Making Space

Teaching for Diversity and Social Justice
Throughout the K-12 Curriculum

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Acknowledgments

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Introduction and Context

Background and Rationale

Making Space is designed to help K-12 teachers in virtually every subject area find ways to promote

- **awareness and understanding of the diversity that exists within our society**—differences that are visible (e.g., race, ethnicity, sex, age, physical ability) and differences that are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, gender identity, socioeconomic background, mental ability)

- **support for the achievement of social justice for all people and groups**—particularly in ensuring that people's backgrounds and circumstances do not prevent them from achieving the full benefits of participation in society, and in addressing injustice faced by those who historically have been and today frequently continue to be marginalized, ignored, or subjected to discrimination or other forms of oppression.

These two objectives are closely linked, as the achievement of social justice depends very much on citizens having an understanding of and appreciation for

- the differences in circumstance or attributes that have long existed among people worldwide, recognizing that Canada's population today is to some extent a reflection of the global population

- the talents and accomplishments of individuals identified with each and every diverse group within our society

- the ways in which some individuals or groups within our society have been and are still treated unfairly by others

- the extent to which all people have common physical and psychological needs (e.g., to be heard, to feel safe, to be treated with respect), regardless of the differences in their attributes, capacities, or backgrounds.

In helping teachers promote awareness and understanding of diversity and support for the achievement of social justice, this guide builds on established policy and legislation that applies to the BC school system.

Social Justice is a philosophy that extends beyond the protection of rights. Social justice advocates for the full participation of all people, as well as for their basic legal, civil, and human rights.

The aim of social justice is to achieve a just and equitable society. It is pursued by individuals and groups—through collaborative social action—so that all persons share in the prosperity of society (*Diversity in BC Schools: A Framework,* 2004, p. 13).

Certain groups within our society have experienced both systemic and attitudinal barriers that have prevented "full and equitable participation in community services, employment and education" (ibid., p. 9). These barriers include "policies and practices that intentionally or unintentionally exclude, limit and discriminate against individuals and groups" (ibid., p. 9). People may, intentionally or unintentionally, interact with others in biased ways; the media may perpetuate harmful cultural stereotypes; bureaucracies may operate based on assumptions that exclude or marginalize.

The *School Act* articulates the purpose of the British Columbia school system as being "to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic, and pluralistic society and a prosperous and sustainable economy."

To achieve this purpose, the school system must strive to ensure that differences among learners do not impede their participation in school, their achievement of prescribed learning outcomes, or their capacity to become contributing members of society. The school system must also promote values expressed in federal and provincial legislation with respect to individual rights. In this regard, key pieces of legislation include the *Constitution Act,* the *Canadian Charter of Rights and Freedoms,* the *Official Languages Act,* the *Multiculturalism Act,* the *BC Human Rights Code,* and the *Employment Equity Act,* as well as the *School Act.* (For more information, refer to Appendix E of this resource.)
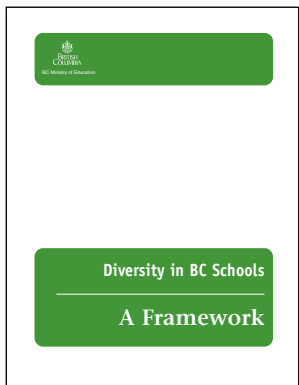
Two Ministry of Education framework documents set out in some detail how the school system as a whole can be expected to respond to this challenge. *Diversity in BC Schools: A Framework* (2004) describes the scope of the challenge, explaining the relationships between promotion of diversity and concepts such as multiculturalism, human rights, employment equity, and social justice. This framework also indicates how various provincial policies and initiatives (e.g., with respect to provincially prescribed curriculum, provincially recommended learning resources, the social responsibility performance standards) provide support for "diversity education," and suggests how schools and boards/authorities might approach implementation of diversity education initiatives.
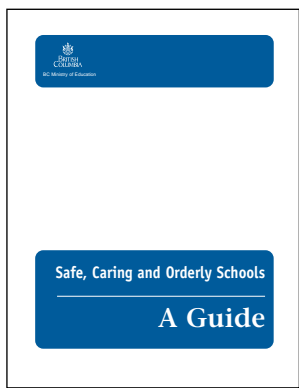
Safe, Caring and Orderly Schools: A Guide (2004) sets forth a vision of the type of school culture that will be properly inclusive and respectful of all students, and provides indicators for assessing the success of districts and schools in realizing this ideal. Roles and responsibilities within the system are reviewed, and school-wide and district-wide strategies for making improvements are discussed (e.g., Codes of Conduct, record-keeping and incident reporting systems).

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Diversity in BC Schools

A Framework

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Safe, Caring and Orderly Schools

A Guide

Both of these guides identify and reproduce extracts from legislation that should guide development of policies, procedures, and practices related to these areas. *Safe, Caring and Orderly Schools* also identifies several very specific resources that address particular issues of concern for parents, students, and educators (e.g., bullying, Internet safety). Both guides are directed at systemic needs and aimed at provincial, district, and school administrators or at school or community planning teams.

This present guide, *Making Space,* however, is designed specifically for classroom teachers, as it is the classroom teacher whose day-to-day work most directly affects the learning of students. The focus here is on instructional and assessment activities, rather than classroom management practice. This focus recognizes that teachers already seek to follow classroom management practices that ensure safety and inclusiveness for all students. This focus is also based on the assumption that teachers most effectively promote among students a healthy respect and support for social diversity when they

- actively *teach* about social diversity, social justice, and the value of developing understanding and respect for all persons
- personally *model* understanding and respect for all persons in practice by using inclusive examples, language, and resources in their classroom.

Whatever their area of specialization and whatever the grade level of the students they work with, teachers will find here information and ideas on how they can incorporate the necessary teaching into their practice.

The school system therefore strives to create and maintain conditions that foster success for all students and that promote fair and equitable treatment for all. These conditions include

- equitable access to and equitable participation in quality education for all students
- school cultures that value and honour diversity and respond to the diverse social and cultural needs of the communities they serve
- school cultures that promote understanding of others and respect for all
- learning and working environments that are safe and welcoming, and free from discrimination, harassment and violence
- decision-making processes that give a voice to all members of the school community
- policies and practices that promote fair and equitable treatment for all.

 (*Diversity in BC Schools: A Framework,* 2004, p. 4)

Pluralistic Ideals in a Classroom Setting

Teachers generally recognize the importance of a positive sense of personal identity in allowing students to achieve success with their learning. Some, however, might not be as sensitized to the challenges that this poses for students who are or perceive themselves to be part of a less privileged or minority group within society, the community, or the classroom.

To address this, teachers not only need to focus on student aptitude and performance with respect to the subject area(s) they teach; they also need to systematically and deliberately focus on

- finding ways to make their classrooms and schools welcoming of diversity
- testing their assumptions about students' emotional comfort levels and non-academic needs (e.g., with respect to feeling included, socially supported, or recognized)
- supporting the development of students' varied and personal identities through explicit reference to diversity and how it is reflected in what students are being asked to study.

For many teachers, a helpful first step is assessing the extent to which their existing practice

- reduces the sense that only "mainstream" forms of contribution, self-expression, and appearance are desirable or acceptable
- optimizes the social and affective comfort levels of students who might have reason to feel marginalized or disadvantaged due to their race, ethnicity, sex, age, ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, and/or socioeconomic background.

The accompanying rating instrument (Self-Assessment: How I Address Diversity and Social Justice in My Teaching Practice) can be used to do this.

Self-Assessment: How I Address Diversity and Social Justice in my Teaching Practice

Indicator	Always	Sometimes	Seldom	Never
1) I recognize and think about the visible and less visible diversity that exists within my class(es) and community—specifically in relation to race, ethnicity, sex, age, mental and physical ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, and socioeconomic background.				
2) I avoid making assumptions related to the diversity of students in my classroom (e.g., I recognize that not all students may know about their cultural background(s), I am sensitive to diverse family structures when conducting activities related to Mother's Day and Father's Day).				
3) I consider diversity when selecting resources to plan my instructional program.				
4) I seek out and try to use new resources to address social justice with my students.				
5) My classroom posters, displays, etc. embrace positive and affirming messages that promote respect for diversity and inspire action to counter injustice or abuse of rights.				
6) The guest speakers and visitors that form part of my instruction reflect the diversity within the local community.				
7) I support various national and international initiatives that promote diversity and social justice (e.g., International Women's Day, International Day to Eliminate Racism, National Aboriginal Day, International Day of Disabled Persons, International Human Rights Day), and promote the activities planned within the school and district during that week.*				
8) I deliberately tailor instruction to respond to the diversity among my students.				
9) I ensure that provisions to address issues related to the promotion of diversity and social justice are included in my ongoing instruction and are not seen as separate entities.				

(*see Appendix D for more information about a variety of national and international events related to social justice)

Indicator	Always	Sometimes	Seldom	Never
10) My classroom activities are designed to promote social justice and are inclusive of all forms of diversity (visible and less visible).				
11) I reflect on how my teaching practices might unintentionally reinforce social inequalities, and make changes accordingly.				
12) I model social justice in my classroom by making an effort to involve students actively in their learning (e.g., in choice of resources, activities, assessment criteria).				
13) I make an effort to provide all students with real opportunities to express their views and perceptions about diversity in the school, in a manner that provides them respect, dignity, and the opportunity to talk without fear of retribution.				
14) I give my students structured opportunities to show generosity and support to fellow students, staff, and members of the greater community.				
15) I address and confront belittling behaviour among my students (e.g., jokes or comments that target someone on the basis of race, sex, sexual orientation, family structure, or physical or mental ability) when I witness or learn of it, by naming it as a form of intimidation and engaging the students in critical thinking about it.				
16) I routinely acknowledge students, both publicly and privately, for the actions they take to assist in the development of a community free of ableism, homophobia, racism, sexism, and other forms of discrimination or hurtful behaviour.				
17) I discuss with my colleagues ways to promote diversity and social justice in classroom practice.				
18) I actively network with various communities concerned with the promotion of diversity and social justice, and look for ways to incorporate their contributions in my classroom.				
19) I seek out Professional Development opportunities that will equip me with the knowledge and skills to address controversial issues and resolve conflict in the classroom.				
20) I seek out Professional Development opportunities that will help me better address issues of diversity and social justice in my classroom.				

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Considerations for Teaching about Diversity and Social Justice

In considering how best to provide support for diversity and social justice, teachers will naturally take account of

- **what they can determine about the learners in their classrooms and their likely needs**

  This goes beyond assessing their students' aptitudes, skills, and knowledge with respect to the subjects being taught, though it remains important to recognize that identifying all of a student's varying attributes will seldom be possible. While some attributes are **visible** (e.g., race, ethnicity, sex, age, physical ability), others are **less visible** (e.g., culture, ancestry, language, religious beliefs, sexual orientation, gender identity, socioeconomic background, mental ability). Because some differences are less visible and because it's impossible to know every student's situation, teachers should strive to use inclusive language and examples as much as possible.

- **the extent to which they feel it is appropriate to incorporate student "democracy" in their classroom practices (e.g., in choosing resources, activities, assessment criteria)**

  There exists a natural and strong connection between democratic processes (including classroom processes) and the achievement of social justice, in that consciously engaging in democratic processes helps further students' sense of responsibility and appreciation for the participation of all community members in decision-making. At the same time, teachers need to apply professional judgment in deciding when having students "assume control" of learning processes will best further their learning, recognizing that any incremental increases in students' awareness and understanding of democracy and social justice are valuable.

- **what they know about the context of the wider community**

  Effective teaching about diversity and social justice requires teachers to take account of the social and cultural contexts within which their students live. Attentiveness, communication, and engagement with the community allow teachers to become familiar with community demographics, issues, and concerns and aware of prevailing community attitudes, expectations, and social assumptions. This in turn enables teachers to make good decisions about when and

Equality is achieved when all groups and individuals receive the same treatment, have the same opportunities, and are able to attain the same achievements, and where any differences are not based on prejudice or forms of oppression.

how best to approach topics related to diversity and social justice. However, this doesn't mean that teachers should omit teaching about people and issues that may not be visible or evident in the local community. Students still belong to a provincial, national, and global community, and learning about differences that aren't seen every day is often critical in appreciating diversity. Although pre-planned lessons involving a structured approach to learning are an essential ingredient in all teaching, being able to respond spontaneously to presented opportunity (the "teachable moment" when student receptivity or attention is present) is also extremely valuable. While directly challenging social assumptions may sometimes be appropriate, it may be more valuable to raise questions, instil awareness of alternatives, help students make connections, expand knowledge of situations and events, encourage reflection (including self-reflection), focus critical thinking on situations involving social justice, and reaffirm commitment to universal principles.

Ultimately, classroom practice that provides positive learning experiences, inclusiveness, respect, and safety for all learners is the goal of any teacher who values diversity and seeks to contribute to the human and social development of his or her students.

Complexities of "Social Location"

Teaching is an extraordinarily complex undertaking, and teaching about and for social justice compounds the challenges. What teachers intend for students to learn from the study of a particular novel, for example, may not be realized, because of the assumptions and life experiences that students bring to the reading and interpretation of the text. Two equally competent teachers might begin with the same lesson idea, but achieve different results, in part because of who they are, because of the mix of students in their classrooms, or both.

Equally significant is the fact that teachers themselves cannot personally represent all of the diverse identities whose voices need to be recognized and heard if diversity and social justice are to be truly addressed within the classroom. If teachers are privileged in relation to most of the students in their class, they need to attend closely to approach and tone and to make sure they have reflected ahead of time on possible biases they may bring to a topic. Teachers may avoid certain topics for fear of making students uncomfortable or because they assume that students already know about it from personal experience. For example, a white, middle-class teacher

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may avoid discussing poverty with inner-city students or racism with racial minority students. But, if the teacher approaches the discussion with sensitivity and with honest acknowledgment of her or his own limitations, the students may welcome a chance to have their lived reality acknowledged and placed into context.

In teaching about forms of oppression based on differences that are less visible, such as sexual orientation, teachers can anticipate that students may ask them about their motivations and whether they have a "personal agenda." One possible response is refusing to divulge one's sexual orientation out of solidarity. Another is to articulate reasons for opposing such oppression (e.g., support of human rights), which a person might subscribe to regardless of her or his sexual orientation. Some teachers who are LGBT may choose to reveal their sexual orientation to students, and may also discuss why they have chosen to reveal this information (e.g., to reduce homophobia). The question can also lead to a discussion about the difference between visible and invisible diversity, and how ignorance can lead to fear and prejudice.

Managing Conflict

At times, discussion related to social justice topics (e.g., examining the history of a particular group's oppression) can give rise to certain forms of student defensiveness and possibly conflict among points of view. In managing this type of situation, it is important to remember that respecting students' needs and rights to self-expression and inclusion does **not** involve a validation of any or all opinions. Self-expression that is ignorant or hurtful or that can readily be construed as a perpetuation of oppression should not be a part of classroom discourse and will need to be addressed if it arises. Teachers who have had opportunities to participate in professional development activities that focus on skills and strategies for conflict management will be well equipped to do this. Yet even without this type of training, teachers can employ proven strategies that will enable them to effectively negotiate challenging situations. The recommended approaches include both anticipatory and responsive strategies.

Anticipatory measures and strategies (those that the teacher seeks to have in place before entering into teaching situations with a potential for conflict) include the following:

- establishing guidelines for acceptable classroom behaviour (e.g., with respect to verbal expression, respect, inclusion, listening behaviour) as a point of reference that can be invoked at any time

- modelling respectful and just behaviour in all speech and actions toward individuals and toward/about groups
- modelling consistent use of language and concepts (e.g., fairness, equity, respect)
- clarifying the connections between a controversial issue to be introduced and the overall teaching themes or objective
- providing examples of where people are privileged in relation to a particular form of oppression, in order to avoid positioning people as either victims or perpetrators or encouraging students to feel identified as one or other (see more about the hierarchy of oppressions discussion in relation to responsive strategies below)
- identifying the negative dynamic to be avoided.

