

MAKING SPACE, GIVING VOICE

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

A GUIDE FOR TEACHERS

Developmental & Response Draft

The Ministry of Education is seeking feedback on this preview Draft. Teachers and interested members of the public are invited to use the Response Form available online to submit comments and ideas for further activities that can be included in the final version of the guide. The final format and design will enhance ease of access to information contained in the guide.



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Introduction

This guide 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** – including 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 contexts do not preclude 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 types of difference 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 often still) treated unfairly by others
- the extent to which all people have common physical and psychological needs (e.g., to be heard, to be treated with respect), regardless of the differences in their attributes, capacities, or backgrounds.

Background and Rationale

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.

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

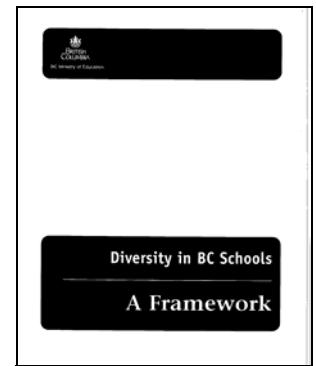
learners do not impede their participation in school, their achievement of learning outcomes, or their ability to become contributing members of society. The school system must also promote values expressed in federal and provincial legislation with respect to individual rights. In this regard, key pieces of legislation include the *Constitution Act*, the *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*.

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.

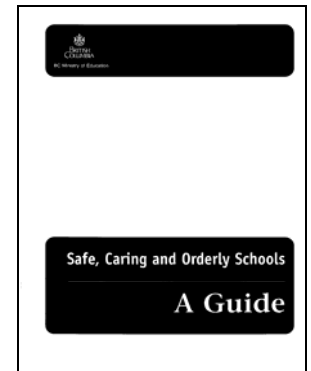
The aim of social justice is to achieve a just and equitable society. It is pursued by individuals and groups – through collaborative social action – so that all persons share in the prosperity of society (*Diversity in BC Schools: A Framework*, 2004, p. 13).

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, wittingly or unwittingly, interact with others in biased ways; the media may perpetuate harmful cultural stereotypes; bureaucracies may operate based on assumptions that exclude or marginalize.

Two recent 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, Social Responsibility Performance Standards) provide support for “diversity education” and suggests how schools and districts 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 (safe, caring, and orderly) 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).



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, problem sexual behaviour). Both guides are directed at systemic needs and aimed at provincial, district, and school administrators or at school or community planning teams.

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)

This present guide, *Making Space, Giving Voice*, 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 predicated on the assumption that teachers most effectively promote among students a healthy respect and support for social diversity when they

- actually *teach* about social diversity, social justice, and the value of developing understanding and respect for all persons,

and

- personally *model* understanding and respect for all persons in *practice*.

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 can incorporate the necessary teaching into their practice.

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. Many, however, are less sensitized to the challenges that this poses for students who are or perceive themselves to be part of a minority (or less privileged) 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 the fields of endeavour that 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, 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, “Assessing How I Address Diversity and Social Justice in my Teaching Practice” can be used to do this.

Attributes of the BC Graduate – Human and Social Development

- the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs
- the knowledge and understanding they need to participate in democracy as Canadians and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being
- the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life

What do your learners need to develop these qualities?

Assessing How I Address Diversity and Social Justice in my Teaching Practice

Indicator	Always	Sometimes	Seldom	Never
1) I recognize and think about the full scope of the diversity that exists within my class(es) and community – i.e., race, ethnicity, sex, age, ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, socioeconomic background.				
2) I consider diversity when selecting resources to plan my instructional program.				
3) I seek out and try to use new resources to address social justice with my students.				
4) My classroom displays etc. embrace positive and affirming messages that promote respect for diversity and inspire action to counter injustice or abuse of rights.				
5) The guest speakers and visitors that form part of my instruction reflect the diversity within the local community.				
6) I support & participate in the various national and international initiatives that promote diversity and social justice (e.g., Multiculturalism Week, 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.				
7) I deliberately tailor instruction to respond to the diversity among my students.				
8) 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.				
9) My classroom activities designed to promote social justice address and are inclusive of all forms of diversity (visible and less visible).				
10) I reflect on how my teaching practices might unintentionally reinforce social inequalities, and make changes accordingly.				
11) 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).				
12) 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. [...ensuring exploration of the issue so that the discussion promoted understanding and is not merely an expression of intolerance]				
13) I give my students structured opportunities to show generosity and support to fellow students, staff, and members of the greater community.				
14) I address & confront belittling behaviour among my students (e.g., jokes or comments that target someone on the basis of race, sex, sexual orientation, or physical or mental ability) when I witness or learn of it, <i>by naming it as a form of inequity and engaging the students in critical thinking about it.</i>				
15) 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 intimidation or hurtful behaviour.				
16) I discuss with my colleagues ways to promote diversity and social justice in classroom practice.				
17) I actively network with various communities concerned with the promotion of diversity and social justice.				
18) I seek out Professional Development opportunities that will help me better address issues of diversity and social justice in my classroom.				

Considerations when 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)

- 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 allows teachers to become familiar with community demographics, issues, and concerns and aware of prevailing community attitudes, expectations, and social assumptions. This in turn allows teachers to make good decisions about when and how best to approach topics related to diversity and social justice. Although preplanned 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; ...and 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 focuses on providing positive learning experiences, inclusiveness, respect, and safety for all possible 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 voice needs to be recognized and heard if diversity and social justice are to be truly addressed within the classroom. Where teachers are privileged vis-à-vis 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 student uncomfortable or because they assume that students already know about it from personal experience. For example, a white, middle-class teacher may avoid discussing poverty with inner-city students or racism with racial minority students. But, if done sensitively and with humility, 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 students' asking 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 his or her sexual orientation.

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. For example, in teaching about the history of Aboriginal peoples in Canada, a teacher may feel an examination of the devastating and long-lasting impact of residential schools is key. Yet, in a class with both Aboriginal and non-Aboriginal students present, this same teacher might legitimately worry about "touching a raw nerve" or feeding into negative stereotypes. There is, thus, a tension between the teacher's responsibility to create a safe learning environment for all students and to engage students in learning and critical conversations about important social issues.

