art, words and so forth.
- Define “hate speech.”

- Have students research James Keegstra and his conviction.

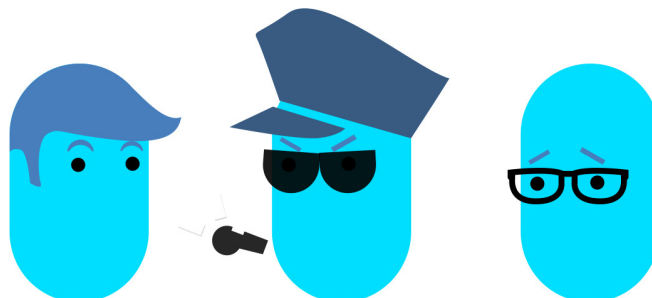
James Keegstra was a school teacher who was convicted of the incitement of hatred and spreading anti-Semitic propaganda. “Hate” was defined within the Keegstra case and is now used as a benchmark to judge other hate crimes

- Establish why James Keegstra was convicted and how his actions crossed from Freedom of Expression to Hate.
- How did James Keegstra infringe on the rights of others?

- Have students research William Whatcott and his conviction.

William Whatcott is an activist against homosexuality and abortion. He displayed signs and handed out pamphlets that promoted his beliefs, while claiming freedom of expression because his statements were “true.”

- Establish why William Whatcott was convicted and how his actions crossed from Freedom of Expression to Hate.
- How did William Whatcott infringe on the rights of others?



We can say whatever we want

– Freedom of speech

3. Guest speaker

Objective: To solidify the definitions of Freedom of Expression and Hate Speech to encourage Critical Thinking, Ethics, Civic Responsibility and Cross-Cultural Awareness amongst youth.

Activity: We invite facilitators to connect with the BC Hate Crimes Division in order to help youth identify hate and the consequences of hateful behaviour. It is the responsibility of the facilitator and the guest speaker to decide what topics will be covered and the format of the presentation.

Facilitators and guest speakers should:

- Ensure that expectations are clearly laid out before the visit.
- Have clear goals for the lesson so that there is a meaningful context for the visit.
- Let the guest know how their visit fits into what the students are learning.
- Prepare the students for the visit. Make sure they know the person's name, the purpose for his or her visit and what the students' involvement will be.
- Follow school district protocols for guest speakers.
- Be prepared to handle class management issues that may arise during the session.
- Follow up the visit with a discussion and review of what the students learned. You may require your students to do further research based on the information the speaker presented.

Contact information for the BC Hate Crimes Unit can be found in Appendix C.

Social media: anonymity vs. accountability - discussion

Objective: Help students realize their responsibility when they represent themselves online and the consequences of their behaviour. This exercise encourages Ethics, Civic Responsibility and Cross-Cultural Awareness amongst teens.

Activity: Anonymous communication is seen as the cornerstone of Internet culture that promotes freedom of expression and speech. An individual's increasing sense of anonymity tends to lead to a decreased level of accountability. When individuals are no longer accountable for their actions, they can have a tendency to behave in a way that infringes on the rights and freedoms of others.

- Have students research the aftermath of the Vancouver Canucks Stanley Cup Riot in 2011.

Many people participated in the mob mentality that took over Vancouver's downtown core. They assumed that being a part of the mob, among so many people, they would remain anonymous. Unbeknownst to many, photographs taken by bystanders, friends, family, city and cameras were surfacing all over social media channels. As a result, many people were convicted of burglary, rioting and theft. People turned to social media to publically shame these individuals. Even though the riot occurred in 2011, those who participated in the riot are still being punished for their actions.

- How many people were identified using social media?
- What were they convicted of and what was the punishment handed out by the courts?

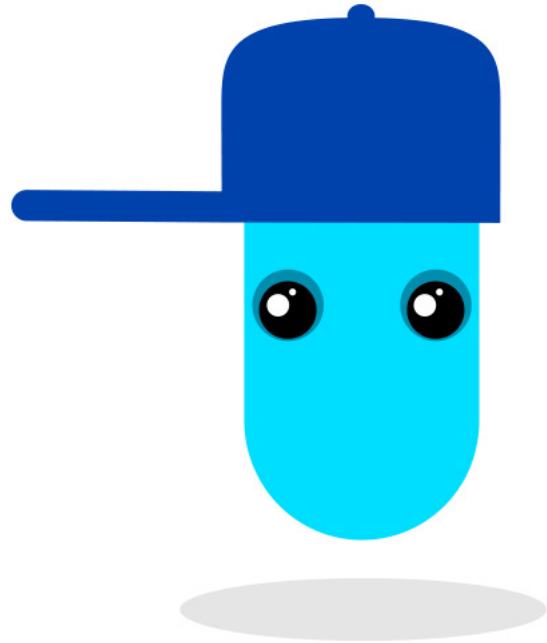
We can say whatever we want

– Freedom of speech

- Have students research Paul Craig Cobb.