Responsive measures and strategies (those that the teacher might call upon if a conflict situation develops unexpectedly) include the following:

- acknowledging situations of fundamental disagreement (e.g., the conflict between respect for personal rights related to sexual orientation and respect for religious beliefs related to sexual orientation), and using relevant questions to help refocus the discussion away from the "rightness" or "validity" of the conflicting points of view; for example, introducing questions such as the following can help students transcend the impasse of disagreement:
  - ➢ Does it make more sense to talk about a person being good or bad or to talk about actions being good or bad?
  - ➢ What right do we associate with freedom of religion?
- productively channelling a certain amount of student "venting" toward intended learning objectives
- responding to hurtful or bullying behaviour that happens in the classroom in a way that addresses the underlying social justice issues rather than merely through prohibition (e.g., "how do you think_____ feels when you do/say that" instead of saying simply "that's inappropriate"); this helps evoke empathy and provides opportunities for critical thinking

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- challenging stereotypes by reminding students that "culture" is dynamic and multifaceted and that groups (e.g., groups of people who share the same cultural background, or same socioeconomic situation, or same sexual orientation) are seldom homogeneous—so not everyone within a given community thinks or behaves the same way
- recognizing and helping students transcend the hierarchy of oppressions debate (i.e., helping students recognize the essential "no resolution" sterility of debates such as "was a middle class woman in Victorian England more or less oppressed than a working class man?"); this type of debate can occur when students feel defensive in discussions about particular forms of oppression, and seek to identify as victim or perpetrator; when recognized, this type of debate can be defused by pointing out the complexity of every individual's "social location" (e.g., almost everyone is privileged in some respect relative to some oppressed group) and shifting the focus elsewhere (e.g., what steps were, are, or can be taken to address the injustice)
- intervening in a discussion to make connections as necessary (e.g., drawing an analogy between heterosexism and racism to show the similarities)
- either personalizing (tell a personal story) or establishing some distance (e.g., link to literature, history, role play), as the context warrants.

Discrimination occurs when a person—on the basis of characteristics such as her or his sex, age, sexual orientation, race, religion, or physical or mental ability—suffers disadvantages or is denied opportunities available to other members of society.

Using the Social Responsibility Performance Standards

The BC performance standards for social responsibility provide a framework that schools and families can use to focus and monitor their efforts to enhance social responsibility among students and improve the social climate of their schools. They provide educators, students, and families with a common set of expectations for student development in four areas:

1. Contributing to the Classroom and School Community
   - ➤ sharing responsibility for their social and physical environment
   - ➤ participating and contributing to the class and to small groups

2. Solving Problems in Peaceful Ways
   - ➤ managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views
   - ➤ using effective problem-solving steps and strategies

3. Valuing Diversity and Defending Human Rights
   - ➤ treating others fairly and respectfully; showing a sense of ethics
   - ➤ recognizing and defending human rights

4. Exercising Democratic Rights and Responsibilities
   - ➤ knowing and acting on rights and responsibilities (local, national, global)
   - ➤ articulating and working toward a preferred future for the community, nation and planet—a sense of idealism

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Social Responsibility Performance Standards Continuum

	K-3	4-5	6-8	8-10	11-12
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY					
	• usually welcoming, friendly, kind, and helpful • participates in and contributes to classroom and group activities	• friendly, considerate, and helpful • contributes and shows commitment to classroom and group activities	• routinely kind and friendly, and helps and includes others if asked • takes responsibility, contributes, and works co-operatively	• usually kind and friendly • takes some responsibility for the school or community and contributes willingly to class and group activities	• kind, friendly, and inclusive • works actively to improve the school or community; often volunteers for extra responsibilities and shows leadership skills
SOLVING PROBLEMS IN PEACEFUL WAYS					
	• in conflict situations, tries to express feelings honestly, manage anger appropriately, and listen politely; most often relies on adult intervention without considering alternatives • can clarify problems and generate and evaluate strategies	• tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help • can explain simple problems or issues and generate and select simple, logical strategies	• tries to solve interpersonal problems calmly; often shows empathy and considers others' perspectives • can clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences	• in conflict situations, usually manages anger appropriately, listens respectfully, presents logical arguments, and can paraphrase opposing views • can clarify problems or issues, generate strategies, weigh consequences, and evaluate actions	• in conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views • can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS					
	• increasingly interested in fairness; treats others fairly and respectfully	• treats others fairly and respectfully; often shows interest in correcting injustice	• usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights	• respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights	• respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES					
	• shows emerging sense of responsibility, generally following classroom rules; able to identify simple ways to improve the school, community, or world	• shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference, but needs help identifying opportunities for action	• shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions	• shows a sense of responsibility and community-mindedness; increasingly interested in taking action to improve the world	• shows a strong sense of community-mindedness and accountability; can describe and work toward an ideal future for the world

Full text of the performance standards for social responsibility is available in schools, as well as online at ww.bced.gov.bc.ca/perf_stands/social_resp.htm.

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How to Use this Resource: Teaching Diversity and Social Justice through Prescribed Curricula

All provincially prescribed curricula in BC are guided by three principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, it is recognized that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for each curriculum, ways to meet these needs and to ensure equity and access for all learners are integrated into the learning outcomes and achievement indicators. Accordingly, British Columbia's provincially prescribed curricula provide many opportunities for boards/authorities, schools, and teachers to address diversity and social justice.

To support teachers in integrating diversity and social justice education across the curricula, the four grade-level sections of this resource contain any or all of the following types of information, as applicable:

- Curriculum Connections—specific curriculum expectations that provide a fairly clear mandate to address diversity and social justice (e.g., in health and career education, social studies, English language arts, the four fine arts subject areas), as well as curriculum expectations where there exists an opportunity to address diversity and social justice, even if it is less immediately obvious (e.g., in mathematics, science, technology education)
- Diversity and Social Justice Extensions—general strategies for incorporating social justice issues into a range of classroom activities
- Sample Lesson Plans—more detailed examples using specific methodologies (and, in some cases, resources)
- Using Existing Curriculum-Based Materials—a listing of relevant units from Classroom Assessment Models from IRPs produced 2004-2008, and from Assessment and Evaluation (Appendix C/D) from IRPs produced 1995-2003.

Many of the strategies and resources contained in these four grade-level section are identified for one curriculum area but can be adapted for use with other subject areas.

Note that the various texts cited in this resource (especially in relation to English language arts) have been chosen to illustrate particular diversity and social justice issues, and therefore may contain language and images that are difficult or even painful for some students to read or hear. Note also that the texts listed throughout this resource include recommended texts (from the Grade Collections) as well additional texts that have not been approved provincially. Teachers are reminded that any text not included in a Ministry grade collection is subject to evaluation and approval through a local, board/authority-approved process.

Full text of all current IRPs is available online at www.bced.gov. bc.ca/irp/irp.htm.

Strategies for Addressing Diversity and Social Justice in any Subject Area

The next section of this resource includes grade- and subject-specific strategies that can be called upon to address diversity and social justice themes in relation to the study of particular topics, processes, or texts. In addition, however, there are a number of strategies (or procedural principles) that can be applied in virtually any subject area and at any grade level:

- spotlight or make visible the perspectives of groups ignored, disadvantaged, marginalized, or stereotyped
- brainstorm reasons for omissions in textbooks or other resources
- challenge assumptions in texts (books, films, music, etc.) or discussions that exclude certain groups of students (e.g., immigrants who may not understand references to pop culture or the news during discussion of current events)
- link discussions to students' diverse backgrounds
- create opportunities for students to find and share narratives that reflect a greater diversity of perspectives (e.g., oral histories)
- include all students in decision-making about what and how they learn, providing scaffolding and supports as necessary (e.g., designing assignments, setting and weighting evaluation criteria, self-assessment, student-led conferences), so as to foster a sense of agency and give students the sense that their opinions, contributions, and actions do count

- identify the challenges that students are currently experiencing and the barriers to their learning
- connect assessment to students' experiences of social justice (assessment for and as learning)
- include students in the creation of school-wide policies (e.g., anti-racism or anti-homophobia school policies, school code of conduct)
- name demeaning, exclusionary language and behaviour (e.g., mockery of languages other than English, homophobic slurs, name sexist jokes or language as sexism) as a form of oppression or as a practice that sustains the way certain groups have been historically disadvantaged
- model critical thinking by challenging taken-for-granted oppression and prompting students to question problematic assumptions, to think about the effects of particular actions, and to learn to recognize situations where some are privileged and others are disadvantaged
- draw analogies between forms of oppression (starting from the experiences and concerns of particular groups of students and building from there).

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Kindergarten
to Grade 3

Diversity and Social Justice
at the Primary Level

In the primary classroom, the application of foundational human and social skills to the development of an appreciation for diversity is self-evident. In some cases, however, the curriculum expectations simply create opportunities for a teachable moment. For example, when students are comparing attributes of people, it can be a natural, though not necessarily obvious, extension to point out the significance or relative insignificance of some differences (e.g., one's ethnic origin, appearance, sex, and socioeconomic status are **not** indicative of one's abilities or particular character traits).

At the primary level, as at other grade levels, selection of learning resources (video or print, in any of the various genres) contributes significantly to the opportunities to discuss diversity and social justice issues. Appendix A of this resource lists a variety of resources that can be used as a springboard for teaching about diversity and social justice.

Emotional Reponses

Sometimes, adults (e.g., parents) may fear that raising social justice topics, particularly with early primary students, may only worry and not inform children. But children do not live in isolation from the world, and teachers play an important role in providing appropriate context to enhance children's understanding of the world in which they live. For example, a student teacher described accompanying a group of grade 2 students on a field trip in which they saw some people living on the streets. Some of the children said the homeless people were "scary" and "bad." In a lesson focused on reading and making "personal connections," the teacher took the opportunity to read aloud the book *Fly Away Home* (Eve Bunting and Ronald Himler), a story about a 10-year-old homeless boy and his father who sleep in the airport. In talking about the story, the teacher talked about families and the different factors that might result in homelessness.

At the primary level, modelling is an especially important way of teaching respect and support for diversity. In relation to various curricula (including ELA, HCE, the four fine arts subject areas, PE, and social studies) teachers and students have numerous opportunities to model
- respectful interpersonal oral communication
- inclusiveness with respect to group activities
- appropriate collaborative interaction.

Curriculum Connections

English Language Arts (ELA)

The quickest way to introduce social justice content in English language arts may be through the choice of texts used as a focus for student reading and viewing activities. See Appendix A for a list of resources that can be used as a starting point for classroom discussions and activities.

Explicit opportunities for direct teaching re: diversity are provided in connection with the Oral Language (Speaking and Listening) and the Reading and Viewing curriculum organizers—especially in relation to the Purposes, Strategies, and Thinking suborganizers. Throughout the primary years, students are developing abilities to

- recognize hurtful and unfair language
- understand the feelings and motivations of characters in stories
- use respectful speaking and listening skills to facilitate their interaction with others, to collaborate in achieving tasks, and to resolve problems
- suggest solutions for problems in the classroom, stories, or real-life situations
- compare attributes of people (e.g., fictional characters), places, objects, and words
- begin recognizing differing points of view.

Less explicit opportunities to teach about diversity and social justice at the primary level can also be created in connection with the development of writing and representing skills. By the time students reach Grade 3, it is expected that they will be producing simple pieces of personal, informational, and imaginative writing—see Purposes (Writing and Representing). A writing prompt such as, "Write about a time when you learned something new about another person. How did what you learned change your opinions or ideas about that person?" may elicit material that directly addresses social justice goals. Alternately, it may create the opportunity to explore other situations and responses as part of a debrief or individual student conference.

Fine Arts: Dance, Drama, Music, Visual Arts

From Kindergarten to Grade 3, the four fine arts subject areas (dance, drama, music, and visual arts) provide multiple opportunities for students to learn about and value a wide variety of cultures. Specifically, the fine arts curricula include expectations for students to learn about

- dance, drama, music, and visual arts from a variety of historical and cultural contexts

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- purposes of the arts in various cultures
- roles portrayed in a variety of dances and dramas
- influence of cultural and social contexts on art and artists.

Dance, drama, music, and visual arts at the primary level build on children's innate abilities to use play and exploration to understand the world around them. Fine arts education encourages students to co-operate, develop friendships, and appreciate their own and others' abilities and identities—all core skills for building a more just society.

Health and Career Education (HCE)

The health and career education curriculum at the Kindergarten to Grade 3 level provides multiple opportunities for teaching diversity and social justice. HCE K-3 provides opportunities for students to

- learn appropriate and responsible ways of sharing, expressing, or acting on feelings
- learn about responsible and caring behaviours in families, and recognize that those behaviours are common across all structures of families
- begin to recognize bullying behaviour and its consequences for those who bully and those who are bullied.

Specific HCE curriculum requirements related to diversity and social justice at the primary level include the following.

Kindergarten	Grade 1	Grade 2	Grade 3
• sources of support and information at school • emotional health practices (e.g., identifying strengths, making friends) • thoughtful, caring behaviours in families • appropriate ways to express feelings • positive and negative behaviours in friendships	• sources of support at school and in the community • emotional health practices (e.g., giving and receiving compliments, maintaining healthy relationships) • ways families provide support and nurturing • appropriate and inappropriate ways to express feelings • positive and negative behaviours in friendships • strategies for dealing with common interpersonal conflicts	• emotional health practices (e.g., doing things for other people, recognizing own and others' feelings) • strategies for effective communication • positive ways to initiate and maintain friendships • strategies for dealing with common interpersonal conflicts	• sources of support in a variety of situations • attributes of people they admire • emotional health practices (e.g., positive self-concept, developing problem-solving strategies) • skills for maintaining and building positive relationships • nature and consequences of bullying

For many teachers, a helpful first step is assessing the extent to which their existing practice optimizes the social and affective comfort levels of students who might have reason to feel marginalized or disadvantaged.

In addition, opportunities for addressing diversity arise in relation to

- work and jobs (inclusion of individuals representing diversity in ethnicities, ages, mental and physical abilities, etc.)
- healthy food choices—specific food items representing a range of cultures and belief systems (e.g., religions, ideologies such as vegetarianism); comparing foods represented in the various cultural food guides (e.g., Aboriginal food guides, Vietnamese food guide, Punjabi food guide).

Mathematics

Although there are no specific curriculum expectations in the mathematics curriculum related to social justice, there are many opportunities to provide classroom learning experiences that help develop students' appreciation for the diversity represented in the community and in the world around them. In particular, consider activities such as the following:

- Ensure that diverse examples are included when conducting number operations and statistics activities (e.g., representing diverse cultures, family structures, socioeconomic levels, etc.)
- Provide opportunities for students to learn about the significance of particular numbers for specific cultures (e.g., the number 4 for many Aboriginal cultures, the number 8 in Chinese cultures), and incorporate examples of how the numbers are represented in each culture.
- Provide opportunities for students to learn about the significance of particular geometric shapes for specific cultures, and incorporate examples of how those shapes are represented in each culture (e.g., in architecture, textiles). Or, use a text such as *The Tortoise Who Bragged—A Chinese Tale Told with Trigrams* (adapted by Betsy Franco, illustrated by Anne-Marie Perks) to have students explore how geometric trigram shapes can be used to recreate the human-made and natural images found in the story (e.g., houses in the village, flying egrets, tortoise, fish, mountains, ox, rabbits).
- As students are introduced to the concept of mathematical equality (beginning in Grade 1) it is also possible to begin examining equality and inequality with reference to real-world situations that have a social justice aspect. For example, students can look at numbers that reflect inequalities of income or resource distribution. To extend discussion arising from observations about such inequalities, students can be asked to speculate about possible reasons for some of the disparities identified.

Physical Education (PE)

In physical education, opportunities for addressing diversity and social justice exist within the Safety, Fair Play, and Leadership curriculum organizer. Specifically, the curriculum includes learning outcomes related to

- following rules and directions
- working co-operatively with peers
- respect and encouragement for others.

Science

Although there are minimal specific curriculum expectations in the science curriculum related to social justice, there are still opportunities to provide classroom learning experiences that help develop students' appreciation for the diversity represented in the community and in the world around them. For example, when studying the needs of living things (Grade 1), help students see the parallels with the needs of all humans.

Social Studies

Specific curriculum connections related to diversity and social justice at the K-3 level include the following.