In managing this type of situation, it is above all important to remember that while teaching to enhance recognition of diversity and support for social justice requires teachers to respect all students' need for self-expression and participation in discussion it 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 oppression or injustice 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)
- ensuring that the focus is on fostering the human, social, emotional, and perceptual development of students, not promoting a political agenda
- 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 for students the negative dynamic to be avoided, where it is foreseeable.

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

- 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 that” instead of saying simply “that’s inappropriate”); this helps evoke empathy and provides opportunities for critical thinking (note that p. 152 of the Social Responsibility Performance Standards contains a more detailed discussion – what to do when a student says “that’s so gay”)
- challenging stereotypes by reminding students that “culture” is dynamic and multifaceted and that groups (whether groups of people who share the same cultural background, or same socio-economic 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 – especially historical – 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/inequality/oppression)
- 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 providing some distance (e.g., link to literature, history, role play), as the context warrants.

Strategies for Addressing Diversity & Social Justice in any Subject Area

The next section of this resource document, *Making Space, Giving Voice*, includes 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 previously 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, behaviour, or policy as a form of oppression or as a practice that sustains the way certain groups have been historically disadvantaged (e.g., mocking traditional languages as contributing to racism, using homophobic slurs as perpetuating homophobia and heterosexism, repeating sexist jokes or language that add up to an oppressive "ton of feathers")
- model critical thinking by challenging taken-for-granted oppression and prompting students to question problematic assumptions, to think about the effects of particular actions, to learn to recognize situations where some are privileged and others disadvantaged
- encourage students to create alliances or coalitions across differences
- draw analogies between forms of oppression (starting from the experiences and concerns of particular groups of students and building from there)

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

Social Responsibility Performance Standards Continuum

<div style="text-align: right;">→</div>				
K-3	4-5	6-8	8-10	11-12
<i>Contributing to the Classroom and School Community</i>				
<ul style="list-style-type: none"> usually welcoming, friendly, kind, and helpful participates in and contributes to classroom and group activities 	<ul style="list-style-type: none"> friendly, considerate, and helpful contributes and shows commitment to classroom and group activities 	<ul style="list-style-type: none"> routinely kind and friendly, and helps and includes others if asked takes responsibility, contributes, and works co-operatively 	<ul style="list-style-type: none"> usually kind and friendly takes some responsibility for the school or community and contributes willingly to class and group activities 	<ul style="list-style-type: none"> kind, friendly, and inclusive works actively to improve the school or community; often volunteers for extra responsibilities and shows leadership skills
<i>Solving Problems in Peaceful Ways</i>				
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

K-3	4-5	6-8	8-10	11-12
<i>Valuing Diversity and Defending Human Rights</i>				
<ul style="list-style-type: none"> increasingly interested in fairness; treats others fairly and respectfully 	<ul style="list-style-type: none"> treats others fairly and respectfully; often shows interest in correcting injustice 	<ul style="list-style-type: none"> usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights 	<ul style="list-style-type: none"> respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights 	<ul style="list-style-type: none"> respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance
<i>Exercising Democratic Rights and Responsibilities</i>				
<ul style="list-style-type: none"> shows emerging sense of responsibility, generally following classroom rules; able to identify simple ways to improve the school, community, or world 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions 	<ul style="list-style-type: none"> shows a sense of responsibility and community-mindedness; increasingly interested in taking action to improve the world 	<ul style="list-style-type: none"> 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 www.bced.gov.bc.ca/perf_stands/social_resp.htm

Teaching Diversity and Social Justice via 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 have been integrated as much as possible into the learning outcomes and achievement indicators.

British Columbia's provincially prescribed curricula provide many opportunities for school districts, schools, and teachers to address diversity and social justice. Integrated resource packages (IRPs) for all grade levels contain learning outcomes and suggested instructional strategies to develop skills associated with the prevention of discrimination and harassment and the promotion of active and informed citizenship.

To support teachers in integrating diversity and social justice education across the curricula, this section contains the following types of information:

- specific curriculum expectations across the subject areas that include themes and topics related to diversity and social justice (e.g., in HCE, social studies, ELA, the four fine arts subject areas)
- opportunities for promoting diversity and social justice teaching in subject areas where the curriculum connection is less obvious (e.g., in mathematics, science)
- Sample Instruction Plans – detailed examples using specific resources and approaches (note that these sample plans are provided for selected grades and subject areas only)
- Extension Ideas – general strategies for incorporating social justice issues into a range of classroom activities
- Choice of Resources – names of learning resources that can be used to address social justice education, including
 - ~ recommended learning resources, as identified in the Grade Collections for each subject area
 - ~ additional learning resources (note that these resources are subject to evaluation and approval through a local, Board-approved or Authority-approved process)
- Using Existing Curriculum-Based Instruction and Assessment Materials – a listing of relevant units from Classroom Assessment Model units from IRPs produced 2004-2007, and from Assessment and Evaluation units (Appendix C/D) from IRPs produced 1995-2003

Note that the various texts cited here (especially in relation to English language arts) have been chosen to illustrate particular diversity and social justice issues, and therefore may contain content that is difficult for some students to read.

Many of the strategies and resources contained this section are identified for one curriculum area but can be adapted for use with other subject areas.

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

Kindergarten to Grade 3

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 expectation simply creates 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, or socioeconomic status are **not** indicative of one's abilities or of particular character traits).

At the primary level, modelling is an especially important way of teaching respect and support for diversity. In relation to various curricula at (including ELA, HCE, the fine arts, 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.

Emotional Responses

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 here, teachers play an important role in providing appropriate context to enhance children's understanding. 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* (see Bunting, 1991), 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.

Connections to the Prescribed Curricula

English Language Arts

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
- 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

Health and Career Education

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 curriculum requirements related to diversity and social justice at the Primary level include the following.

Kindergarten	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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., Native 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 four 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 inequalities (disparities) with respect to various indicators of wellbeing (e.g., mortality rates, rates of access to particular forms of health care) in different jurisdictions. 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.

Physical Education

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

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
<ul style="list-style-type: none">• co-operative participation in	<ul style="list-style-type: none">• co-operative and productive	<ul style="list-style-type: none">• solutions to problems• ways individuals	<ul style="list-style-type: none">• responses to problems• importance of

<ul style="list-style-type: none"> groups • belonging to groups • similarities and differences in families • roles and responsibilities • human needs • responsibility for caring for their environment 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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Choice of Resources

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. The following recommended resources for K to 3 can be used as a springboard for teaching about diversity and social justice.