Paul Craig Cobb is an American anti-Semitic white supremacist who operated a website called Podblanc. He used the online pseudonyms “No 1965 Chain Immigrants” and “Chain” to conceal his identity. The BC Hate Crimes Unit was able to identify him by his IP address and other personal attributes.

- What pseudonym did he go by and how did he try to protect his identity?
- What has he been charged with?
- Discuss students' right to Freedom of Expression and their civic responsibility to be accountable for their actions online and offline.



Appendix A:

Challenge Based Learning Components

Challenge-based learning:

Refers to an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems. Challenge-Based Learning is collaborative and hands-on. It encourages students to work with peers, teachers and experts in their communities and around the world to ask good questions, develop deeper subject area knowledge, accept and solve challenges, take action and share their experience.

Critical thinking:

Critical thinking involves purposeful, reflective judgment, logical analysis, assessment of factual accuracy, and assessment of credibility, significance and fairness. These skills allow online users to understand the information biases of authors and the selection of sources play an important role in the validity of information.

Communications and media literacy:

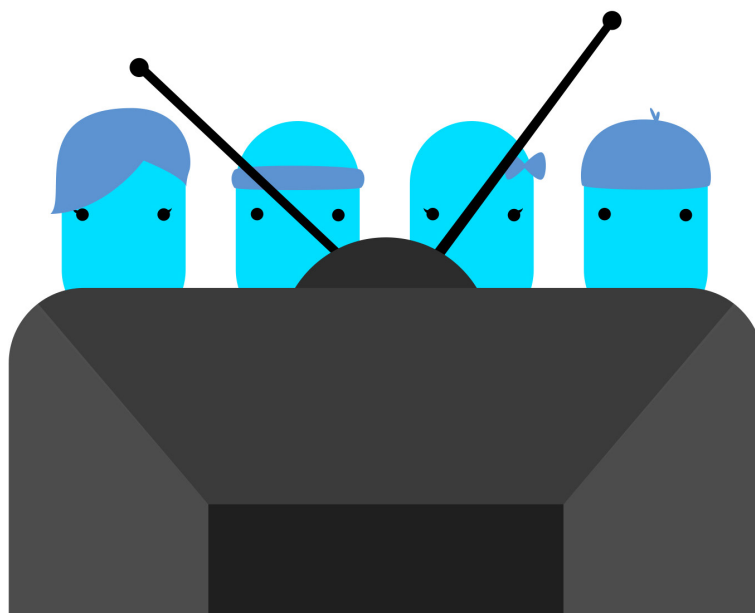
Related to literacy, Communications and Media Literacy is the ability to relate concepts and ideas to others, either in person, on the page or through technology. Creative Thinking and Innovation: Creative Thinking and Innovation allows one to generate new ideas and concepts, to see information in a different way from others, and to approach issues from a different direction than others.

Collaborative learning:

Refers to a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in Collaborative Learning capitalize on one another's resources and skills (asking on another for information, evaluating one another's ideas, monitoring one another's work, etc). Collaborative Learning further refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other and is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning.

Ethics, civic responsibility, and cross-cultural awareness:

Refers to the ability to create understanding that people are all part of a complex society and that they have a responsibility to that society. Although not everyone shares precisely the same views on all topics, there remain many things that society does agree on. There are common ethics about the way we treat others, the way we treat our environment, and about obeying the law. We share a civic responsibility and people must understand the importance of civilized discourse on issues and their role in a democratic society.



Appendix B: First Nations guest speaker contacts

Name	First Nation	Location	Notes	Email
Chief Bev Sellars	Xat'sull Soda Creek First Nations	Williams Lake, BC	Chief Bev Sellars is the author of "I Was Number One," a memoir of her time in the Residential School system.	b.sellars@xatsull.com
Jacinda Mack		Williams Lake, BC	Jacinda has a Masters in Communications and Culture	jacinda.mack@gmail.com

Appendix C: Freedom of speech guest speakers

Name	Location	Notes	Email
Detective Terry Wilson	New Westminster, B.C.	Detective Terry Wilson is with the BC Hate Crimes Division	t.wilson@rcmp-grc.gc.ca
BC Hate Crimes Division	All locations in B.C.	Guest speakers are available upon request in your area.	Toll Free: 1-855-462-5733

How Unlearn Racism fits into BC education and resources

1. Discussions about rights and freedoms

Grade 6: In the prescribed learning outcomes, students are required to learn about the collective rights and responsibilities in Canada.