Kindergarten	Grade 1	Grade 2	Grade 3
• co-operative participation in groups • belonging to groups • similarities and differences in families • roles and responsibilities • human needs • responsibility for caring for their environment	• co-operative and productive participation in groups • strategies to address problems • similarities and differences in families • social structures • roles, rights, and responsibilities • human needs • responsible behaviour in caring for their environment	• solutions to problems • ways individuals contribute to a community • factors influencing identity • language and cultural characteristics of Canadian society • roles, rights, and responsibilities • how decisions are made • responsibility to the local environment	• responses to problems • importance of communities • cultural similarities and differences • characteristics of Canadian society • how roles, rights, and responsibilities affect community well-being • how needs and wants are met • responsibility to the local environment

Sample Lesson Plan

Drama and HCE
Grades 2-3

Prepare the classroom as an open space so that students can move freely around the room. Pose a question such as the following, and have students who can answer "yes" to the question move to the middle of the room and link arms:

- Who has ever lived in another province?
- Who has ever been to another country?
- Who has more than two brothers or sisters?
- Who speaks a language other than English at home?
- Who can say "hello" using sign language?
- Who has ever done volunteer work?
- Who loves Japanese food?
- Who likes to swim?
- Who takes part in a cultural dance or music program in the community?

Continue asking questions such as these until all students have had multiple chances to show how they are connected to each other.

Discuss as a class: Did you find out anything that surprised you? Which of these things do you share with your best friends? In what ways are you different from your best friends? Can you still be friends with someone who has different likes and dislikes than you? Who is different from you in other ways?

Divide the class into groups. Challenge each group to prepare a short story drama about several people meeting for the first time, and how they learn about each other and become friends. (Note: you may wish to provide students with puppets to portray their drama to help them take on different personal characteristics.)

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Using Existing Curriculum-Based Materials

The following Ministry-developed instructional and assessment materials from the current IRPs are also available to support diversity and social justice teaching at the primary level:

English Language Arts K to 7 (2006)

- Grade 3: Oral Language—Generating Solutions to Playground Problems (p. 497)
  This unit suggests a strategy for using language and communication processes to resolve conflicts and other interpersonal problems (including the use of racist, sexist, homophobic, or other hurtful taunts) should the need arise.

Health and Career Education K to 7 (2006)

- Kindergarten—Unit 2: Getting Along with Others (p. 129)
- Grade 1—Unit 1: Caring Friendships (p. 136)
- Grade 1—Unit 3: People Who Help Me (p. 140)
- Grade 2—Unit 3: Relationships (p. 154)
- Grade 3—Unit 1: Growing Up (p. 162)
- Grade 3—Unit 3: Safe and Caring Schools (p. 166)

Social Studies K to 7 (2006)

- Kindergarten—Identity, Society, and Culture (p. 121)
- Kindergarten—Governance (p. 122)
- Grade 1—Identity, Society, and Culture (p. 130)
- Grade 1—Governance (p. 131)
- Grade 2—Community and Culture (p. 139)
- Grade 2—Work and Decision Making (p. 140)
- Grade 3—Community Builder (p. 148)
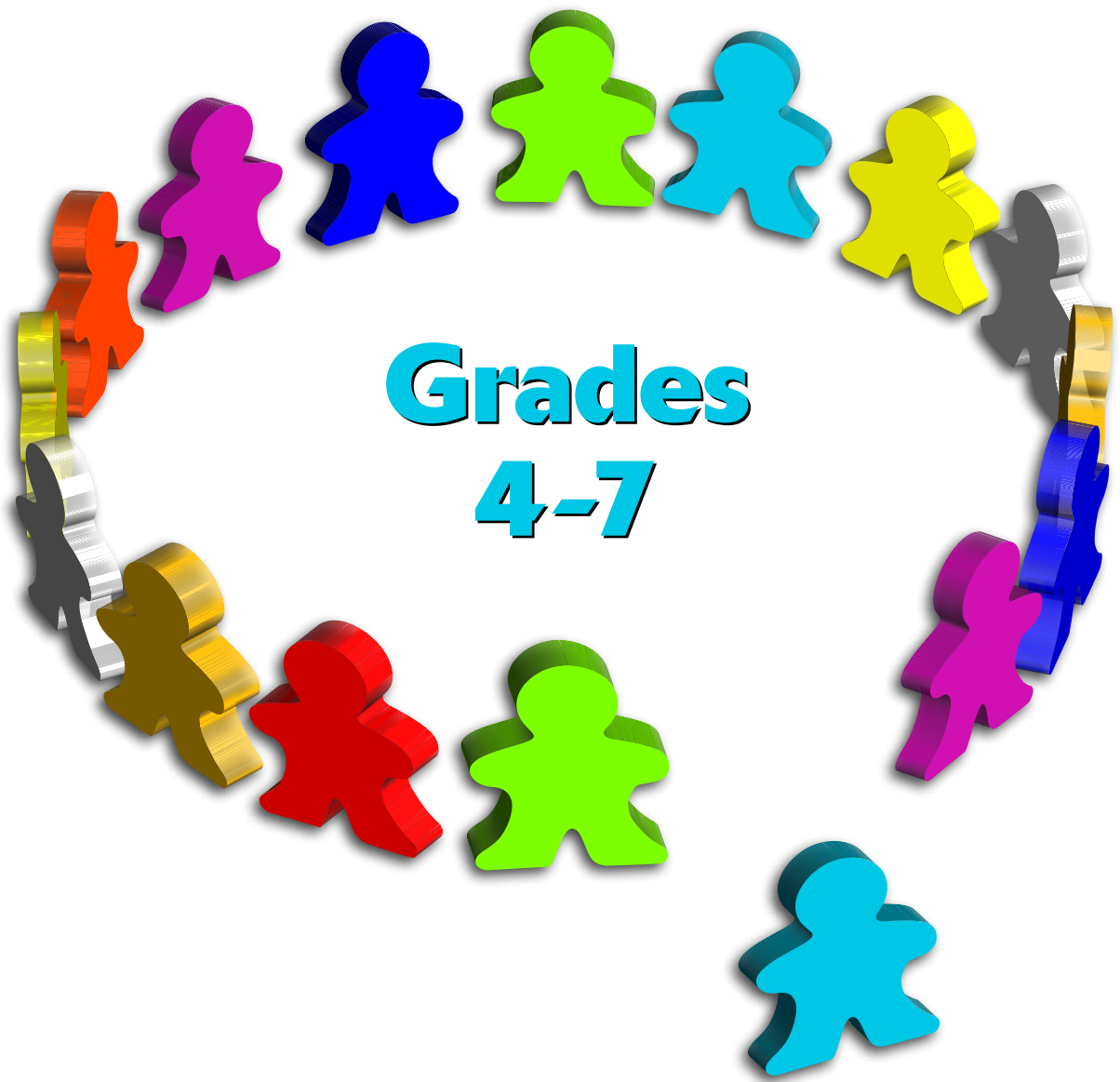
Grades
4-7

English Language Arts

Curriculum Connections

The English language arts curriculum for grades 4 to 7 includes prescribed learning outcomes related to

- use of oral language to discuss concerns and resolve problems
- reading and viewing stories representing a range of cultures
- reading and viewing stories that introduce unfamiliar contexts.

Such expectations are readily compatible with a focus on social justice, since choice of content and text is largely up to the teacher. Indeed, selection of text (video or print, in any of the various genres) contributes significantly to the opportunities to discuss diversity and social justice issues. See Appendix A for a list of resources that can be used as a starting point for classroom discussions and activities.

Diversity and Social Justice Extensions

In addition to studying texts (including non-fiction texts and audiovisual media) that deal fairly overtly with themes or situations relating to social justice concerns, English language arts teachers can use virtually any text to teach a method of textual analysis (critical thinking) that will help further students' awareness of social justice implications. For example, students can be encouraged to

- identify perspective and point of view in texts, including those brought to the text by the author and those brought by the reader/viewer
- look for ways in which the "silences" in texts (e.g., aspects of a story that are not developed) reflect assumptions or biases, including preoccupations or interests that are typical of a given author or period
- examine characterization for indications of assumptions or bias (recognizing that a text may sometimes expose one form of oppression while accepting/perpetuating other forms)
- consider how the narrative (i.e., in novels, stories, films) might have been different if a given character were a boy instead of a girl or vice versa, had a different sexual orientation, ethnic background, family structure, socioeconomic status, etc.
- construct their own meanings from the material presented in or omitted from the text (recognizing that there is not always one "right" interpretation, but that interpretations must be supported by evidence and careful argument in order to be credible)

Name demeaning, exclusionary language and behaviour as a form of oppression or as a practice that sustains the way certain groups have been historically disadvantaged.

- produce texts (e.g., media messages, protest songs) reflective of their own social justice interests or concerns.

In addition, teachers may find the following approaches helpful in furthering a social justice agenda:

- Use an anticipation guide to help students identify their own preconceptions, and to examine those ideas via the text. Present the class with a series of statements related to a story, and ask students to indicate their level of agreement or disagreement (either in writing or through "voting with their feet"—standing on one or other side of the room based on whether they agree or disagree). Have them explain their thinking. After reading or viewing the story, revisit the statements and have students compare their responses. What changed? Why?

- Use texts to look for ways to empower students who may feel marginalized (e.g., with students for whom English is a second language, have them create a dual language story book for a younger student incorporating their home language; or, read a story in English, and have a parent read or tell the same story in their language).

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Sample Lesson Plan

Grades 6-7

using *The Giver* by Lois Lowry

As an anticipation guide exercise, give students a list of some of the euphemisms and other words used in specific ways in the novel (e.g., release, nurturer, elsewhere, The Giver, community). Ask students to predict what each of these terms means. Revisit the euphemisms after reading the book. What does the author mean by each of these terms? What euphemisms do we have in our society, and why do we use them?

Assign groups or individuals questions such as the following:

- What kinds of people are marginalized in this society? What people are valued?
- Does this story depict ageism ("putting away" the elderly)? How does this relate to how we treat the elderly in our society? How should we treat our elderly?
- What does this novel say about security vs. freedom? Which is valued more? Can you have full security and full freedom at the same time? Which do you think is more important? Are there any parallels to our society?
- The father kills a child without thinking about it. What kinds of actions do we do unconsciously? What does that say about what we value and don't value?
- What is the purpose of the rites of passage in this book? (e.g., giving of bicycles, wearing pigtails).
- After time for discussion, have each group prepare a brief presentation on their assigned question.

Talk about how easy it is for people in the community to remain complicit in injustices. Are there any things that we are complicit about? (e.g., bullying) Read the poem, "First They Came …" by Pastor Martin Niemöller (note that there are many variations of this poem).

> First they came for the Communists,
> and I didn't speak up because I wasn't a Communist.
> Then they came for the Jews,
> and I didn't speak up because I wasn't a Jew.
> Then they came for the trade unionists,
> and I didn't speak up because I wasn't a trade unionist.
> Then they came for the Catholics,
> and I didn't speak up because I was a Protestant.
> Then they came for me,
> and by that time no one was left to speak up.

Sample Lesson Plan

Grade 7

using *The Scream* by Laura J. Wieler

Anticipation guide: provide students with the following pre-reading statements. Ask them if they agree or disagree with these statements. Students can respond in their journals then share with a partner, or use a class "vote with your feet" activity. Have students give reasons for their thinking.

- Shy students should get involved with drama classes and plays in order to overcome their shyness.
- Good teachers need to be really loud and forceful.
- School bullies are almost always boys.
- Disruptive students should be immediately expelled from class.
- Screaming is a good way to relieve stress and tension.
- In order to have high self-esteem, you need to be really good at some skill or activity.

Read *The Scream*. What are the author's opinions on these statements? Who are the bullies in the story? Is Ms. Draginda a good teacher? Was Todd treated fairly? Why does Eliza feel good about herself and about the class at the end of the story? What should the teacher do to make all the students feel good about themselves and to make all of them feel that they are a part of the drama "team?"

Ms. Draginda is in a position of power in this story. Does she make it easier for students in the class to be bullies? Is she herself a bully? Does she abuse her power? If so, how? What other ways do people in authority abuse their power? Use this discussion to introduce the concept of oppression, and to make the distinction between bullying (incidental, occurring among peers) and oppression (systemic, perpetrated by people in authority, often to protect institutionalized power and privilege).

Discuss how Eliza is made to feel better about herself. What could be done to bring Todd and Melissa Downing along in their relationships with "social misfits"? What are things we can do in our class, school, and community to make people feel welcomed and valued?

Conclude by having students write a RAFT response in which they take the role of someone who will comment about what has happened in the story.

R = Role: Who are you? (not yourself) You may be Eliza, Melissa, Todd, Ms. Draginda, or a character not mentioned (e.g., the parent, sibling, friend, or co-worker of one of the characters)

A = Audience: Whom are you communicating with? Are you Todd writing a note to his friend in the next period's class? Are you Eliza writing in her diary? Are you the principal talking to Ms. Draginda about her teaching style?

F = Format: What is the form of your communication? Is it a letter? A diary entry? One side of a conversation?

T = Topic: What is your reason for communicating? Think of a strong verb. Are you criticizing Ms. Draginda's opening day activity? Are you complaining about the first day of drama class? Are you praising Ms. Draginda as a teacher?

Using Existing Curriculum-Based Materials

- Grade 6, Oral Discussion and Presentation: Heroes and Idols (p. 557)—Focus on characteristics of diversity (e.g., race and ethnicity, sexual orientation, sex, mental and physical ability) represented in students' idols and heroes. Which characteristics are represented? Which ones are not? Why? Are these characteristics relevant to what makes someone a hero or idol? Why or why not? Are any of these heroes role models for social justice?
- Grade 6, Independent Novel Study: Literature Circles (p. 563)—Look for evidence that students are able to make connections with and demonstrate empathy for characters.

Fine Arts: Dance, Drama, Music, Visual Arts

Curriculum Connections

From grades 4 to 7, the four fine arts subject areas (dance, drama, music, and visual arts) provide multiple opportunities for students to learn about and value a wide variety of cultures. Specifically, the fine arts curricula include expectations for students to learn about

- dance, drama, music, and visual arts from a variety of historical and cultural contexts
- purposes of the arts in various cultures
- roles portrayed in a variety of dances and dramas
- influence of cultural and social contexts on art and artists.

In addition, as students grow in their abilities to create personally meaningful works of artistic expression, the fine arts subject areas provide opportunities for students to

- use dance, drama, music, and visual arts as means to communicate thoughts and feelings about a range of social justice topics (e.g., responding to and promoting the prevention of bullying and harassment; promoting respect for diverse viewpoints)
- identify and respond to examples of dance, drama, music, and visual arts works about a range of social justice topics
- develop co-operation and responsible group behaviour skills through the collaborative creative process (e.g., ensemble performance)
- use dance, drama, music, and visual arts as a means to explore resolutions to problems and conflicts (e.g., school bullying)
- celebrate their own cultural and linguistic backgrounds by sharing works from their cultures with the rest of the class.

Using Existing Curriculum-Based Materials

- Drama Sample 3, Grade 5: Role Drama (p. D-38)—When conducting this activity, focus on how each individual's role contributes to the well-being of the community as a whole. Relate to present-day community structures, and how working together promotes social justice aims.
- Drama Sample 4, Grade 6: Play Building (p. D-41)—Use the scenario from the sample to help students recognize that all humans have similar needs, and that working together collaboratively is an effective way to solve problems. Extend the unit by using the playbuilding process to focus on conflict resolution using situations from students' own lives.

Health and Career Education

Curriculum Connections

The health and career education curriculum in grades 4 to 7 provides multiple opportunities for teaching diversity and social justice. Whether taught as a discrete subject or integrated with other subjects, HCE 4-7 provides opportunities for students to

- learn about the dynamics of bullying and harassment
- develop healthy interpersonal skills.

Specific curriculum connections related to diversity and social justice at the 4-7 level include the following.