Text	Format	Gr.	Context
English Language Arts			
Benson, R. et al. Collections 1, 2, and 3. Pearson Education Canada, 1999.	multi	1-3	relationships and identity, genre study
McDermott, Barb and McKeown, Gail. <i>All About ... Famous Canadians</i> . Thomson Nelson, 2000.	print	K-3	diversity – general
Storyteller Productions. <i>Stories from the Seventh Fire</i> . Vancouver: Author, 1999.	video & print	2-3	Aboriginal education
Health and Career Education			
BC Ministry of Education. <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i> . 1998	print	K-7	teacher resource; includes activities for recognizing, responding to, and preventing bullying behaviour
<i>Second Step</i> . Committee for Children, 2002.	multi-media	1-5	empathy, problem solving, and anger management
<i>Silent on the Sidelines: Why We Ignore Bullying</i> . Sunburst Visual Media, 2004.	video	6	recognizing, responding to, and preventing bullying behaviour
<i>Sticks and Stones</i> . National Film Board, 2001.	video	6	diverse family structures, and the effects of bullying faced by children whose parents don't represent traditional gender roles
<i>You and Me Series</i> . J. Appleseed, 2005.	print	K-7	ways a person can display positive behaviours at school, home, and in the community
Social Studies			
to come			

Note: The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated. 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

Additional resources that might be considered include the following:

Text	Format	Gr.	Context
Bobbie Combs. <i>ABC: A Family Alphabet Book</i> . Two Lives Publishing, 2001.	print	K	diversity – general
Elwin, Rosamund and Michele Paulse. <i>Asha's Mums</i> . Toronto: Women's Press, 1990.	print	K-3	diverse family structures (same-sex parents), anti-homophobia
Mayer, Mercer and Gina Mayer. <i>A Very Special Critter</i> . Random House Children's Books, 1993.	print	K-2	people with disabilities
Newman, Leslea and Michael Willhoite. <i>Belinda's Bouquet</i> . Alyson Publications, 1989.	print	K-3	gender stereotypes, self-esteem and body image, diverse family structures (same-sex parents)

Teachers are reminded that any text not included in a Ministry grade collection is subject to evaluation and approval through a local, Board-approved (or Authority-approved) process.

Using Existing Curriculum-Based Instruction and Assessment Resources

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-7 Instructional Resource Package (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-7 Instructional Resource Package (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-7 Instructional Resource Package (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 to 7

English Language Arts

The English Language Arts curriculum at the grade 4 to 7 level 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.

The following recommended resources for English Language Arts 4 to 7 can be readily used as a springboard for teaching about diversity and social justice.

Text	Format	Gr.	Context
"The Scream" (in Sightlines7)	print	7	response to bullying; how all individuals have strengths and something to contribute; empathy

Note: The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated. 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

Additional texts that might be considered include the following:

Text	Format	Gr.	Context
<i>A Corner in the Universe</i> by Anne M. Martin	print		people with mental disabilities
<i>Breadwinner</i> trilogy by Deborah Ellis	print	6-7	living in wartime, gender and family roles, socioeconomics, empathy and understanding for another culture
<i>Bridge to Terabithia</i>	print	5-7	bullying, self-esteem and identity, friendship, socioeconomics
<i>White Jade Tiger</i> by Judy Lawson	print	5	ethnicity and racism (historical treatment of Chinese railroad workers)

Teachers are reminded that any text not included in a Ministry grade collection is subject to evaluation and approval through a local, Board-approved (or Authority-approved) process.

Strategies and Approaches

In addition to studying texts (including non-fictional texts in audio-visual 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)
- 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 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 instead of a girl (or vice versa), had a different sexual orientation, ethnic background, socio-economic 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)
- work with students to produce artefacts (texts) reflective of their own social justice interests or concerns (e.g., media messages, protest songs).

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 (written or kinaesthetically). Have them explain their thinking. After read 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., 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 the same story in their language)

Sample Instructional Plans

Grade 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 term? 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)? Where do your grandparents live? 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 what's happening. 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.

Grade 7

using *The Scream* by Laura J. Wieler

This story is about Eliza, a grade 7 girl who is concerned about being noticed and made fun of by the other students because she has eczema and is tall and skinny.

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 as 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 make all the students feel good about themselves and to make all of them feel that they are a part of the drama "team?"

Describe the last day of this drama class. What is each character like? How and why have they changed?

Ms. Draginda is in a position of power in this story. Does what she does and says make it easier for students in the class to be bullies? Is she herself a “bully”? Does she abuse her power? How? What other ways to 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).

Have students write a RAFT in which you take the role of somebody who will comment about the 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?

Provide opportunities for students to share their writing with the class.

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?

Using Existing Curriculum-Based Instruction and Assessment 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

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, and 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 diversity and social justice topics (e.g., responding to and promoting the prevention of bullying and harassment; promoting the acceptance of diverse viewpoints)
- 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)

Using Existing Curriculum-Based Instruction and Assessment Materials

- Drama Sample 3, Grade 5: Role Drama – 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 their own lives.

Health and Career Education

The Health and Career Education curriculum at the Grades 4 to 7 level provides multiple opportunities for teaching diversity and social justice. Whether taught as a discrete subject or integrated with other subjects such as English language arts, physical education, dance, drama, music, and visual arts, 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
<ul style="list-style-type: none"> • choices for emotional health • interpersonal skills in relationships • recognizing negative group dynamics • strategies for responding to bullying behaviour 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • co-operation and teamwork as a transferable skill • strategies for maintaining emotional health • influences on relationships • prevention of discrimination, stereotyping, and bullying

In addition, opportunities for addressing diversity and social justice 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., Native food guides, Vietnamese food guide, Punjabi food guide)
- consideration of how specific food choices relate to social justice issues (e.g., global food equity, organics, buying locally, sustainable food resource practices)

Choice of Resources

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. The following recommended resources for HCE 4 to 7 can be used as a springboard for teaching about diversity and social justice.