Suggested achievement indicators include: comparing specific examples of individual rights and responsibilities in Canada with other countries and how power and authority can affect an individual's rights. This is an opportunity to tie in the tool into that lesson.

2. Racism doesn't exist in our community – Africville

No one person or culture owns racism – Research Based Activity and Discussion: The power and privilege examples used in this activity can be related to topics covered in Social Studies within the BC curriculum:

Grade 7: Social Studies discusses the significance of the Greek democratic structures as well as the different ways governments acquired, used and enforced power and authority.

Grade 9: Social Studies discusses North American economics and technology prior to 1812. The prescribed learning outcomes includes students explore how economic systems contributed to the development of Canada. The example of Canada's immigration policy that discriminated against Europeans from specific countries can be tied into this lesson.

Grade 12: Social Studies explores World War II. The effects that World War II had on Canadian Jewish people can be included in that lesson.

Information used in this discussion was cited from:

- University of Nebraska. Great Plains Quarterly: Canada's Campaign for Immigrants and the Images in Canada West Magazine, pg 117. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=3451&context=greatplainsquarterly>
- Canadian Encyclopedia - <http://www.thecanadianencyclopedia.com/articles/prejudice-and-discrimination>

3. Racism doesn't affect us – Job opportunities

Systemic Discrimination – Discussion:

Information from this section is cited from:

- The Vancouver Sun: <http://www.vancouversun.com> Search: Larry Kwong
- NHL.com: <http://www.nhl.com/ice/news.htm?id=513590>
- University of Calgary: <http://www.ucalgary.ca/cared/examplesofsystemicracism>

What does it mean to be Canadian? – Discussion:

Grade 6: Social Studies Prescribed Learning Outcomes include assessing diverse concepts of Canadian identity.

Racism Affects Many and Has Lasting Effects –

Video/Sound Clip: All videos and audio are from the Truth and Reconciliation website Resources page and the Legacy of Hope Foundation.

How Unlearn Racism fits into BC education and resources

Information from this section is cited from:

- Truth and Reconciliation: <http://www.trc.ca/websites/trcinstitution/index.php?p=9#>
- Legacy of Hope Foundation: <http://www.legacyofhope.ca/>
- Legacy of Hope Foundation Vimeo: <https://vimeo.com/user7689305>

Employment in British Columbia – Research Activity

Grade 9: Health and Career Prescribed Learning Outcomes includes that students identify sources of information and support to assist them in their education and career planning.

4. There's nothing we can do to eliminate racism – What can I do?

Media Literacy: Activity and Discussion:

Grade 9: English Language Arts prescribed learning outcomes requires students to interpret, analyse, and evaluate ideas and information from texts. This activity can be integrated into that lesson plan by:

- Making supporting judgements
- Examining and comparing ideas and elements within and among texts
- Beginning to identify diverse voices
- Identifying bias, contradictions and non-represented perspectives.

5. Racism is a thing of the past – Residential schools

Positive Contributions – Discussion:

Grade 12: Social Studies requires students to learn about World War II. This is an opportunity to tie in the tool into that lesson.

Information from this section is cited from:

- Aboriginal Affairs and Northern Development Canada: <http://www.aadnc-aandc.gc.ca/eng/1303129235933/1303130595693>
- Multicultural Canada: <http://multiculturalcanada.ca/timeline>

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We can say whatever we want – Freedom of speech

Freedom of Speech vs. Hate Speech – Discussion:

Grade 6: Social Studies Prescribed Learning Outcomes compare individual and collective rights and responsibilities in Canada with those in other countries.

Information from this section is cited from:

- Canadian Encyclopedia: <http://www.thecanadianencyclopedia.com/articles/keegstra-case>

Social Media: Anonymity vs. Accountability – Discussion:

Grade 11 and 12: Information and Communications Technology has students develop a code of ethics and list acceptable behaviours when using computers and software in schools. Additionally, they are expected to:

- Apply ethical standards with respect to privacy, confidentiality, piracy, plagiarism, and personal behaviour while using electronic tools to gather information.
- Demonstrate strategies that protect personal privacy while using the Internet.
- Show respect for the opinions and contributions of others while participating in or leading teams
- BC Ministry of Education: http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf

Guest Speakers:

Information from this section is cited from:

- BC Ministry of Education: http://www.bced.gov.bc.ca/irp/pdfs/resdocs/bcfns/bcfns_chap1_2004.pdf