Grade 4	Grade 5	Grade 6	Grade 7
• choices for emotional health • interpersonal skills in relationships • recognizing negative group dynamics • strategies for responding to bullying behaviour	• healthy lifestyle planning • physical, emotional, and social changes at puberty • assessing own interpersonal skills • characteristics of safe and caring schools • behaviours that have a negative impact on a school environment and ways to address them	• benefits of attaining an emotionally healthy lifestyle • respecting developmental differences at puberty and adolescence • definitions and consequences of stereotyping and discrimination • responding to discrimination, stereotyping, and bullying behaviour • policies and strategies for preventing and responding to discrimination, bullying, and harassment	• co-operation and teamwork as a transferable skill • strategies for maintaining emotional health • influences on relationships • prevention of discrimination, stereotyping, and bullying

Additional opportunities for addressing diversity and social justice apply in relation to

- work and jobs (inclusion of individuals representing diversity in ethnicities, ages, mental and physical abilities, etc.)
- healthy food choices—specific food items representing a range of cultures and belief systems (e.g., religions, ideologies such as vegetarianism); comparing foods represented in the various cultural food guides (e.g., Aboriginal food guides, Vietnamese food guide, Punjabi food guide)
- consideration of how specific food choices relate to social justice issues (e.g., global food equity, fair trade, buying locally, organics, sustainable food resource practices)
- how positive interpersonal skills for preventing and responding to bullying create social justice in the school environment.

Using Existing Curriculum-Based Materials

The following units from the Classroom Assessment Model for the Health and Career Education K to 7 IRP (2006) can be used to address diversity and social justice topics:

- Grade 4, Unit 3: Personal Responsibility (p. 183)
- Grade 5, Unit 4: Building Healthy Relationships (p. 197)
- Grade 6, Unit 4: Healthy Relationships (p. 216)
- Grade 7, Unit 2: Relationships (p. 229)

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Mathematics

Diversity and Social Justice Extensions

Teaching mathematics provides opportunities to address social justice by expanding students' understanding of the world around them. In particular, mathematics activities can examine issues such as:

- government spending (e.g., on health care, education, the military, the environment, foreign aid)
- corporate profits; wages and benefits
- natural resource distribution
- infant mortality rates, literacy rates, incarceration rates
- statistics related to family structures
- how media present statistical data on a range of issues.

As students are introduced to the concept of mathematical equality, it is also possible to begin examining equality and inequality with reference to real-world situations that have a social justice aspect. For example, students can look at numbers that reflect inequalities of income or inequalities (disparities) with respect to various indicators of wellbeing (e.g., resource distribution, mortality rates, rates of access to particular forms of health care) in different cities and countries. To extend discussion arising from observations about such inequalities, students can be asked to speculate about possible reasons for some of the disparities identified, recognizing that isolated and decontextualized sets of numbers do not always provide a complete or accurate picture of a situation.

See Appendix A for a list of resources that can be used to facilitate the integration of mathematics and social justice, specifically

- *If the World Were a Village* by David J. Smith
- *Math that Matters: A Teacher Resource Linking Math and Social Justice* by David Stocker.

Social justice includes addressing injustice faced by those who historically have been and today frequently continue to be marginalized, ignored, or subjected to discrimination or other forms of oppression.

Physical Education

Curriculum Connections

In grades 4 to 7, students are developing their understanding of "fairness" as it relates to physical activity. The PE curriculum for grades 4 to 7 includes opportunities for students to develop knowledge, skills, and attitudes in relation to

- fair play behaviours such as encouragement and respect in pair and team activities
- modifying rules to improve the fairness and inclusiveness of a game or activity
- recognizing situations that may cause inappropriate emotional responses (e.g., "winning" or "losing" a game), and appropriate responses to these situations
- respecting individual differences and abilities during physical activity
- leadership in encouraging and promoting respect for individual differences
- respect and co-operation when following the leadership of others.

Diversity and Social Justice Extensions

Have students

- work together to establish guidelines for conducting a game or co-operative activity
- work independently or in groups to create solutions, game adaptations, or courses of action that include all players
- respond to current events situations that involve social responsibility (e.g., giving advice to the girl in Quebec who was not permitted to play soccer because, in her culture, she wears a head scarf, and explaining how they would behave if this had happened to them or in their school)
- complete a journal reflection of their fair play behaviours, responding to sentence stems such as: I encouraged others to try new skills by ..., I praised others for ..., I helped my team mates by ...

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Use video to record students' games, then have students work in partners to analyse and create a commentary of the activity. Focus assessment on the extent to which students

- make others feel safe and welcome in the activity
- show respect for other players
- act in a co-operative manner to achieve the goal of the activity
- work to include and are accepting of all players of all ability levels
- solve disputes or conflicts in a peaceful manner
- act as group leaders in physical activities (e.g., team captain, demonstrating and coaching specific skills)
- adjust activities to be inclusive of all participants
- allow everyone to have a chance to lead in the activity
- accept the outcome of the activity graciously
- demonstrate respect and co-operation when following the leadership of other students
- show knowledge that there are situations that may cause inappropriate emotional responses such as name-calling, being reprimanded, unsuccessful results (losing the ball, etc.) by
  - ➢ describing strategies to control or avoid these situations
  - ➢ sharing positive self-talk that they use
  - ➢ visualization
  - ➢ discussing how they could demonstrate respect and support for others who may have differences in skill level or ability.

Science

Curriculum Connections

The science curriculum in grades 4 to 7 provides opportunities to address

- sustainability, including Aboriginal environmental sustainability practices
- sustainability and stewardship as social justice concepts
- scientific thought and the difference between scientific and non-scientific approaches to the study of living creatures
- diverse science role models.

Diversity and Social Justice Extensions

At the Grade 4 level, as part of a focus on the Aboriginal concept of respect for the environment, invite students to find out more about the extent to which Aboriginal peoples have been represented within British Columbia's resource industries and in what capacities (e.g., in the commercial fisheries of the late 19th and early 20th centuries). Compare the attitudes toward resource extraction in the early 20th century with attitudes today, and consider the extent to which this reflects greater public appreciation of Aboriginal and other rights and greater public participation in government decision-making (e.g., about environmental protection).

Also at the Grade 4 level, when looking at animal and plant habitats and communities, draw connections to the ways in which humans interact in societies to help meet their needs.

At the Grade 5 level, in discussing technologies that affect daily life, use the opportunity to have students consider how introduction of new technologies (e.g., labour-saving devices for the home) might have affected traditional expectations with respect to the differing roles of men and women. Extend the discussion to focus on how technology can increase accessibility for people with disabilities.

At the Grade 6 level, in dealing with the adaptation of organisms to their environments, have students consider to what extent the ability of humans to alter their environment makes things different for them, and to what extent this imposes special responsibility on humans. What responsibility do people have to consider animals and the environment in their actions?

At the Grade 7 level, as part of discussions of environmental interdependence and sustainability, explore the social justice implications of failure to respect or protect the environment (e.g., Who benefits when an industry is allowed to extract resources? ...to pollute? Who pays the price? Are there alternatives? What would be the economic and social impacts of not allowing resource use to take place? How can unfairness in connection with such situations be avoided or addressed?)

Students do not live in isolation from the world, and teachers play an important role in providing appropriate context to enhance students' understanding of the world in which they live.

Social Studies

Curriculum Connections

Specific social studies curriculum connections related to diversity and social justice include the following.

Grade 4	Grade 5	Grade 6	Grade 7
• strategies for addressing problems • alternative perspectives on issues • diversity of traditional Aboriginal cultures in BC and Canada • positive and negative effects of interaction between European and Aboriginal cultures • bartering and monetary systems of exchange • relationship between people and the land	• plan of action to address a selected problem or issue • experiences of immigrants in Canada • contributions of significant individuals to the development of Canada's identity • importance of sustainability	• plan of action to address a selected problem or issue • Canadian identity and how individuals experience cultural influences • Canada's justice system • equality and fairness in the Charter • individual and collective rights and responsibilities • role of Canada in the world	• defending a position on an issue • social roles in ancient cultures • rules, laws, and government in ancient civilizations • how laws and government in ancient civilizations contributed to Canadian political and legal systems

Additional opportunities for addressing diversity and social justice arise in relation to

- various cases and examples of human rights in Canada and globally (e.g., Aboriginal land claims, same-sex marriage and adoption, women's suffrage, the internment of Japanese-Canadians during WWII, the Holocaust, various incidences of genocide)

- nature and extent of pluralism and equity in various ancient cultures (e.g., Roman acceptance of homosexuality and bisexuality; Celtic property rights for women and provisions for the elderly and the disabled; Parthian pluralism in relation to culture, religion, and language)

- diversity in key figures studied (e.g., Hatshepsut, Hypatia, Plato, Sappho, Socrates, Wu Zetian).

Sample Lesson Plan

Social Justice in Canada
Grade 6

Begin with a class brainstorm, asking students what it means to them to be Canadian. Use guiding questions to help them describe characteristics of Canadian culture and identity (e.g., education, health care, official bilingualism, religions, military, special interest groups, service organizations, sports and recreation activities, stamps and currency, multiculturalism and the "cultural mosaic"). Discuss how characteristics of Canadian culture are affected by influences such as the media and immigration.

Next, conduct a class brainstorm around the term "social justice." Ask students what this means to them. Introduce and discuss how concepts such as the following relate to social justice:

- equality and fairness (e.g., based on ethnicity, age, sex, sexual orientation, religion, socioeconomics, mental and physical ability)
- acceptance, respect, and inclusion
- conflict and peace
- the environment and the economy.

Create a class web of these terms. Discuss: What characteristics of Canadian society support social justice? Which do not, or could be improved?

Have students work in groups to prepare and present a slide show of images and text with examples of social justice and/or social injustice in Canada.

Using Existing Curriculum-Based Materials

The following units from the Classroom Assessment Model for the Social Studies K to 7 IRP (2006) can be used to address diversity and social justice topics:

- Grade 5, Canadian Heroes (p. 185)—Use this unit to focus on contributions of significant individuals to the development of Canada's identity as "a just society."

- Grade 6, The Horn of Africa (p. 190)—Use the unit to help students understand that human needs and human rights are universal, and to develop empathy for those whose needs or rights are not being met.

- Grade 6 Canadian Identity (p. 194)—Focus on aspects of Canadian identity related to diversity and social justice (e.g., the *Charter,* the many and varied interpretations of "Canadian identity," the ways in which Canada's treatment of minority groups has evolved and continues to evolve).

Grades
8-10

Applied Skills: Business Education, Home Economics, and Technology Education

Curriculum Connections

Business Education

The business education curriculum for grades 8 to 10 connects to social justice through a focus on

- the significance of competition and co-operation in business
- methods used to facilitate and predict economic development
- methods of resource allocation in various economic systems
- techniques used to market products or services globally
- how trends in society affect employment in the marketing sector and in education.

Home Economics

The home economics curriculum for grades 8 to 10 provides opportunities to have students

- identify a range of resources that can be used to meet needs and wants of individuals and families
- give examples of ways in which needs and wants of individuals and families change over time
- propose responsible marketplace practices for families
- identify socioeconomic factors that affect individuals and families as consumers
- demonstrate awareness of the global implications of decisions that individuals and families make about their needs and wants.

At the grade 10 level, the Family Studies home economics curriculum includes expectations related to

- the relationship between societal change and the changing definition of the family
- various family structures
- customs and traditions of families in various cultures
- how family values relate to the distribution and use of resources

The achievement of social justice depends very much on students having an understanding of the extent to which all people have common physical and psychological needs (e.g., to be heard, to feel safe, to be treated with respect), regardless of the differences in their attributes, capacities, or backgrounds.

- economic and social challenges that face families (e.g., financial challenges, political factors, prejudice and racism, media influences, urbanization)
- strategies for taking action on challenges facing families
- legal and financial rights and responsibilities in families
- characteristics of healthy and unhealthy relationships
- housing trends, economic and environmental influences on housing
- government involvement in housing
- home conservation practices.

Diversity and Social Justice Extensions

Technology Education

Technology education activities that can be used to support students' understanding of social justice issues include having them

- describe how societal pressures influence technological advancements, and how technological changes influence society
- describe how technology can be used to promote equity and social justice (e.g., increased accessibility for people with physical disabilities).

Fine Arts: Dance, Drama, Music, and Visual Arts

Curriculum Connections

While each is a discrete subject area with its own prescribed learning outcomes, the four fine arts subject areas (dance, drama, music, and visual arts) share many common expectations. Specifically, the four fine arts curricula at grades 8 to 10 level include opportunities for students to learn about

- dance, drama, music, and visual arts from a variety of historical and cultural contexts
- purposes of the arts in various cultures
- roles portrayed in a variety of dances and dramas
- stereotypes portrayed in dances and dramas
- how the arts are affected by societal values
- how the arts are used to effect social change.

Diversity and Social Justice Extensions

As students grow in their abilities to interpret and create personally meaningful works of artistic expression, look for ways to have students

- identify and respond to examples of dance, drama, music, and visual arts works about a range of diversity and social justice topics (e.g., documentary films, performance art, public sculpture, protest songs, posters)
- develop co-operation and responsible group behaviour skills through the collaborative creative process (e.g., ensemble performance)
- use dance, drama, music, and visual arts as a means to explore resolutions to problems and conflicts (e.g., incidents of school racism or homophobia)
- create dance, drama, music, and visual arts works in response to a range of diversity and social justice topics (e.g., poverty, environmental destruction, genocide).

Using Existing Curriculum-Based Materials

- Drama, Grade 9: Family Grouping (p. D-15)—When conducting this activity, help students understand the shared purpose of all families regardless of structure (i.e., meeting needs and wants, providing nurture and support).
- Music, Grade 8: Thoughts, Images, and Feelings in Popular Music (p. D-16)—Use this unit to include examples of popular music that relate to social justice themes.

English Language Arts

The English language arts curriculum for grades 8 to 10 includes prescribed learning outcomes related to

- use of oral language in a variety of situations and forms to convey and derive meaning
- reading and viewing texts in varied media, forms, and genres to develop thinking and understanding
- writing and representing in a variety of ways for a variety of purposes.

Such expectations are readily compatible with a focus on social justice, since choice of content and text is largely up to the teacher. Indeed, selection of text (video or print, in any of the various genres) contributes significantly to the opportunities to discuss diversity and social justice issues. See Appendix A for a list of resources that can be used as a starting point for classroom discussions and activities.

Diversity and Social Justice Extensions

The following are examples of thematic approaches to texts that support a focus on diversity and social justice.

- Freedom, individuality, and The State—using texts such as
  - ➢ "The Elephant" (short story, by Slawomir Mrozek): What lies are sometimes told to people in today's world? To what extent are people taken in by these lies? The last lines of the story ("The schoolchildren who had witnessed the scene in the zoo soon started neglecting their studies and turned into hooligans. It is reported they drink liquor and break windows. And they no longer believe in elephants.") are told from the point of view of the state. Is such reported behaviour a bad thing or not? Are the children free or not?
  - ➢ "A Civil Servant" (poem, by Robert Graves): How do people end up losing their sense of self, their sense of rage, their sense of right and wrong? What role does work have in this loss? Is it up to the individual not to let this occur?
  - ➢ *1984* (novel, by George Orwell)
- Roles and expectations for women and men—using texts such as
  - ➢ "Sadie and Maud" (poem, by Gwendolyn Brooks): Pre-reading question: Which do you think is preferable for a woman—having two children out of wedlock or getting an education and a good job? Which does society

seem to value? After reading: Which lifestyle of the two sisters does the poet appear to validate and admire? Do you agree? In what ways is Sadie a foil to her parents and to her sister?

➢ "The Story of an Hour" (short story, by Kate Chopin): What does this story say about the dangers of living the life that society demands? Why is the woman at first pleased at the supposed death of her husband? What might be the reasons for her death at the end of the story?

- The present-day legacy of colonialism in North America, using novels such as *Keeper 'n Me* (Richard Wagamese) or *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie).

When dealing with non-fiction material, selecting texts that deal with social justice concerns is an easy way to introduce this content into the classroom for consideration and discussion. For example, present students with essays dealing with social justice topics (e.g., from Teaching for Social Justice, http://bctf.ca/SocialJustice.aspx?id=6028) and have them critique these with reference to purpose, rhetorical technique, effectiveness, and assumptions.