Text	Format	Gr.	Context
BC Ministry of Education. <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i> . 1998	print	K-7	teacher resource; includes activities for recognizing, responding to, and preventing bullying behaviour
<i>Second Step</i> . Committee for Children, 2002.	multi-media	1-5	empathy, problem solving, and anger management
<i>Silent on the Sidelines: Why We Ignore Bullying</i> . Sunburst Visual Media, 2004.	video	6	recognizing, responding to, and preventing bullying behaviour
<i>Sticks and Stones</i> . National Film Board, 2001.	video	6	diverse family structures, and the effects of bullying faced by children whose parents don't represent traditional gender roles
<i>You and Me Series</i> . J. Appleseed, 2005.	print	K-7	ways a person can display positive behaviours at school, home, and in the community

Note: The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated. 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

Using Existing Curriculum-Based Instruction and Assessment 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)

Mathematics

Teaching mathematics provides multiple opportunities to address social justice by expand students' understanding of the world around them. In particular, mathematics activities can examine of 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
- statistics related to family structures
- how the media presents statistical data on a range of issues

Learning Resources

The following resources can be used to integrate social justice issues in mathematics activities.

- *If the World Were a Village* by David J. Smith. Kids Can Press, Ltd, 2002.
cross-curricular resource: mathematics, social studies, ELA, fine arts
This resource takes the globe and reduces it to village size that is microcosm of current global demographics.
www.mapping.com/village.html
- *Math that Matters: A Teacher Resource Linking Math and Social Justice* by David Stocker. CCPA Education Project, 2006.
www.policyalternatives.ca/Reports/2007/07/MathThatMatters/index.cfm?pa=b56f3a15

Teachers are reminded that any text not included in a Ministry grade collection is subject to evaluation and approval through a local, Board-approved (or Authority-approved) process.

Physical Education

At the grade 4 to 7 level, 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 encouragement and respect pair and team activities
- modifying rules to improve the fairness 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

School is a social experience and the games and activities students engage in at school provide them with an opportunity to: make friends, get along with others, be accepted, be respected and develop their understanding of “fairness.”

It also affords the opportunity for developing the student’s ability to empathize with others, those who win and those who loose. Students do not have to agree that they should have won or lost; rather it only requires that they try to understand, visualize, or describe what others think or how they feel as a result of what they have experienced in winning or losing the game.

Extension Ideas

Have students

- work together to establish guidelines or a code of conducting a game or cooperative activity
- work together to collect data and evaluate progress toward achieving personal goals for attaining and maintaining a physically active lifestyle (peer assessments)
- consider scenarios about realistic situations and working independently or in groups visualize solutions, game plays 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, explaining how they would behave in the same situation or if they had been on her team and what her team did do or generate alternative courses of action.
- 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

Use video to record students’ games, then have students work in partners to analyze and create a commentary of the game identifying the specific instances of

- teamwork (including team member support and inclusion of everyone in the game – all hands on the ball)
- fair play behaviours such as encouragement and respect for all participants (little evidence of “trash-talk”)
- problem solving.

As part of assessment in Physical Education, observe the extent to which students

- make others feel safe and welcome in the game/activity
- show respect for other players

- act in a cooperative manner to achieve the goal of the game/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
 - ~ discuss how they could demonstrate respect and support for others who may have differences in skill level or ability.

Science

The Science curriculum at the grade 4 to 7 level provides opportunities to address

- sustainability, including Aboriginal environmental sustainability practices and the nature of ecosystems
- scientific thought and the difference between scientific and non-scientific approaches to the study of living creatures (e.g., debunking anthropomorphism, drawing false analogies between human and animal behaviours and experiences)
- science role models (e.g., in relation to exploration technologies and extreme environments – Roberta Bondar)

Extension Ideas

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).

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.

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.

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? How can unfairness in connection with such situations be mitigated or addressed?)

Social Studies

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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

In addition, opportunities for addressing diversity and social justice arise in relation to

- nature and extent of pluralism within the Roman "empire," particularly with reference to social structures and norms (e.g., re: sexual orientation, roles of men and women), and the co-existence of diverse religious beliefs
- views and practices of equity and equality in ancient cultures
- diversity in key figures studied (e.g., Hatshepsut, Hypatia, Plato, Sappho, Socrates, Wu Zetian)

Learning Resources

The following recommended resources from the Social Studies grade collections for 4 to 7 can be used as a springboard for teaching about diversity and social justice.

Resource	Format	Grade	Context
<i>A Common Goal</i>	video	6	the role of the United Nations in peace keeping and human rights
<i>Ancient Worlds – Outlooks 7</i>	print	7	ancient civilizations and their connections to society today
<i>Canadian Citizenship in Action</i>	print	2-6	citizenship; power; rights, roles, and responsibilities; resolving political differences
<i>Canadian Governments – Complete Unit</i>	print, kit	5-6	Canadian government and the Charter; citizenship
<i>Food and Farming</i>	print	5	sustainability
<i>Global Citizens – Outlooks 6</i>	print	6	responsible global citizenship

Resource	Format	Grade	Context
<i>Historica Minutes</i>	video	4-6	contributions of individuals to Canadian society and culture
<i>I Can Make a Difference</i>	print	1-7	how individuals can contribute to community well-being
<i>Internment and Redress: The Story of Japanese Canadians</i>	print	5-6	internment of Japanese Canadians
<i>Mesopotamia Series</i>	video	7	inter-relationship of the human and physical environment with economy, technology, society, and culture
<i>Our Beginnings: Outlooks 4</i>	print	4	effects of interactions between European explorers and Aboriginal cultures
<i>Shaping the Future: The Treaty Process in BC</i>	print, video	3-4	First Nations treaty process
<i>Special Canadian Communities</i>	print	2-5	cultural diversity
<i>Tapestry Level 4</i>	print	4	cultural identity and cultural diversity
<i>Tapestry Level 4 – Leaving Your Mark</i>	print	6	contributions of individuals and cultural groups to Canadian and world culture
<i>Tapestry Level 4 – Making Choices</i>	print	6	process of democracy and presents information about Canadian rules, regulations, and laws
<i>Time Immemorial</i>	print, video	4	effects of interactions between European explorers and Aboriginal cultures

Note: The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated. 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

Additional resources

- BAFA/BAFA Cross-Cultural Simulation Game. Training for teachers has been, and continues to be, provided free of charge to teachers around the province from the BCTF. For further information, consult the BCTF web site: <http://bctf.ca/SocialJustice.aspx?id=6284>

Using Existing Curriculum-Based Instruction and Assessment 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 6, Heroes (p.) ... Look for ways for students to identify opportunities for ways that they can contribute ...
- 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 to 10

Business Education

- 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

Dance

to be developed

Drama

to be developed

English Language Arts

The English Language Arts curriculum at the grade 8 to 10 levels 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. The following texts might be considered as a springboard for teaching about diversity and social justice. Note that grade-level designations for these texts are suggestions only, and that some texts cited in relation to Grades 11 and 12 may be effectively used at the Grades 8-10 levels.