In addition to studying texts that deal fairly overtly with themes or situations relating to social justice concerns, it is possible to use virtually any text to teach a method of textual analysis (critical thinking) that will help further students' awareness of social justice implications. For example, students can be encouraged to

- identify perspective and point of view in texts (including those brought to the text by the author and those brought by the reader)
- examine whose voice is included in the text, whose voices are left out, and the effect that these inclusions and omissions have on the message and authenticity
- look for ways in which the "silences" in texts—aspects of a story that are not developed—reflect assumptions or biases (including preoccupations or interests that are typical of a given author or period)
- examine characterization in particular for an indication of assumptions or bias (recognizing that a text may sometimes expose one form of oppression while accepting/perpetuating other forms)
- consider how the narrative (i.e., in novels, stories, films) might have been different if a given character were a boy/man instead of a girl/woman or vice versa, had a different sexual orientation, ethnic background, socioeconomic status, etc.

Homophobia manifests itself as prejudice, discrimination, harassment, and/or acts of violence. Homophobia can exist at personal, institutional, and societal levels.

- construct their own meanings from the material presented in or omitted from the text (recognizing that there is not always one "right" interpretation, but that interpretations must be supported by evidence and careful argument in order to be credible)
- study examples of how popular media (e.g., music, film, television, blogs, graphic novels) are used to promote social justice issues
- produce artefacts reflective of their own social justice interests or concerns (e.g., media messages, protest songs).

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

Sample Lesson Plan

Social Justice Vocabulary
Grades 9-10

Assign one of the following sets of terms to each student, ensuring equal distribution of each set across the class:

- social justice, human rights
- equity, equality, fairness
- sexism/sexist, feminism/feminist, misogynist/misogyny
- racism/racist, cultural imperialism, genocide
- anti-Semitism, anti-Islam, anti-Christian, anti-faith
- stereotype, discrimination, oppression
- heterosexism/heterosexist, homophobia/homophobic.

Have students take a few moments to record their current understanding of their assigned terms. Then have them independently research definitions and usage of these terms in a variety of print and online sources. Students should try to identify several different usages in different media types and sources, including instances where they think the term is used incorrectly.

Have students form groups with others who have researched the same terms to share and discuss their findings. Encourage them to consider questions such as the following:

- How has your understanding of these terms changed as a result of your research?
- Are the terms used differently by different types of media stories? If so, how? Can you make connections between the author of the message and how they use the terms?

Provide an opportunity for each group to share their terms and definitions to the rest of the class. Summarize by discussing as a class:

- What other terminology related to social justice did you find during your research?
- Were there instances where you *didn't* find a term used where you thought it should be? Why might that be? (e.g., Is a racist, sexist, or homophobic rant likely to identify itself as racist, sexist, or homophobic?)
- How does our understanding of these terms evolve over time? Which terms would you expect to find or not find in articles and dictionaries from 20 years ago? 50 years ago?
- How does media usage of these terms affect the public understanding of social justice issues?

Health and Career Education (HCE 8-9 and Planning 10)

Curriculum Connections

The Health and Career Education curriculum in grades 8 to 10 provides multiple opportunities for teaching diversity and social justice.

Specific curriculum connections related to diversity and social justice at the 8-10 level include the following.

HCE Grade 8	HCE Grade 9	Planning 10
• transferable skills (e.g., teamwork and co-operation) • importance of healthy relationships • contributing to a safe and caring school	• importance of developing employability skills • building healthy relationships • avoiding unhealthy relationships • responding to bullying, discrimination, harassment, and intimidation	• understanding of employability skills (e.g., communication, problem solving, teamwork) • legal rights and responsibilities of employers and employees • healthy relationship skills • factors contributing to safe and caring schools • effects of decisions on self, family, and community

Diversity and Social Justice Extensions

In activities related to healthy eating, focus on how specific food choices affect others (e.g., locally grown and produced vs. imported or transported from a distance, fair trade, organics and sustainable practices, biomass, packaging). What factors affect choices related to the adoption of a healthy lifestyle? (e.g., socioeconomics, cultural/religious requirements). In addition, look at factors that influence the perceptions of what is a balanced diet and healthy lifestyle—fad diets, media images, pop culture, etc. Extend to discuss how media affect our perceptions of other aspects of society and culture.

Using Existing Curriculum-Based Materials

• Grade 8, Healthy Relationships 1 (p. 62) and Healthy Relationships 2 (p. 64)
• Grade 9, Healthy Relationships 1 (p. 88) and Healthy Relationships 2 (p. 90)
• Planning 10, Healthy Relationships 1 (p. 126) and Healthy Relationships 2 (p. 129)

Mathematics

Diversity and Social Justice Extensions

Teaching mathematics provides multiple opportunities to address social justice by expanding students' understanding of the world around them. In particular, mathematics activities can examine issues such as

- government spending (e.g., on health care, education, the military, the environment, foreign aid)
- corporate profits; wages and benefits
- natural resource distribution
- infant mortality rates, literacy rates, incarceration rates
- statistics related to family structures
- how media present statistical data on a range of issues.

For ideas on how to address social justice in a mathematics classroom, consider the following resource:

- *Math that Matters: A Teacher Resource Linking Math and Social Justice* by David Stocker

Information about this and other resources can be found in Appendix A.

Science

Diversity and Social Justice Extensions

Students at grades 8 to 10 are expected as part of their study of science to acquire a grasp of scientific processes. This includes being able to demonstrate ethical, responsible, co-operative behaviour. Discussions about ethics in science provide a natural opportunity to consider social justice issues. Such discussions typically involve considering not only "What is right?" but "Who is most affected by this situation?" and "Who decides?" In relation to grade 9 science, for example, students might consider the following:

- stem cell research (Who might benefit? What are the ethical implications and risks of pursuing such research? What rights do the ill or disabled have, those who might be helped by such research?)
- reproductive technologies (What do gene selection technologies allow? What equality considerations are part of this debate? What should be the limits of technological intervention in natural processes?)

In relation to Grade 10 science, a similar debate can be held in relation to the Life Science focus on ecology. The conflicts over different attitudes to resource management and the common good allow students to consider the appropriateness of various human activities and how they are carried out (Who benefits? Who might be harmed? What rights are at issue? What is fair?)

At grade 8, 9, or 10, encourage students to consider the issue of "scientific power," and the implications of having or not having that power (i.e., science-rich countries and science-poor countries, and the issues that arise from such an imbalance).

Social Studies

Curriculum Connections

The Social Studies curriculum for grades 8 to 10 provides opportunities to have students focus on various topics of social justice in other times and places, and to connect those understandings to contemporary society.

At the grade 8-9 level, students can develop their understanding of social justice issues in relation to the following curriculum topics:

- varied positions on controversial issues
- daily life, family structures, and gender roles in a variety of civilizations
- how identity is shaped by a variety of factors, including family, gender, belief systems, ethnicity, and nationality
- how societies preserve identity, transmit culture, and adapt to change
- roots of present-day regional, cultural, and social issues in Canada
- tensions between individual rights and the responsibilities of citizens in a variety of civilizations
- the changing nature of law and its relation to social conditions of the times
- impact of contact, conflict, and conquest on civilizations
- various ways individuals and groups can influence legal systems and political structures.

At the grade 10 level, the curriculum provides opportunities for a study of social justice in relation to the following topics:

- Canadian society from 1815 to 1914 in terms of gender roles and ethnicity
- impact of interactions between Aboriginal peoples and European explorers and settlers in Canada
- influence of immigration on Canadian society
- factors that contributed to a changing national identity
- evolution of responsible government in Canada in terms of government structure and key contributing events.

Diversity and Social Justice Extensions

Comparing daily life, family structures, and social roles in a variety of civilizations to our current Canadian society, what are the differences and similarities? What are the social justice implications of rights? How were inequities addressed historically? Which current inequities have their roots in history?

In looking at the "evolution of responsible government" in Canada, focus on the progression of rights. Whose rights were acknowledged first, and whose took longer? What methods were used to obtain those rights? Are there any groups that still don't have equal rights today?

As part of discussions of daily life—rights, responsibilities, and status—compare the situation in medieval Europe to the current situation in our society. Who held the power? Who was powerless? What factors determined this hierarchy of rights and privileges? Which skills and types of knowledge were valued, and how does that compare to what we value today?

As part of the discussion of family structures, focus on how various cultures defined family in different times and places. Challenge students to give their own definition of family. Who determines which definition of family is "correct" or "accepted"?

Grades
11 and 12

Business Education

Curriculum Connections

The following curriculum topics for Economics 12 relate to social justice:

- factors that affect growth, the creation of wealth, and the distribution of income in an economy
- various economic theories, including the theory of supply and demand, and their effect on the development of modern economic systems
- the effect of economic activity
- factors that can influence levels of employment in an economy
- how labour law, gender equity, affirmative action, and inclusion of minorities have changed labour as a factor of production
- the impact of government decisions and business decisions on factors of production
- why nations vary in terms of their economic development, including the effect of the global economy on Canadian markets
- the role of multinational corporations in shaping economic decisions and government policies
- the economic philosophies and factors behind government decision making.

The following curriculum topics for Marketing 11 and 12 relate to social justice:

- how marketing affects consumer behaviour and vice versa
- how changes in economic, political, social, cultural, and legal factors influence marketing
- social, legal, and ethical issues involved in marketing products and services
- how governments assist and regulate businesses involved in international marketing
- how cultural values influence and are influenced by various marketing strategies
- the role of ethics and the law in the conducting of market research and in the use of marketing research data.

Diversity and Social Justice Extensions

Have students critique economic models and case studies from a social justice perspective. Encourage them to consider questions such as the following:

- How are resources obtained?
- Are the workers paid a living wage?
- Is there pay equity?
- Which skills are valued more?
- How is profit distributed?
- What local laws affect this case? Do these laws facilitate profit, protect workers and/or the environment, or both?

Critiques of marketing case studies can consider questions such as the following:

- To what extent do the marketing practices exhibit diversity?
- Are campaigns that target specific markets (e.g., marketing laundry detergent specifically to women) a perpetuation of stereotypes, or simply realistic?
- Does the marketing campaign promote unhealthy, unsafe, or irresponsible behaviours? (e.g., unhealthy body image, over-consumption and waste)

Discuss the extent to which businesses should be legally bound to be socially responsible and ethical in their business practices.

Drama

Diversity and Social Justice Extensions

Both Film and Television 11-12 and Theatre Performance 11-12 provide opportunities to connect to social justice themes when students are encouraged to

- study historical and contemporary examples of how theatre and film are used to promote social justice issues and effect social change
- study historical and contemporary examples of how theatre and film can perpetuate social injustice (e.g., depiction of stereotypes, propaganda)
- create and portray authentic characters that move beyond stereotypes
- identify examples of bias and stereotypes in drama works studied and viewed
- identify examples of lack of diversity in theatre and film works (e.g., diversity in relation to ethnicity, sexual orientation, family structures, sex roles, mental and physical ability, age)
- identify perspective and point of view in drama (including those brought to the work by the writer and those brought by the audience)
- consider how a drama work might have been different if a given character were a boy/man instead of a girl/woman or vice versa, had a different sexual orientation, ethnic background, socioeconomic status, etc.
- consider how viewing and responding to varied drama works can expand their experiences, challenge their assumptions and biases, and increase empathy and understanding
- create and perform drama works reflective of their own social justice interests or concerns.

While directly challenging social assumptions may sometimes be appropriate, it may be more valuable to raise questions, instil awareness of alternatives, focus critical thinking on situations involving social justice, and reaffirm commitment to universal principles.

Using Existing Curriculum-Based Materials

Film and Television 11 and 12 (1997)

- Sample 1, Grade 11: Producing a 30-Second Commercial (p. D-8)—In examining the form and content of commercials, focus on how the media can either promote or be a detriment to diversity and social justice aims.
- Sample 2, Grade 11: Documentary Production (p. D-11)—Discuss the power of documentary films to educate the public on social issues and effect social change. Encourage students to select documentary subjects that highlight and promote social justice issues.
- Sample 4, Grade 12: The Impact of Film and Television (p. D-20)—This unit provides opportunities to focus on the power of visual media as both a voice for and agent of social change. Select fiction and documentary films that address a range of social justice topics (e.g., racism, homophobia, anti-Semitism, poverty, the power of the individual).

Theatre Performance 11 and 12 (2002)

- Creating a Performance from Improvisation Exercises (p. C-13)—Select activities and improvisation topics for this unit that provide opportunities for students to explore a variety of perspectives on and solutions to conflict situations. This unit also helps students develop empathy through characterization.

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

English Language Arts

Curriculum Connections

The English language arts curriculum at grades 11 and 12 includes prescribed learning outcomes related to

- use of oral language in a variety of situations and forms to convey and derive meaning
- reading and viewing texts in varied media, forms, and genres to develop thinking and understanding
- writing and representing in a variety of ways for a variety of purposes.

Such expectations are readily compatible with a focus on social justice, since choice of content and text is largely up to the teacher. Indeed, selection of text (video or print, in any of the various genres) contributes significantly to the opportunities to discuss diversity and social justice issues.

Appendix A lists a range of literature texts that might be considered as a springboard for teaching about diversity and social justice.

English 12 First Peoples

With its exclusive focus on literature created by First Peoples in Canada and around the world, this course provides additional curriculum expectations related to social justice. Specifically, the texts identified for use with English 12 First Peoples include themes such as

- the experience of colonization and decolonization (e.g., residential schools, the reserve system, land claims)
- the relationships between and among individual, family, and community
- connection with the land and environment
- the nature of knowledge—who holds it, what knowledge is valued.

Diversity and Social Justice Extensions

In addition to studying texts (including non-fiction print texts and audiovisual media) that deal fairly overtly with themes or situations relating to social justice concerns, English language arts teachers can use virtually any novel, story, or poem to teach a method of textual analysis (critical thinking) that will help further students' awareness of social justice implications.

Look for opportunities to examine social justice issues in relation to literature common to senior secondary ELA classes. For example:

- social roles for men and women and issues of power and authority in Shakespeare's plays such as *The Taming of the Shrew, Hamlet,* and *Macbeth*
- the importance of social status in Arthur Miller's *Death of a Salesman,* and parallels with today's attitudes toward "success"
- the complicity of the broader society in injustice in Alice Munroe's *The Shining Houses* (why is it easier to disregard the rights of another person if he or she is old, poor, eccentric, etc.?)
- mob mentality in *Lord of the Flies*—Is the violence in this novel exclusively a male phenomenon? Are there occasions when girls or women exhibit or have exhibited similar behaviours? Are there parallels in modern, "civilized" society?
- the present-day legacy of colonialism in North America in *Green Grass, Running Water* (Thomas King) or *Monkey Beach* (Eden Robinson).

Experiencing and responding to varied dance, drama, music, visual arts, and literature works can expand students' experiences, challenge their assumptions and biases, and increase empathy and understanding.

Additional opportunities to connect to social justice exist when students are encouraged to

- consider how reading and viewing varied texts can expand their experiences, challenge their assumptions and biases, and increase empathy and understanding
- identify perspective and point of view in texts (including those brought to the text by the author and those brought by the reader)
- look for ways in which the "silences" in texts—aspects of a story that are not developed—reflect assumptions or biases (including preoccupations or interests that are typical of a given author or period)
- examine characterization in particular for an indication of assumptions or bias (recognizing that a text may sometimes expose one form of oppression while accepting/ perpetuating other forms)

- consider how the narrative (i.e., in novels, stories, films) might have been different if a given character were a boy/man instead of a girl/woman or vice versa, had a different sexual orientation, ethnic background, socioeconomic status, etc.
- construct their own meanings from the material presented in or omitted from the text
- look for lessons of personal responsibility in relation to choices illustrated in a text (e.g., using Tom Wayman's poem, *Picketing Supermarkets,* discuss what our responsibility is as knowledgeable, ethical consumers—once you are educated on an issue, is it acceptable to continue to act in ways that are harmful to others and to yourself?)
- study examples of how popular media (e.g., music, film, television, blogs, graphic novels) are used to promote social justice issues
- produce texts reflective of their own social justice interests or concerns (e.g., media messages, protest songs).

Sample Lesson Plan

English 12
using *The Crucible* by Arthur Miller

Some of this play's themes (the dangers of rumours, fear mongering, and finger pointing) are certainly current today. The aftermath of September 11, 2001, is obviously still being felt. Blaming others out of fear and hysteria is all too common. One can see that any group can become the so called "witches" of the play: communists, terrorists, gays, Arabs, etc. Not understanding others or acting sanctimoniously or self-righteously will likely not bring about good will.

Read the play and discuss how a lack of reason is allowed to exist. Not knowing the truth is what prevents reason from prevailing. What other fears do people have today that prevents them from acting in a reasonable manner? Tell the students about Maher Arar. What kind of political and social conditions existed in Canada and the USA that allowed an innocent man to be sent to Syria to be tortured?

Have students select key lines from the play that underscore the following themes:

- Fear and ignorance lead to unreasonable behaviour.
- People's real motives are not always apparent.
- Pointing the finger is easy; being honest is hard.
- Hiding from the truth may not be a good way to proceed.

These ideas could then be incorporated into an essay about the play.

Ask students to investigate the time and place in which Miller wrote the play (i.e., McCarthyism and the Blacklist). (Miller's essay "Why I Wrote the Crucible," is available online at www.honors.umd.edu/HONR269J/archive/MillerCrucible.html). Compare to post 9-11 "homeland security" laws and practices in both the US and Canada.

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

Sample Lesson Plan

English 12
using *Paul's Case* by Willa Cather

Pre-reading ideas: Ask students if they agree or disagree with the following statements, and to give reasons for their thinking.

- Living it up in a fancy hotel is a good way to escape from the daily grind.
- Daydreaming is a normal method of dealing with stress.
- The thought of getting a nine-to-five job makes me shudder.
- People who are different or weird are often the victims of bullying and harassment.
- It is important to help people who are on the verge of suicide.

Have students discuss their thinking on these statements. Tell them the author will use the ideas in the story. Then have students read Paul's Case.

Post-Reading Questions:

- Why does Paul feel alienated? In what other ways do people feel alienated from society?
- What interventions could have been used to help Paul?
- What responsibility do the adults in the story have for Paul's suicide?
- What details from the story may lead the reader to believe that Paul is gay? Are these stereotypes? What is this story saying about growing up not being able to be who you really are?
- Why might the author have been reluctant to be explicit about Paul's sexual orientation? (e.g., considering when and where was the story written)
- Why does Paul always need fresh cut flowers around him? What do these flowers symbolize?
- If you were Paul's friend, what might you say in an attempt to help him?
- What is the story saying about the apparent inability of society to deal with people who don't fit in?
- If the story were set in today's society, do you think Paul would experience the same sense of alienation? Why or why not?

Have students research the correlation between adolescent suicide and homosexuality. What are the possible reasons for this statistic? (Note to teachers: while discussing this link, ensure students understand that homosexuality does not inevitably "cause" depression or suicide, but rather the high incidence is a result of overwhelming societal and/or family pressures and censures.)

When teaching *Paul's Case,* consider the idea of alienation or marginalization as a theme of the story. Attempt to have the students understand that Paul receives no help for his dilemma and thus turns to suicide, believing this to be his only option.

Using Existing Curriculum-Based Materials

English 12 First Peoples

The *Teacher Resource Guide* for English 12 First Peoples includes the following units that provide a focus on social justice:

- Unit 1: Introduction to English 12 First Peoples
- Unit 5: Residential Schooling
- Unit 8: Research Essay
- Unit 12: Métis Literature

Although developed specifically to support the implementation of English 12 First Peoples, many of the units in the *Teacher Resource Guide*—and the corresponding print, film, and audio learning resources—can be used for any English language arts course. This resource guide is available online at www.fnesc.ca/efp12.

Home Economics

Curriculum Connections

The Family Studies 10-12 curriculum includes expectations related to

- the relationship between societal change and the changing definition of the family
- various family structures
- customs and traditions of families in various cultures
- how family values relate to the distribution and use of resources
- economic and social challenges that face families (e.g., financial challenges, political factors, prejudice and racism, media influences, urbanization)
- strategies for taking action on challenges facing families
- legal and financial rights and responsibilities in families
- characteristics of healthy and unhealthy relationships
- housing trends, economic and environmental influences on housing
- government involvement in housing
- home conservation practices.

The Foods 11 and 12 curriculum includes expectations related to

- the effects of food marketing practices on consumer behaviour
- global, environmental, and health issues related to the production and consumption of food.

The Textiles 11 and 12 curriculum includes expectations related to

- ways to reduce the environmental impact of clothing and textiles
- historical, political, and cultural influences on fashion and textiles
- influences on fashion and textile choices, including
  - ➢ socioeconomics
  - ➢ media influences
  - ➢ global and environmental considerations.

Focus on Social Justice

In Foods, have students select a particular food product and critique it from a social justice perspective. Have them consider questions such as the following:

- What ingredients were used to make this item, and where were they grown? Were they grown in an environmentally sustainable way?
- Does the item provide good nutritional quality?
- Where was the item manufactured? How was it transported to get here?
- How is the item packaged? Is the packaging environmentally responsible?

In Family Studies, have students select a particular housing model and critique it from a social justice perspective. Have them consider questions such as the following:

- What features of energy conservation are present?
- What features of water conservation are present?
- Does this housing model provide for sharing of resources?
- What family structure(s) would be suitable for this housing model?
- Is this housing located conveniently for community resources? What are the implications of its location?

In Textiles, have students select a particular clothing item and critique it from a social justice perspective. Have them consider questions such as the following:

- What fibres were used to make this item, and where were they grown or produced? Were they grown/produced in an environmentally sustainable way?
- How was the item manufactured? Were workers paid a living wage?
- Where was the item manufactured? How was it transported to get here?
- Do the item and the way it is marketed perpetuate an unhealthy body image?

Information and Communications Technology

Curriculum Connections

Learning outcomes in The Nature of ICT curriculum organizer include expectations related to

- moral, ethical, legal, and courteous approach to the use of technology
- becoming discerning users of mass media and electronic information
- technology to support collaboration and interaction with others
- the impact of technology on personal privacy.

Human rights goals are guided by the principle that human rights violations are harmful to an entire community, and not simply to those who are oppressed.

Diversity and Social Justice Extensions

Look for opportunities for students to consider the social justice implications of information and communications technologies. For example:

- What are the social justice implications of being ICT literate or not?
- Who "owns" information? Who doesn't? What are the implications for those who own the information and those who do not?
- How are information and communications technologies used to promote social justice? (e.g., increased access to information and technology for geographically remote areas, access for people with physical disabilities)
- How are information and communications technologies used to perpetuate social injustice? (e.g., cyber bullying, hate-based web sites, manipulation and misrepresentation of information, propaganda)

Music

Diversity and Social Justice Extensions

Music 11 and 12 courses provide opportunities to connect to social justice themes when students are encouraged to

- study historical and contemporary examples of how music—particularly popular songs—is used to promote social justice issues and effect social change
- consider how a song might have been different if the composer were a man instead of a woman or vice versa, had a different sexual orientation, ethnic background, socioeconomic status, etc.
- consider how listening and responding to varied music can expand their experiences, challenge their assumptions and biases, and increase empathy and understanding
- compose and perform music reflective of their own social justice interests or concerns.

Using Existing Curriculum-Based Materials

Composition and Technology 11 and 12 (1996)

- Sample 4, Grade 12: Culture in Your Community (p. D-20)—Extend this unit by discussing how the presence or absence of various types of music in the community reflects or fails to reflect diversity. Introduce the term "cultural imperialism." Is a lack of diversity reflective of cultural imperialism, or simply an indication of popular taste? Are music tastes and preferences inherently biased?

Choral and Instrumental Music 11 and 12 (2002)

- Choral Music 12: Concert Choir, Music Listening (p. C-22)—Include a focus on the lyrics in each listening sample. What do the lyrics say about the attitudes of the society of that time and place? Can we infer particular roles related to age, sex, or socioeconomic status?

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

Science

Curriculum Connections

Science and Technology 11

With its focus on "engaging students in the investigation of scientific questions and the development of plausible solutions," Science and Technology 11 offers multiple opportunities for students to think critically about the social justice implications of real-world science. Included in this course are curriculum expectations related to

- the tools and processes for producing and bringing food products to the consumer
- issues related to the safe use and disposal of chemicals found around the home
- the role technology plays in health issues and the influence of society on medical practices
- the technologies available to extract, process, and use natural resources
- the need for effective management of resources and the issues related to their impact on the environment
- technologies within the home and their impact on society.

Diversity and Social Justice Extensions

Biology 12

Investigate and discuss methods of reproductive technology such as in-vitro fertilization, sperm banks, embryo transplants, embryo freezing, and surrogacy. What is right? Who is right? Who decides?

Social Studies

Curriculum Connections

Senior secondary social studies courses provide explicit (and in some cases mandatory) opportunities for students to address various social justice topics and issues.

BC First Nations Studies 12

Learning outcomes that fall under the curriculum organizers "Contact, Colonialism, and Resistance" and "Leadership and Self-Determination" provide numerous opportunities to examine the dynamics of oppression as experienced by Aboriginal peoples in BC during the 19th and 20th centuries and to explore the ways in which First Nations individuals and communities have acted (are acting) to redress the situation.

Specific curriculum topics relevant to social justice include

- economic, social, political, and cultural impacts of contact with Europeans on BC First Nations
- how post-Confederation government policies and jurisdictional arrangements affected and continue to affect BC First Nations
- the varied and evolving responses of First Nations peoples to contact and colonialism
- challenges during the 20th century that led to the emergence of contemporary Aboriginal leadership
- traditional and contemporary First Nations systems of governance
- contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples.

Civic Studies 11

Civic Studies 11 learning outcomes mandate coverage of various topics that provide clear opportunities to address social justice issues and concerns within a Canadian and international context, including

- roles of individuals in society
- rights and responsibilities
- culture, language, heritage, and community
- human rights provisions in Canada and internationally
- fundamental principles of democracy

- the relative abilities of individuals, governments, and non-governmental organizations to effect civic change
- the role of beliefs and values in civic decision making
- skills of civic discourse and dispute resolution
- the ethics of civic decisions.

In addition, students are expected to implement a plan for action on a selected local, provincial, national, or international civic issue.

Comparative Civilizations 12

Comparative Civilizations 12 includes an examination of elements of culture such as belief systems, daily life, social roles, and power and authority in relation to various civilizations. As such, it provides clear opportunities to make comparisons and reflect on social justice issues. Specific curriculum expectations include

- the components of value systems within and among cultures, including religion and mythology, morals and ethics, heroes and role models, philosophical viewpoints
- the diverse values and beliefs of civilizations.

History 12

With its focus on 20th century economic, social, political, and military events, History 12 offers two especially evident opportunities to address social justice and diversity issues, as captured by the following curriculum expectations:

- the significance of the Holocaust
- key developments in the struggle for human rights in South Africa and the United States.

Geography 12

Geography 12 includes a focus on Resources and Environmental Sustainability, which provides opportunities to address social justice and diversity issues. Specifically, students are required to

- assess the various considerations involved in resource management, including sustainability, availability, social/cultural consequences, economic consequences, and political consequences
- assess the environmental impact of human activities, including energy production and use, forestry, fishing, mining, agriculture, waste disposal, water use.

Law 12

Specific Law 12 curriculum topics relevant to social justice include

- concepts of law, including moral vs. legal issues
- the impact of human rights legislation on Canadian society
- issues related to family law, including cultural expectations, societal values, and economic factors.

Social Studies 11

Social Studies 11 deals primarily with Canada-related topics and issues. Among the curriculum topics to be addessed, the following offer clear opportunities to address social justice and diversity:

- major provisions of the Canadian constitution, including the *Charter,* and its impact on Canadian society
- Canada's participation in world affairs with reference to human rights and the United Nations
- Canada's standard of living compared with those of developing countries, with reference to poverty and key indicators of human development
- the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights
- the role of women in terms of social, political, and economic change in Canada
- challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to residential schools, reserves, self-government, and treaty negotiations.

Social Justice 12

This course is designed to raise students' awareness of social injustice, to encourage them to analyse situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world.

The course includes an emphasis on action, and provides opportunities for students to

- examine their own beliefs and values, as well as the origins of those beliefs
- support or challenge their beliefs and values through reflection, discussion, and critical analysis
- examine models of social change
- implement strategies to address social injustice and develop their capacities to effect positive change in the world.

Sample Lesson Plan

Social Studies 11

Begin with a quickwriting assignment: From the end of WWI to the 1960s, which groups of immigrants were "preferred" by the Canadian government? What evidence do we have to support this conclusion? What myths or common beliefs about immigrants exist today?

Invite students to share their initial thoughts. Discuss as a class:
- What can our society do to facilitate an immigrant's experiences in our community?
- Are there immigration policies or laws that can be changed? How?

Using the *Charter,* have students look at historical incidents concerning the treatment of particular cultural groups—Komagatu Maru, head tax for Chinese immigrants, internment of Japanese-Canadians, *War Measures Act,* residential schools, etc. Continue the discussion to focus on more contemporary case examples—same-sex marriage, benefits for same-sex partners. What are the parallels?

Have students prepare a news report about the incident representing the points of view of various stakeholders. Alternatively, have students form into groups to prepare and research for a debate (e.g., a mock parliament debating the given piece of legislation).

Using Existing Curriculum-Based Materials

Civic Studies 11 (2005)

- Unit 1: Active Citizenship (p. 57)—Include case examples and role models of active citizenship that promote diversity and social justice. Help students identify opportunities for focussing their citizenship action plans on projects and issues that promote diversity and social justice at the school, community, national, or international level.

- Unit 3: Rights and Responsibilities (p. 73)—Compare the classes protected under the Charter to those protected under other human rights legislation (e.g., the BC Human Rights Code). Which are the same? Which are different? What happens when there is a conflict between the two?

- Unit 4: Culture, Language, Heritage, and Community (p. 83)—Based on the cases studied (e.g., Anti-Potlatch laws, residential schools, internment of Japanese-Canadians, Chinese head tax, Meech Lake Accord, Bilingualism and Biculturalism Commission, Multiculturalism Act), have students reflect on the degree to which Canada is a nation that "honours diversity" and "promotes social justice."

- Unit 6: International Relations (p. 99)—Based on case studies of interactions between Canada and other countries, have students identify the positive and negative effects for both countries from a social justice standpoint.

Social Justice 12 (2008)

All of the units provided for this course furthers students' understanding of social justice topics and issues. In addition, many of these units can be adapted for use in other social studies courses.

Social Studies 11 (2005)

- Unit 1: Political and Civic Processes (p. 46)—Focus on how civic processes have been used in the past to address social injustice and promote diversity (e.g., women's suffrage, Aboriginal land claims, same-sex marriage and spousal rights, redress for internment of Japanese-Canadians, repayment of Chinese head tax).

- Unit 2: Canada and the Holocaust (p. 61), Unit 2: Canada and Human Rights Issues (p. 62), Unit 4: Immigration (p. 82), Unit 4: English-French Relations (p. 84), Unit 4: Aboriginal Peoples in Canada (p. 85), Unit 4: Canadian Identity (p. 86)—Based on these cases, have students reflect on the degree to which Canada is a nation that "honours diversity" and "promotes social justice.

Visual Arts

Diversity and Social Justice Extensions

All visual arts courses at the grade 11 and 12 level provide opportunities to connect to social justice themes when students are encouraged to

- study historical and contemporary examples of how visual arts are used to promote social justice issues and effect social change
- study historical and contemporary examples of how visual arts are used to perpetuate social injustice (e.g., depiction of stereotypes, propaganda, marketing consumerism and over-consumption, glorification of violence)
- consider how a particular visual work might have been different if it had been created by a man instead of a woman or vice versa, if the artist had a different sexual orientation, ethnic background, socioeconomic status, etc.
- identify examples of lack of diversity in artists and the types of visual images present in society (e.g., diversity in relation to ethnicity, sexual orientation, family structures, gender roles, mental and physical ability, age)
- consider how viewing and responding to varied visual images can expand their experiences, challenge their assumptions and biases, and increase empathy and understanding
- create and display visual art works reflective of their own social justice interests or concerns.