Text	Grade	Context
<i>On the Bridge</i> by Todd Strasser (available for free downloading classroom use at www.toddstrasser.com/html/OnABridge.htm)	8-9	identity and belonging, self-esteem, empathy
William Shakespeare, <i>The Merchant of Venice</i> play	10	anti-Semitism. The expression taking “a pound of flesh” is often used to justify or explain taking revenge on another person. What are some situations where you feel one person or a group was taking their “pound of flesh” in order to satisfy their need for revenge?

Gwendolyn Brooks, <i>Sadie and Maud</i> poem	8-10	Gender roles, adhering to societal expectations versus being true to oneself. 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? 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?
William Wordsworth, <i>The World is Too Much With Us</i> poem	8-10	The conflict between “getting and spending” and seeing the reality of nature/living an authentic life.
W.H. Auden, <i>Refugee Blues</i> poem	8-10	Racism, the vulnerability of refugees, the power of the state vs. the powerlessness of the individual. Is there any hope for the people in the poem? What people today are similar to the people in the poem?
Wole Soyinka, <i>Telephone Conversation</i> poem	8-10	Racism. What is it about skin colour that prevents people from seeing the person? Who would find it difficult obtaining a place to rent today?
Lennon and McCartney, <i>Revolution 1</i> poem	8-10	Revolution, changing the order of the world. Can we have a revolution without violence? Why does the poem say that in order to change the world, we have to free our minds instead? Is this observation still accurate?
Robert Graves, <i>A Civil Servant</i> poem	8-10	Loss of individuality, becoming dehumanized. 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?
Philip Larkin, <i>Toads</i> poem	8-10	The conflict between living a “safe” life and living a “free” life. Are the two mutually exclusive? Similar to the previous poem. See also the poem <i>Sadie and Maude</i> .
George Jonas, <i>I Dislike</i> poem	8-10	Personal integrity, living an authentic life. Is it possible for a person to live his/her life in the manner described in the poem? What are the repercussions of such a life? Is it important not to be “understood” by others? In what ways is it possible not to be indebted to others?
Alan Paton, <i>Ha’penny</i> short story	8-10	Getting attached to others vs. living safely and stoically apart. Why might the boy lie about this family? Why does the woman “adopt” the boy only when he is dying? Explain the last line of the story: “And I was left too, with the resolve to be more prodigal in the task that the State, though not in so many words, hand enjoined on me?”
Slawomir Mrozek, <i>The Elephant</i> short story	8-10	The lies of the state, controlling citizens. What lies are told to people in today’s world by the media or the state? 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?

Kate Chopin, <i>The Story of an Hour</i> short story	8-10	Living an independent life vs. being married. 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 reasons for her death at the end of the story?
Katherine Mansfield, <i>The Doll's House</i> short story	8-10	Social status, the rules of society, being stuck up and holier than thou. What might be the truth about the Burnell family? (Keep in mind Aunt Beryl's letter from Willie Brent.) What does Aunt Beryl mean when she thinks, "The ghastly pressure was gone?" Talk about the Kelvey girls. What is their role in the story? Do you think they are more authentic as people than the others who ignore them?
Olga Masters, <i>The Rages of Mrs. Torrens</i> short story	8-10	Poverty, social status, anger at the way things are and have always been. Do you like Mrs. Torrens? Who do you know that rages against the injustices of life? Is such behaviour a good or a bad thing?
W. D. Hardy, <i>The Czech Dog</i> short story	8-10	Doing what must be done at all costs, the importance of freedom. Who is the Czech dog, the animal or the man? Does the woman in the story really understand what the man has gone through? How is life a game to her?

Teachers are reminded that any text not included in a Ministry grade collection is subject to evaluation and approval through a local, Board-approved (or Authority-approved) process.

Strategies and Approaches

When dealing with non-fictional material (including non-fictional texts in audio-visual media), 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)
- 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 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 instead of a girl (or vice versa), had a different sexual orientation, ethnic background, socio-economic 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)
- work with students to produce artefacts (texts) reflective of their own social justice interests or concerns (e.g., media messages, protest songs).

Health and Career Education 8-9 and Planning 10

Extension Ideas

- 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, organics and sustainable practices, biomass, packaging). What factors which would affect choices related to the adoption of a healthy lifestyle? (e.g., socioeconomics, cultural/religious requirements). In addition, look at factors which influence the perceptions of what is a balanced diet and healthy lifestyle -- fad diets, media images. pop culture etc. Extend to discuss how media affects our perceptions of other aspects of society and culture.

Using Existing Curriculum-Based Instruction and Assessment 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)

Home Economics

The Home Economics curriculum at the grade 4 to 7 level 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
- suggest how leisure time can be used to meet the needs and wants of individuals and families
- 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.

Mathematics

Teaching mathematics provides multiple opportunities to address social justice by expanding students’ understanding of the world around them. In particular, mathematics activities can examine of 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
- statistics related to family structures
- how the media presents 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. CCPA Education Project, 2006. www.policyalternatives.ca/Reports/2007/07/MathThatMatters/index.cfm?pa=b56f3a15

Teachers are reminded that any text not included in a Ministry grade collection is subject to evaluation and approval through a local, Board-approved (or Authority-approved) process.

Science

Students at the Grades 8, 9, and 10 levels are expected as part of their study of science to acquire a grasp of scientific processes. This includes being able to demonstrate ethical, responsible, cooperative 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 who might be helped by such research have?)
- reproductive technologies (What do gene selection technologies allow? What gender 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 (again, “Who benefits? Who might be harmed? What rights are at issue? What is fair?”)

Social Studies

Extension Ideas

Comparing daily life, family structures, and gender roles in a variety of civilizations to our current Western civilization, what are the differences and similarities?

As part of discussions of daily life – rights, responsibilities, and status – vassal, lord, king, subject, etc. compare the situation in medieval Europe to the current situation in our society. Who holds the power? Who is powerless? What factors determine this hierarchy of rights and privileges? Are there any actions we as Canadians can take to change this?

As part of the discussion of family structures (e.g., what is a family today, nuclear vs. extended families, and how different cultures define family), students can be challenged to give their own definition of family. Who determines which definition of family is “correct” or “accepted”?

As part of any discussion of gender roles in Western society today and how different cultures view gender roles, have students look at role models in other countries (e.g., Benazir Bhutto, Shirin Ebadi).

Technology Education

Extension Ideas

Describe how societal pressures influence technological advancements and, conversely, 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)

Grades 11 and 12

Drama

Using Existing Curriculum-Based Instruction and Assessment Materials

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.

Film and Television 11 and 12 (1997)

- Sample 1, Grade 11, Producing a 30-Second Commercial (Page 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. In assessing each others' commercials, encourage students to consider criteria related to social justice.
- Sample 2, Grade 11, Documentary Production, (Page 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, (Page D-20)

English Language Arts

The English Language Arts curriculum at the grade 11 and 12 levels 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.

The following texts might be considered as a springboard for teaching about diversity and social justice. Note that grade-level designations for these texts are suggestions only, and that many texts cited in relation to Grades 8-10 may be effectively used at the Grades 11 and 12 levels.

Text	grade	Context
William Shakespeare, <i>The Taming of the Shrew</i> play	12	gender roles, power, and authority. Does one person have to “tame” another to make a relationship work? Who is the “boss” in your home?
William Shakespeare, <i>Macbeth</i> play	11	gender roles, power and authority. What happens if you lose your sense of right and wrong? Is the thought of doing a horrible crime worse than actually doing the crime?

Text	grade	Context
William Golding, <i>Lord of the Flies</i> novel	11	Fear, irrationality, power and authority, mob violence. Is the violence in this novel exclusively a male phenomenon? Can you think of times when females exhibited similar behaviours? (Think of Rena Virk.)
Alice Munro, <i>The Shining Houses</i> short story	12	Victimization, power and authority, the rule of law. Why is it easier to disregard the rights of another person if he or she is old, poor, eccentric, etc? Why can Mary not stand up and say what she believes to be true about what they are planning to do with Mrs. Fullerton's house? The following anticipation guide statements may be useful as pre-reading discussion points: 1. Older houses are better built than brand new ones. 2. People should be able raise chickens in their back yards in order to sell neighbours the eggs. 3. Preserving heritage homes should be a priority of all civic governments. 4. Modern subdivisions are good places for people to raise their families. 5. If people do not keep their yards neat and tidy, they should be forced to do so by the civic government.
Shirley Jackson, <i>The Lottery</i> short story	11-12	Unflinching observance of tradition (the way things have always been,) scapegoats, mob violence. What does this story have to say about human behaviour? What old ways of thinking or behaving are still slavishly adhered to from your experience? Why can people turn violently on a friend or neighbour without thinking? (Think of the two young English boys who killed the 2 year old toddler. They were acting out violence and a lack of love in their own lives. When they were released, people found out where they were living and attacked their homes.) What would you do if a person who committed a serious crime as a child moved next door to you as an adult?
Arthur Miller, <i>Death of a Salesman</i> play	12	Not accepting people for who they are, the absurdity of family demands, trying to fulfill somebody else's dreams, living in a dysfunctional family. What is wrong with the myth of "The American Dream?" What is good about it? Biff Loman says to Happy, "I know who I am, kid." What does this assertion mean? Do any of the other characters in the play know who they are? What expectations do you feel are being placed upon you? How do you feel about these expectations? What is success to you? To others you know? What happens if you do not achieve the definition of success you have in mind? Do people look down on those who are labourers and respect others who are lawyers, doctors, etc? Why might this be true?

Text	grade	Context
Charlotte Perkins Gilman, <i>The Yellow Wallpaper</i> short story	12	The pressures of being the “ideal” wife, gender roles, power and authority. To what extent do women become prisoners in their lives even today? What truths or realities do people continue to hide from others? Why can the husband not understand what his wife is going through?
Dorothy Parker, <i>Song of Perfect Propriety</i> poem	11-12	Gender roles. In what situations do males and females still have to keep up the image of maleness and femaleness? What is the effect of our denial of our true sense of self?
Robert Browning, <i>My Last Duchess</i> poem	11-12	Gender roles, abuse of power and authority. What is the type of wife wanted by the Duke? How did his previous wife “deviate” from this ideal? Contrast the ideal versus the reality of his last Duchess. Explain the psychological make up of the Duke. In what ways is charming and self-deprecating? In what ways is he ruthless and psychotic?
Margaret Atwood, <i>It is Dangerous to Read Newspapers</i> poem	11-12	Our conscious and unconscious complicity in the truths of the modern world. How much responsibility do people have to understand problems of the world and to act on that understanding? Are we all part of the problem? Who is innocent? Who is guilty?
Tom Wayman, <i>Picketing Supermarkets</i> poem	11-12	Similar to the previous poem but also specifically about the issue of food, where it comes from, and what our responsibility is as knowledgeable consumers. Once you are educated on an issue, is it acceptable to continue to act in ways that are harmful to your fellow human beings and to yourself?
Amy Lowell, <i>Patterns</i> poem	11-12	Gender roles, adherence to societal expectations
Lord Tennyson, <i>The Lady of Shalott</i> poem	11-12	Gender roles, people who are different, being unable to “come out” into the world, sexual power. What is the whispered curse that keeps the Lady in her tower?
George Jonas, <i>I was Around Six</i> poem	11-12	Gender roles, the inevitability of violence. Why is the speaker still haunted by this event? How do you make despair respectable? Can the world ever be safe for remorse?
Lord Tennyson, <i>The Lady of Shalott</i> poem	11-12	Gender roles, people who are different, being unable to “come out” into the world, sexual power. What is the whispered curse that keeps the Lady in her tower?
Randall Jarrell, <i>The State</i> poem	11-12	The power of the state, the loss of individuality. Why do we seem to care more for the plight of animals than the plight of people?
Albert Camus, <i>The Guest</i> short story	11-12	Personal responsibility, acting in ways that benefit self and society. Why does the narrator treat the prisoner like a guest? Why does he resent the obligation being asked of him? What might the ending of the story mean?