Using Existing Curriculum-Based Materials

Media Arts 11 and 12 (1997)

- Media Arts 12, Sample 3: Creating a Visual Presentation on a Social Issue (p. D-15)

Art Foundations and Studio Arts 11 and 12 (2002)

- Art Foundations 11: Using Digital Technology to Address a Social Issue (p. C-13)
- Art Foundations 12: Using Mixed Media—Art as Social Commentary (p. C-29)
- Studio Arts 11 (Ceramics and Sculpture 11): Examining Issues of Youth Culture through Figurative Sculpture (p. C-36)

Appendices

Appendix A: Learning Resources

This appendix is provided to help teachers in selecting resources to support the teaching of diversity and social justice in the classroom. The list contains some resources appropriate for teacher use, some for student use, and some for both. It is provided as a starting point only, and is by no means intended to be exhaustive or prescriptive.

Note that grade-level designations for these texts are suggestions only, and many can be applied at younger or older grades for different contexts and purposes (e.g., a children's storybook can be used at the secondary level to examine how value lessons can be presented in a simple way). In addition, a text that is recommended for one subject area can be used in other subjects (e.g., a social studies text can be used as the basis for drama explorations).

Texts that are designated as recommended as part of a particular Grade Collection are designated with the following icon:

This list does not include any of the resources recommended for Social Justice 12, as any of those resources can be adapted for use in other subjects and grades. Please refer to the Social Justice 12 grade collection for a full listing and description of those recommended resources.

Note that Grade Collections are subject to change. Please check the ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm.

Teachers are reminded that any text not included in a ministry grade collection is subject to evaluation and approval through a local, board/authority-approved process. Teachers should use particular caution when selecting novels, poems, plays, and short stories. Because these texts often deal with the experiences of people who have faced various forms of social injustice, they may contain language and images that are difficult to read or hear (e.g., violence and abuse, sexual exploitation, experiences of racism, substance abuse, the residential school experience, criticisms of Christianity and church practices). This caution holds true for many texts that have long been studied in secondary school English classes (e.g., various Shakespeare works, *The Lord of the Flies, To Kill a Mockingbird, The Crucible*) as well as for more recent works (e.g., *The Handmaid's Tale, Monkey Beach, The Jade Peony*).

Text	Format	Gr.	Context	Recommended for
Appleseed, J. You and Me Series	print	K-7	positive behaviours at school, home, and in the community	HCE K-7
Atwood, Margaret "It Is Dangerous to Read Newspapers"	print (poem)	11-12	our conscious and unconscious complicity in the truths of the modern world	N/A
Atwood, Margaret *The Handmaid's Tale*	print (novel)	11-12	totalitarianism, objectification of women	N/A
Auden, W.H. "Refugee Blues"	print (poem)	8-10	racism, the vulnerability of refugees, the power of the state vs. the powerlessness of the individual	N/A

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

Appendix A: Learning Resources (continued)

Text	Format	Gr.	Context	Recommended for
BC Ministry of Attorney General *Make a Case Against Racism: A Guide for Teachers of Grades 4-7* available online at www.ag.gov. bc.ca/immigration/multicultural_ initiatives.htm#makeacase	print	4-7	anti-racism, anti-bullying	N/A
BC Ministry of Education *BC First Nations Studies Teacher's Guide* available online at http://www. bced.gov.bc.ca/irp/resdocs/bcfns. htm	print	11-12	First Nations studies—including the legacy of colonialism, rights, self-government, treaties, justice, and moving beyond stereotypes	® BCFNS 12
BC Ministry of Education *Canada and the Holocaust*	print	10-12	the Holocaust and Canada's role in the post-WWII Jewish refugee crisis	® Civic Studies 11, SS 11
BC Ministry of Education *Environmental Learning and Experience: An Interdisciplinary Guide For Teachers* available online at: www.bced. gov.bc.ca/environment_ed/ welcome.htm	print	K-12	stewardship, sustainability, conservation, socially responsible and ethical economics	N/A
BC Ministry of Education *Evaluating, Selecting, and Managing Learning Resources: A Guide* (Revised) www.bced.gov.bc.ca/irp/resdocs/ esm_guide.pdf	print	K-12	selection of resources—in particular, the Social Considerations criteria provide useful guidance for considering diversity issues when selecting resources	N/A
BC Ministry of Education *Focus on Bullying: A Prevention Program for Elementary School Communities*	print	K-7	teacher resource; includes activities for recognizing, responding to, and preventing bullying behaviour	® HCE K-7
BC Ministry of Education *Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities*	print	8-12	teacher resource; includes activities for recognizing, responding to, and preventing harassment and intimidation	® HCE 8-9, Planning 10

Text	Format	Gr.	Context	Recommended for
BC Ministry of Education *Human Rights in the Asia Pacific 1931-1945: Social Responsibility and Global Citizenship*	print	10-12	human rights, war crimes, international law, international relations, redress and reconciliation	Civic Studies 11
BC Ministry of Education *Internment and Redress: The Story of Japanese-Canadians*	print	5-6	internment of Japanese-Canadians	SS 5-6
BC Ministry of Education *Shared Learnings: Integrating BC Aboriginal Content K-10* www.bced.gov.bc.ca/abed/shared.pdf	print	K-10	promoting understanding of BC Aboriginal peoples and their cultures, values, beliefs, traditions, history, and languages	N/A
BC Ministry of Education *Shaping the Future: The Treaty Process in BC*	print, video	3-4	First Nations treaty process	SS 3-4
BC Teachers' Federation "Teaching Controversial Issues" available online at http://bctf.ca/GlobalEd/TeachingResources/ClarkePat/TeachingControversialIssues.html	print (article)	K-12	advice and suggestions for introducing controversial topics in the classroom	N/A
Benson, R. et al. *Collections 1, 2, and 3*	multi	1-3	relationships and identity	ELA 1-3
Bowden, R. *Food and Farming*	print	4-6	sustainability	SS 5
Brooks, Gwendolyn "Sadie and Maude"	print (poem)	8-10	social roles and expectations for women	N/A
Browning, Robert "My Last Duchess"	print (poem)	11-12	social roles for women and men, abuse of power and authority	N/A
Bunting, Eve and Ronald Himler *Fly Away Home*	print	K-3	homelessness, characteristics common to all families	N/A
Camus, Albert "The Guest"	print (short story)	11-12	personal responsibility, acting in ways that benefit self and society	N/A

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

Appendix A: Learning Resources (continued)

Text	Format	Gr.	Context	Recommended for
CBC *CyberHate*	video	10-12	free speech and censorship on the Internet	R SS 11
Choy, Wayson *The Jade Peony*	print	11-12	cultural tension, growing up in a minority culture	N/A
Combs, Bobbie *ABC: A Family Alphabet Book*	print	K	diversity—general	N/A
Committee for Children *Second Step*	multi-media	1-5	empathy, problem solving, anger management	R HCE 1-5
Critical Thinking Consortium *Active Citizenship: Student Action Projects*	print	10-12	social/civic action	R Civic Studies 11
Critical Thinking Consortium *Caring for Young People's Rights*	print	10-12	rights, action projects	R Civic Studies 11
Ellis, Deborah *Breadwinner trilogy (The Breadwinner, Parvana's Journey, and Mud City)*	print (novels)	6-7	living in wartime, gender and family roles, socioeconomics, cultural empathy and understanding	N/A
Elwin, Rosamund and Michele Paulse *Asha's Mums*	print	K-3	diverse family structures (same-sex parents), anti-homophobia	N/A
Ergo Entertainment *Paper Clips* (information about the film and the project is available at www.paperclipsmovie.com)	video	6-11	the Holocaust, the power of the individual to make a difference	N/A
First Nations Education Steering Committee *Anti-Racism Toolkit Activity Set* available online at www.fnesc.ca/publications/index.php	print	K-7	anti-racism, combating stereotypes, rights and responsibilities, general diversity education	N/A
Ford, C. et al. *I Can Make a Difference*	print	1-7	how individuals can contribute to community well-being	R SS 1-7

Appendices

Text	Format	Gr.	Context	Recommended for
Gilman, Charlotte Perkins "The Yellow Wallpaper"	print (short story)	11-12	social roles and expectations for women and men; power and authority	N/A
Grewell, Erin *Freedom Writer's Diary*	print	10-12	poverty, power of education	N/A
Historica Foundation of Canada *Historica Minutes*	video	4-6	contributions of individuals to Canadian society and culture	ⓡ SS 4-6
Jackson, Shirley "The Lottery"	print (short story)	11-12	unquestioning observance of tradition and the status quo, scapegoats, mob violence	N/A
Jarrell, Randall "The State"	print (poem)	11-12	the power of the state, the loss of individuality	N/A
Jonas, George "I was Around Six"	print (poem)	11-12	social roles for women and men, the inevitability of violence	N/A
Lawson, Judy *White Jade Tiger*	print	5-6	ethnicity and racism (historical treatment of Chinese railroad workers)	N/A
Lowell, Amy "Patterns"	print (poem)	11-12	social roles and expectations for women and men	N/A
Magic Lantern Communications *Racism 4 Reel*	video, print	9-10	anti-racism	ⓡ Planning 10
Maracle, Lee *Ravensong*	print (novel)	10-12	roles and expectations for girls/women; interactions between Aboriginal and non-Aboriginal cultures	ⓡ ELA 11-12
Marlin Motion Pictures *A Common Goal*	video	5-7	the role of the United Nations in peace keeping and human rights	ⓡ SS 6

Appendix A: Learning Resources (continued)

Text	Format	Gr.	Context	Recommended for
Marlin Motion Pictures *Mesopotamia Series*	video	7-8	inter-relationship of the human and physical environment with economy, technology, society, and culture	R SS 7
Martin, Anne M. *A Corner in the Universe*	print	6-7	people with mental disabilities	N/A
Masters, Olga *The Rages of Mrs. Torrens*	print (short story)	8-10	poverty, social status, status quo	N/A
Mayer, Mercer and Gina Mayer *A Very Special Critter*	print	K-2	people with disabilities	N/A
McDermott, Barb and Gail McKeown *All About ... Famous Canadians.*	print	K-3	diversity—general	R ELA K-3
Miller, Arthur *The Crucible*	print (play)	11-12	fear mongering, witch-hunting and scapegoats	N/A
Munro, Alice "*The Shining Houses* "	print (short story)	11-12	victimization, power and authority, the rule of law	N/A
National Film Board of Canada *Bronwen & Yaffa (Moving Towards Tolerance)*	video	10-12	anti-racism	R Civic Studies 11
National Film Board of Canada *Discordia: When Netanyahu Came to Town...*	video	10-12	how student activism in Canada plays out when competing interests meet with existing laws on freedom of association, free speech, and freedom of assembly	R Civic Studies 11
National Film Board of Canada *One of Them*	video, print	9-10	importance of respecting diversity	R Planning 10

Appendix A: Learning Resources (continued)

Text	Format	Gr.	Context	Recommended for
National Film Board of Canada *Sticks and Stones*	video	6	diverse family structures, and the effects of bullying faced by children whose parents don't represent traditional gender roles	HCE 6
National Film Board of Canada *Time Immemorial*	print, video	4-5	effects of interactions between European explorers and Aboriginal cultures	SS 4
Oxford University Press *Ancient Worlds—Outlooks 7*	print	7-8	ancient civilizations and their connections to society today	SS 7
Parker, Dorothy "Song of Perfect Propriety"	print (poem)	11-12	social roles and expectations for women and men	N/A
Paterson, Deborah *Bridge to Terabithia*	print	5-7	bullying, self-esteem and identity, friendship, socioeconomics	N/A
Pearson Education Canada *Canadians in the Global Community*	multi-media	11-12	issues in Canadian identity, with a focus on war and peace, the impact of actions on the environment, and contributions to developing countries	SS 11
Purslow, F. et al. *Special Canadian Communities*	print	2-5	cultural diversity	SS 2-5
Robinson, Eden *Monkey Beach*	print (novel)	11-12	traditional and contemporary Aboriginal culture, role of Elders, loss and reclamation of identity, legacy of colonialism	N/A

Appendices

Appendix A: Learning Resources (continued)

Text	Format	Gr.	Context	Recommended for
Schniederwind, Nancy & Ellen Davidson *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*	print	K-12	general diversity and equality education (including racism, sexism, heterosexism, religious oppression, and ableism)	N/A
Scholastic Canada *Canadian Governments—Complete Unit*	print, kit	5-6	Canadian government and the Charter; citizenship	ⓡ SS 5-6
Senesi, Maruo "The Giraffe"	print (short story)	11-12	desire for individualism in the face of societal expectations; conformity and non-conformity	N/A
Seuss, Dr. *The Sneetches and Other Stories*	print	K-2	"What Was I Scared Of"—fear of the unknown, acceptance, and understanding "The Sneetches" —the dangers of prejudice	N/A
Shakespeare, William *The Merchant of Venice*	print, video	10-12	anti-Semitism	N/A
Smith, David J. *If the World Were a Village* www.mapping.com/village.html	print, video	4-7	this cross-curricular resource (mathematics, social studies, ELA, fine arts) takes the globe and reduces it to village size that is a microcosm of current global demographics	N/A
Soyinka, Wole *Telephone Conversation*	print (poem)	8-10	racism	N/A

Text	Format	Gr.	Context	Recommended for
Sterling, S. *Our Beginnings: Outlooks 4*	print	4-7	effects of interactions between European explorers and Aboriginal cultures	R SS 4
Sterling, S. et al. *Global Citizens—Outlooks 6*	print	4-6	responsible global citizenship	R SS 6
Stocker, David *Math that Matters: A Teacher Resource Linking Math and Social Justice*	print	4-12	lesson plans for integrating mathematics and social justice	N/A
Storyteller Productions *Stories from the Seventh Fire*	video & print	2-3	Aboriginal education	R ELA 2-3
Strasser, Todd *On the Bridge* (available for free download for classroom use at www. toddstrasser.com/html/ OnABridge.htm)	print (short story)	8-9	identity and belonging, self-esteem, empathy	N/A
Sunburst Visual Media *Silent on the Sidelines: Why We Ignore Bullying*	video	5-7	recognizing, responding to, and preventing bullying behaviour	R HCE 6
Tennyson, Alfred, Lord "The Lady of Shalott"	print (poem)	11-12	social roles for women, sexual power	N/A
Thomson Nelson *Canadian by Conviction: Asserting Our Citizenship*	print	10-12	the role of youth in effecting social change	R Civic Studies 11
Thomson Nelson *Tapestry Level 4*	print	4-5	cultural identity and cultural diversity	R SS 4
Thomson Nelson *Tapestry Level 4—Leaving Your Mark*	print	5-7	contributions of individuals and cultural groups to Canada and the world	R SS 6
Thomson Nelson *Tapestry Level 4—Making Choices*	print	5-7	process of democracy; Canadian rules, regulations, and laws	R SS 6

Appendices

Appendix A: Learning Resources (continued)

Text	Format	Gr.	Context	Recommended for
UN World Food Programme *Food Force* available online at www.food-force.com/	computer game	4-10	global poverty and hunger	N/A
Visual Education Centre Ltd. *Understanding the Civil Rights Movement*	video	10-12	history of the American civil rights movement	℞ History 12
Visual Media / Sunburst Silent on the Sidelines: Why We Ignore Bullying	video	5-7	recognizing, responding to, and preventing bullying behaviour	℞ HCE 6
Wagamese, Richard *Keeper'n Me*	print	10-12	loss and reclamation of identity, role of Elders in traditional Aboriginal culture, imposition of majority values on minority cultures	N/A
Weigl Educational Publishers *Canadian Citizenship in Action*	print	2-6	citizenship; power; rights, roles, and responsibilities; resolving political differences	℞ SS 2-6
Wieler, Diana J. "The Scream" (in Sightlines7)	print	6-8	response to bullying; how all individuals have strengths and something to contribute; empathy	℞ ELA 7
Wood, Douglas and Cheng-Khee Chee *Old Turtle*	print	K-2	universal acceptance and resolving conflicting ideas and views	N/A
Wordsworth, William *The World is Too Much With Us*	print (poem)	8-10	consumerism, seeing the value of nature/living an authentic life	N/A
World Vision *Working for Change: Active Global Citizenship*	video, print	10-12	social action	℞ Civic Studies 11, SS 11

Appendix B: Selected Web Sites

Although the following web sites do not have Recommended status, they have been provided as support for the teachers in planning instruction and assessment related to diversity and social justice. Some sites are appropriate for student use, while others are more appropriate for teacher use. As with all supplementary resources, local approval is required before use with students. Teachers should preview the sites in order to select those that are appropriate for use by their students, and must also ensure that students are aware of school district policies on Internet and computer use.