Text	grade	Context
Maruo Senesi, <i>The Giraffe</i> short story	11-12	Wanting to live an authentic life or a different life in the face of societal expectations. Going against the grain. What might the giraffe symbolize? What is the attitude of the children to the giraffe and how does this attitude differ from that of the adults? Explain the meaning of the last line of the story: “Damn this town anyway, where giraffes can’t live, because there’s room only for the things that are already here?”

Teachers are reminded that any text not included in a Ministry grade collection is subject to evaluation and approval through a local, Board-approved (or Authority-approved) process.

Strategies and Approaches

In addition to studying texts (including non-fictional texts in audio-visual 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)
- 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 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 instead of a girl (or vice versa), had a different sexual orientation, ethnic background, socio-economic 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)
- work with students to produce artefacts (texts) reflective of their own social justice interests or concerns (e.g., media messages, protest songs).

Sample Instructional Plans

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 is obviously still being felt. Blaming others out of fear and hysteria is an all too common reaction amongst people. 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.

Tell students that in *The Crucible* the character of Abigail attempts to live a life of lies. She wants

people to respect her and will do anything to gain that respect, even if it means sending people to their deaths. Ultimately, telling the truth and being true to one's own self, is the most important thing of all. Ultimately, all we have is our own good name and our self-respect. The hero of the play, although an unlikely hero at first, emerges as a man of great integrity.

Read the play and discuss how a lack of reason is allowed to exist. Not knowing the truth is what prevents reason from prevailing. People think there really were witches when there were not. 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 hysteria allowed Canada to send an innocent man to Syria to be tortured?

As an ending activity, 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.

Investigate the time in which Miller wrote the play (i.e., McCarthyism and the Blacklist). (Miller's essay "Why I Wrote the Crucible.")

<http://www.honors.umd.edu/HONR269J/archive/MillerCrucible.html>

Compare to post 9-11 "homeland security" laws and practices in both the US and Canada...

English 12

using *Paul's Case* by Willa Cather

Paul's Case is about a boy who does not fit in. He is being pressured by this father to become what "all the other boys" become.

Some young people feel that they do not fit in. Paul does not have any real friends. He is often bullied because other youngsters do not understand him. His teachers treat him cruelly because he makes them feel small and inferior.

Pre-reading ideas: Agree or disagree with the following statements and give reasons for your 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? Comment on what this story is 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., when and where was the story written)
- Why does Paul always need fresh cut flowers around him? What do these flowers symbolize?
- You are Paul's friend. Write a monologue in which you attempt to help Paul.
- 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?

Have students research the correlation between adolescent suicide and homosexuality. What are the possible reasons for this statistic? (Note to teachers: ensure students understand that homosexuality does not "cause" depression or suicide.)

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 turn to suicide as what he sees as his only option.

Graduation Transitions

Attributes of the BC Graduate

In their human and social development, graduates should achieve:

- the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs
- the knowledge and understanding they need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being
- the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life

Specifically, Graduation Transitions identifies the following learning outcome and achievement indicator expectations in relation to the Community Connections organizer.

- demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers, by
 - ~ participating in at least 30 hours of work experience and/or community service
 - provide documentation of work experience and/or community service (e.g., pay slip, log book, letter, form, or certificate signed by an employer, community person, or agency/organization)

- ~ describing the duties performed, the connections between the experience and employability/ life skills, and the benefit to the community and to the student
- describe procedures, tools, and/or equipment used
- identify fundamental skills developed (e.g., communicating, teamwork, managing information, thinking, problem solving, using numbers)
- identify self-management skills developed (e.g., demonstrating positive attitudes and behaviours; being responsible, adaptable, respectful)
- explain how the skills can be transferred to other situations
- describe the significance of their contribution

Science

Biology 12

Investigate and discuss methods of reproductive technology such as in-vitro fertilization, sperm banks, embryo transplants, and embryo freezing. 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 social justice topics and issues.

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.

Social Studies 11

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

- describe major provisions of the Canadian constitution, including the Canadian Charter of Rights and Freedoms, and assess its impact on Canadian society
- assess Canada's participation in world affairs with reference to
 - ~ human rights
 - ~ United Nations

- compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development
- assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights
- describe the role of women in terms of social, political, and economic change in Canada
- demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to
 - ~ residential schools
 - ~ reserves
 - ~ self-government
 - ~ treaty negotiations

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.

Comparative Civilizations 12

Comparative Civilizations 12 offers teachers and students examine elements of culture such as belief systems, daily life, gender 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. The following learning outcomes exemplify this most clearly:

- D1 evaluate the components of value systems within and among cultures, including
- religion and mythology
 - morals and ethics
 - heroes and role models
 - philosophical viewpoints
- D2 analyse 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 learning outcomes:

- D4 analyse the significance of the Holocaust
- E5 explain key developments in the struggle for human rights in South Africa and the United States

Geography 12

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

- F1 assess the various considerations involved in resource management, including
- sustainability
 - availability
 - social/cultural consequences
 - economic consequences

- political consequences
- F2 assess the environmental impact of human activities, ...

Law 12

In Law 12, opportunities to explore social justice topics arise in relation to the focus on Foundations of Law (e.g., prescribed learning outcomes A2 and A6 dealing with moral and legal issues and with the Charter and other human rights legislation) and in relation to the curriculum organizer, “Family Law.”

Social Justice 12 (under development, available for implementation September 2008)

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

Sample Instructional Plan

Social Studies 11

From the end of WWI to the 1960’s, which groups of immigrants were “preferred” by the Canadian government? Why?

What myths or common beliefs about immigrants exist today?

Discuss or role play an immigrant student’s experience or first day of school/first day of work/finding a doctor, dentist, applying for a job. Give students a book written in a different language to read aloud. Explain what it would be like to receive all materials/school books, telephone books, etc in either French or English if you first arrived in Canada and didn’t know the language.

What can students do to ease an immigrant’s experience in their neighbourhood?

Are there policies or laws that can be changed? How?