The selected web sites listed here are not intended to represent an exhaustive list; rather, these sites, current as of March 2008, represent a "starter set" of potentially useful sites relevant for teaching about diversity and social justice across a range of curricula. Many of the sites include sections related to resources or education materials that may complement many diversity and social justice topics.

Abolition 2000	www.abolition2000.org/
Action Group on Erosion, Technology and Concentration	www.etcgroup.org/en/about/
Alliance for a New Humanity	www.anhglobal.org/
Asia Pacific Forum on Women, Law and Development	www.apwld.org/
Assembly of First Nations	www.afn.ca/
Association for Women's Rights in Development	www.awid.org/
BC Archives	www.bcarchives.bc.ca/BC_Our_Collections/default.aspx
BC Civil Liberties Association	www.bccla.org/
BC Human Rights Tribunal	www.bchrt.bc.ca
BC Ministry of Attorney General—Multiculturalism	www.ag.gov.bc.ca/immigration/multiculturalism.htm
BC Partners for Mental Health and Addictions	www.mentalhealthaddictions.bc.ca
BC Public Interest Advocacy Centre	www.bcpiac.com/
BC Rural Network	www.bcruralnetwork.ca/
BCTF Provincial Specialist Associations (links to all PSAs, including Aboriginal Education Association of BC, and BC Teachers for Peace and Global Education)	www.bctf.ca/PSAs/
BCTF—Social Justice	http://bctf.ca/SocialJustice.aspx
Canadian Centre for Policy Alternatives	www.policyalternatives.ca

Appendix B: Selected Web Sites (continued)

Canadian Council for Refugees	www.ccrweb.ca
Canadian International Development Agency—CIDA (Government of Canada)	www.acdi-cida.gc.ca/
Canadian Olympic Values Education Program (Canadian Olympic Committee)	www.olympic.ca/EN/education/ values_education.shtml
Canadian Peace Alliance	www.acp-cpa.ca
Center for International Studies and Cooperation	www.ceci.ca/ceci/en/index.html
The Centre (LGTB Community Centre)	www.lgtbcentrevancouver.com/
Centre for Social Justice	www.socialjustice.org
Check Your Head: The Youth Global Education Network	www.checkyourhead.org/
Charity Village—Nonprofit Neighbourhood	www.charityvillage.com/cv/nonpr/index.asp
Church Council on Justice and Corrections	www.ccjc.ca/
The Civics Canada Textbook	www.civicschannel.com/textbook.php
The Coalition to Stop the Use of Child Soldiers	www.child-soldiers.org
Common Frontiers	www.commonfrontiers.ca/
Critical Thinking Consortium	www.tc2.ca/
Crosspoint Anti-Racism	www.magenta.nl/crosspoint
The Dalai Lama Center for Peace and Education	www.dalailamacenter.org/
Department of Justice Canada	www.canada.justice.gc.ca
Downtown Eastside Abilities Link Society (DEALS) (Vancouver)	www.dealsociety.com/
Diversity in BC (WelcomeBC)	www.welcomebc.ca/en/diversity/index.html
Earth Summit 2002	www.earthsummit2002.org
Education for Peace	www.efpinternational.org
Education International	www.ei-ie.org/en/index.php
Egale Canada	www.egale.ca/
Environmental Youth Alliance	www.eya.ca/
EnviroZine (Environment Canada)	www.ec.gc.ca/envirozine/
First Nations Education Steering Committee	www.fnesc.ca/

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

Gay and Lesbian Educators of BC (GALEBC)	www.galebc.org
Gendercide Watch	www.gendercide.org
Global Alliance for Preserving the History of WWII in Asia	www.global-alliance.net/
Global Peace Solution	www.globalpeacesolution.org/
Global Stewardship Program (Capilano College)	www.capcollege.bc.ca/programs/global-stewardship/high-school.html
Global Warning (Knowledge Network)	www.knowledgenetwork.ca/globalwarning/
Historica	www.histori.ca
Human Rights Watch	www.hrw.org
Human Security Program (Canadian Department of Foreign Affairs and International Trade)	www.humansecurity.gc.ca
IDEALS (Global Civil Society Development, Education and Information)	www.ideals.nu
Indigenous Environmental Network	www.ienearth.org
International Campaign to Ban Landmines	www.icbl.org
International Committee of the Red Cross	www.icrc.org
International Labour Organization	www.ilo.org
Law Courts Education Society of BC	www.lawcourtsed.ca
MATCH International Centre—Women Supporting Women around the World	www.matchinternational.org/
Media Awareness Network	www.media-awareness.ca
The Memory Project	www.thememoryproject.com
Mines Action Canada	www.minesactioncanada.org
The North-South Institute	www.nsi-ins.ca
Our World	www.ourworld.ca
Partnership Africa Canada	www.pacweb.org
Planet Friendly	www.planetfriendly.net
Population Reference Bureau	www.prb.org

Appendices

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Power of One Humane Education (Vancouver Humane Society)	www.powerofonehumaneeducation.org/
Project Ploughshares	www.ploughshares.ca/
RESULTS Canada	www.results-resultats.ca/
Rights and Democracy	www.ichrdd.ca
The Safe Schools Coalition	www.safeschoolscoalition.org/sitemap.html
Saputnik: Human Rights Documentaries	www.saputnik.net/
Statistics Canada	www.statcan.ca/start.html
Statistics Canada—Ethnic Diversity and Immigration	http://cansim2.statcan.ca/cgi-win/cnsmcgi.pgm?Lang=E&SP_Action=Theme&SPID=30000
Status of Women Canada	www.swc-cfc.gc.ca/index_e.html
The Stephen Lewis Foundation	www.stephenlewisfoundation.org/
TakingITGlobal	www.takingitglobal.org
TransFair Canada	www.transfair.ca
UN Millennium Project	www.unmillenniumproject.org/
The UN Refugee Agency	www.unhcr.org/
United Nations (UN)	www.un.org
United Nations—Human Rights	www.un.org/rights/
United Nations Development Fund for Women	www.undp.org/unifem
United Nations Universal Declaration of Human Rights	www.un.org/Overview/rights.html
Vancouver Holocaust Education Centre	www.vhec.org/
Vancouver Women's Health Collective	www.womenshealthcollective.ca/
West Coast Women's League Education and Action Fund	www.leaf.ca/
Without Prejudice: Resources for Change	www.accesstomedia.org/rfc/
WomenWatch	www.un.org/womenwatch
Women's Human Rights Net	www.whrnet.org/

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Appendix B: Selected Web Sites (continued)

Women's International League for Peace and Freedom	www.wilpf.org/
World Health Organization (WHO)	www.who.int
World Views Collaborative	www.worldviewscollaborative.org/index.html
Young People Connecting with the Commonwealth (Royal Commonwealth Society)	www.rcsint.org/youthchogm/
Youth for Human Rights International	www.youthforhumanrights.org
Youth Canada Association (YOUCAN)	www.youcan.ca
Youth Challenge International	www.yci.org
Youth Link (Human Resources and Social Development Canada)	www.youth.gc.ca

Appendix C: Glossary

This glossary defines selected terms used in this resource. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to diversity and social justice topics.

A

ableism
discriminatory attitudes or behaviours on the basis of physical or mental ability or disability.

Aboriginal
refers to all indigenous peoples in Canada, including First Nations, Métis, and Inuit.

C

culture
the way of life (attitudes, behaviours, etc.) of a group of people and how they interact with their natural and manufactured environments. Culture is generally understood to embrace characteristics beyond race or ethnicity; for example, "Canadian culture" encompasses elements and influences of a range of ethnic groups and nationalities. Culture may also be based on individual or social characteristics other than ethnicity (e.g., deaf culture, gay culture, corporate culture, hip-hop culture, culture of peace). Although cultural characteristics are considered together as being distinguishing features of a particular group, it is also understood that there is diversity among individuals within any culture.

D

discrimination
occurs when a person—on the basis of characteristics such as her or his sex, age, sexual orientation, race, religion, or physical or mental ability—suffers disadvantages or is denied opportunities available to other members of society.

diversity
refers to the ways in which people within a society differ from each other. Some of these differences may be visible (e.g., race, ethnicity, sex, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background). Honouring diversity is based on the principle that, if these differences are acknowledged and utilized in a positive way, it is of benefit to the quality of life for all in society.

E

equality
a social justice value, achieved when all groups and individuals receive the same treatment, have the same opportunities, and are able to attain the same achievements, and where any differences are not based on prejudice or forms of oppression. Included in this concept is "equality of opportunity," where the same standards and requirements are applied to individuals in relation to access to education or other advancement. "Equality of outcome" refers to ensuring that all groups are able to attain the status and benefits possible in society, which usually requires action to address historical and systemic disadvantages. See also *equity.*

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equity

equality while accommodating individual and group differences. An example of equality would be basketball team tryouts where boys and girls compete against each other; a parallel example of *equity* would be separate basketball teams for girls and boys, each receiving equal financial and time resources. Equity also describes those practices and policies that seek to remove and prevent traditional discriminatory barriers to services and resources.

ethics

a set of concepts or principles that guide people in determining what behaviour helps or harms others; perceptions of right and wrong; the rightness or wrongness of actions, the virtue or vice of the motives that promote them, and the goodness or badness of the consequences of those actions.

G

gender identity

refers to the gender with which a person identifies (i.e., whether one perceives oneself to be a man, a woman, or describes oneself in some less conventional way), but can also be used to refer to the gender that other people attribute to the individual on the basis of what they know from gender role indications (e.g., social behaviour, likes and interests, clothing, hair style). Gender identity may be affected by a variety of social structures, including the person's ethnic group, employment status, religion, and family.

H

harassment

repeated, objectionable conduct or comment, directed toward a specific person or persons, with the effect of creating an intimidating, humiliating, hostile, or offensive working or learning environment. Harassment may be physical, verbal, or social.

heterosexism

the assumption that heterosexual orientation is better than other sexual orientations and therefore deserving of public acceptance and legal privilege. See also ***homophobia.***

homophobia

a fear, dislike, or hatred of homosexuality or homosexuals, or of people or behaviours perceived to be homosexual. Homophobia manifests itself as prejudice, discrimination, harassment, and/or acts of violence. Homophobia can exist at personal, institutional, and societal levels. Also transphobia: fear, dislike, or hatred of transgendered or transsexual people. See also ***heterosexism.***

Appendix C: Glossary (continued)

human rights

the provision for every individual to have the right to live, work, and learn in an environment free from fear, discrimination, and harassment. Human rights emphasizes the rights of the individual, the responsibilities of employers and service providers, and the need for preventive action. Human rights policy goals generally focus on prevention, remedial action, and correction, and are guided by the principle that human rights violations are harmful to an entire organization and community, and not simply to those who are oppressed.

Goals or purposes of human rights include, but are not limited to, the following:
- preventing discrimination
- redressing discrimination against individuals
- correcting persistent patterns of inequality affecting groups
- providing a fair process to achieve an effective, efficient, and timely remedy for incidents or situations in which human rights are threatened.

In BC, human rights are primarily defined by the *Canadian Charter of Rights and Freedoms* (laws.justice.gc.ca/en/charter/index.html) and the *BC Human Rights Code* (www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm).

LGBT

an acronym for lesbian, gay, bisexual, and transgendered. As a collective term, LGBT is also used to avoid specific sexual orientation labels, and to recognize that issues of harassment and discrimination are common to all sexual minorities. The acronym also sometimes appears as LGBTQ, with the Q standing for "queer" and/or "questioning."

oppression

refers to the injustices some individuals or groups suffer or are disadvantaged as a consequence of intentional or unintentional practices within a society. Oppression can take on many forms including, but not limited, to exploitation, marginalization, powerlessness, cultural imperialism, and violence.

pluralism

a condition of society in which a number of diverse cultural, religious, or racial groups maintain their diversity within a single nation or civilization.

power

the real or perceived ability or potential to make choices and to bring about significant change in a society or in people's lives. Power can be based on a dominance of sex, age, race or ethnicity, sexual orientation, mental or physical ability, socioeconomic class, geography, etc. Power can also be conferred on an individual by a group, and can be used for the benefit of others. An inequity of power is one of the most common causes of social injustice.

R

racism

a belief or set of assumptions about the superiority of one ethnic group, usually accompanied by prejudice against members of all other ethnic groups.

restorative justice

a theory of justice that emphasizes repairing the harm rather than on punishing the perpetrator. Restorative justice solutions are usually arrived at via dialogue and co-operation among all affected parties.

S

sex

the biological determination of female or male. See also *gender identity.*

sexism

discriminatory attitudes or behaviours against one sex; the belief in the superiority of one's own sex.

sexual orientation

refers to a person's feelings of sexual or romantic attraction. There are many labels that individuals use to describe their sexual orientation, including, but not limited to, "lesbian," "gay," "bisexual," "heterosexual," "homosexual," "straight," and "two-spirited." Concepts of and terminology for sexual orientation vary from culture to culture and have evolved over time.

social justice

the full participation and inclusion of all people in society, together with the promotion and protection of their legal, civil, and human rights. The aim of social justice—to achieve a just and equitable society where all share in the prosperity of that society—is pursued by individuals and groups through collaborative social action.

stereotype

preconceived notions about a person or group of people based on their characteristics such as their sex, age, sexual orientation, race, religion, or physical or mental ability.

Appendices

Appendix D: Events Celebrating Diversity and Social Justice

Teachers may wish to consider opportunities to connect classroom activities to any or all of the following events and observances.

When	What	Who
October	Homelessness Action Week	Greater Vancouver Regional Steering Committee on Homelessness http://www.stophomelessness.ca/
November	Restorative Justice Week	Correctional Service Canada www.csc-scc.gc.ca/text/rj/index-eng.shtml
December	International Day of Persons with Disabilities	United Nations www.un.org/disabilities/
December	Human Rights Day	United Nations www.un.org/depts/dhl/humanrights/
February	International Development Week	Canadian International Development Agency www.acdi-cida.gc.ca/
February	BC Multiculturalism Week	WelcomeBC www.welcomebc.ca/en/diversity/multicultural_events.html
Feb-March	Freedom to Read Week	Book and Periodical Council of Canada www.freedomtoread.ca/default.asp
March	International Women's Day	International Women's Day www.internationalwomensday.com/
March	International Day for the Elimination of Racial Discrimination	United Nations www.un.org/depts/dhl/racial/
April	Global Action Week	Education International www.ei-ie.org/globalactionweek/en/index.php
June	National Aboriginal Day	Indian and Northern Affairs Canada www.ainc-inac.gc.ca/nad/index-eng.asp

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Appendix E: Guiding Legislation and Policies

There are a number of provincial and federal legislative acts that are relevant to material presented in Making Space. Teachers may choose to access these acts for more information, or as a focus of study with students.

Relevant provincial statutes include

- the *BC Human Rights Code*
- the *Multiculturalism Act*
- the *School Act.*

Provincial legislation is available online at www.qp.gov.bc.ca/statreg/

Also relevant is the Ministry of Education Ministerial Order 276/07, Provincial Standards for Codes of Conduct: www.bced.gov.bc.ca/legislation/schoollaw/e/m276-07.pdf.

Educators can find additional support information in the following two Ministry of Education resources:

- *Diversity in BC Schools: A Framework* (www.bced.gov.bc.ca/diversity/)
- *Safe, Caring and Orderly Schools: A Guide* (www.bced.gov.bc.ca/sco/).

Relevant federal statutes include

- the *Constitution Act* and the *Canadian Charter of Rights and Freedoms*
- the *Employment Equity Act*
- the *Official Languages Act.*

Federal legislation is available online at http://laws.justice.gc.ca/en/