Looking at Charter of Rights and Freedoms, have students look at incidents concerning the treatment of minority groups – Komagatu Maru, head tax for Chinese immigrants, internment of Japanese Canadians, War Measures Act, residential schools.

Students broken into groups to prepare and research for a debate (e.g., BIRT: The Canadian government was justified in its treatment of minorities).

Using Existing Curriculum-Based Instruction and Assessment Materials

Civic Studies 11 (2005)

- Unit 1 (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 (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 (p. 83) – Based on the cases studied (e.g., Anti-Potlatch laws, residential schools, internment of Japanese-Canadians, 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 – 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 Studies 11 (2005)

- 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).
- 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 – Based on these cases, have students reflect on the degree to which Canada is a nation that “honours diversity” and “promotes social justice.

Appendix: Guiding Legislation and Policies

This section provides easy access to excerpts from legislation that are relevant to material presented in *Making Space, Giving Voice*. Included here are excerpts from

- the *Constitution Act*
 - ~ the *Charter of Rights and Freedoms*
 - ~ the *Rights of Aboriginal Peoples*
- the *Multiculturalism Act*
- the *BC Human Rights Code*
- the *Employment Equity Act*
- the *Official Languages Act*
- the *School Act*

Additional Useful Resources

- *Shared Learnings: Integrating BC Aboriginal Content K-10*, assists educators to promote an understanding of BC Aboriginal people and their cultures, values, beliefs, traditions, history, and languages.
- *Evaluating, Selecting, and Managing Learning Resources: A Guide* (Revised) is available to assist educators in the selection of resources. In particular, the Social Considerations criteria provide useful guidance for considering diversity issues when selecting resources.

1. *The Constitution Act (1982)*

EXCERPTS - NOT OFFICIAL VERSION

The *Canadian Charter of Rights and Freedoms* is Part I of the *Canadian Constitution Act*. Generally speaking, any person in Canada, whether a Canadian citizen, a permanent resident or a newcomer, has the rights and freedoms contained in the Charter. There are some exceptions. For example, only citizens of Canada have the right to vote, and “the right to enter, remain in and leave Canada.”

Part I *The Canadian Charter of Rights and Freedoms*

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

Section 1: Guarantee of Rights and Freedoms

The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

The Charter sets out those rights and freedoms that Canadians believe are necessary in a free and democratic society, including guarantee of:

- fundamental freedoms,
- democratic rights,
- the right to live and seek employment anywhere in Canada,
- legal rights: the right to life, liberty and personal security,
- equality rights for all,
- the official languages of Canada,
- minority language educational rights,
- Canada’s multicultural heritage, and
- Aboriginal Peoples’ rights.

Section 2: Fundamental Freedoms

Everyone has the following fundamental freedoms:

- freedom of conscience and religion;
- freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- freedom of peaceful assembly; and
- freedom of association.

Even though these freedoms are very important, governments can sometimes limit them. For example, laws against pornography and hate propaganda are reasonable limits on freedom of expression because they prevent harm to individuals and groups.

Section 15: Equality Rights

The Supreme Court of Canada has stated that the purpose of section 15 is to protect those groups who suffer social, political and legal disadvantage in society. Discrimination occurs where, for example, a person, because of a personal characteristic, suffers disadvantages or is denied opportunities available to other members of society.

1. Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
2. Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

The courts have held that section 15 also protects equality on the basis of other characteristics that are not specifically set out in it. For example, this section has been held to prohibit discrimination on the grounds of sexual orientation.

At the same time as it protects equality, the Charter also allows for certain laws or programs that favour disadvantaged individuals or groups. For example, programs aimed at improving employment opportunities for women, Aboriginal Peoples, visible minorities, or those with mental or physical disabilities are allowed under section 15 (2).

Section 23: Minority Language Educational Rights

This section of the Charter requires provincial governments to provide education to Canadians in the official language of their choice, even in areas where a minority of residents speak that language. In all cases, the right to receive an education in a minority language applies only when there is a sufficient number of eligible children to justify providing schooling in that language. Where those numbers do exist, governments must provide the necessary facilities.

Section 25: General

The Canadian constitution recognizes the rights of Aboriginal Peoples of Canada (which include Indian, Inuit and Métis groups) in order to protect their culture, customs, traditions and languages.

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal treaty or other rights or freedoms that pertain to the Aboriginal Peoples of Canada including:

- a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763;
- b) any rights or freedoms that now exist by way of land claims agreements or be so acquired; and
- c) any rights or freedoms that may be acquired by the Aboriginal Peoples of Canada by way of land claim settlement.

Section 25 makes it clear that other rights contained in the Charter must not interfere with the rights of Aboriginal Peoples. For example, where Aboriginal Peoples are entitled to special benefits under treaties, other persons who do not enjoy those benefits cannot argue that they have been denied the right to be treated equally under section 15 of the Charter.

Section 27: Multicultural Heritage

Canadians are proud of the fact that Canada is home to many cultural groups. This feature of our country is officially recognized in section 27.

This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.

Section 28: Rights Guaranteed Equally to Both Sexes

Section 28 makes it clear that both women and men are equally protected under the Charter.

Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons. This principle is also found in section 15.

Part II Rights of the Aboriginal Peoples of Canada

Section 35:

- 1) The existing aboriginal and treaty rights of the Aboriginal Peoples of Canada are hereby recognized and affirmed.
- 2) In this Act, “Aboriginal Peoples of Canada” includes the Indian, Inuit and Métis peoples of Canada.
- 3) For greater certainty, in subsection (1) “treaty rights” includes rights that now exist by way of land claims agreements or may be so acquired.
- 4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

Purpose of the Act***2. The following are the purposes of this Act:***

- a) to recognize that the diversity of British Columbians as regards race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristic of the society of British Columbia that enriches the lives of all British Columbians;
- b) to encourage respect for the multicultural heritage of British Columbia;
- c) to promote racial harmony, cross-cultural understanding and respect the development of a community that is united and at peace with itself;
- d) to foster the creation of a society in British Columbia in which there are no impediments to the full and free participation of all British Columbians in the economic, social, cultural and political life of British Columbia.

Multiculturalism Policy***3. It is the policy of the government to:***

- a) recognize and promote the understanding that multiculturalism reflects the racial and cultural diversity of British Columbians,
- b) promote cross cultural understanding and respect and attitudes and perceptions that lead to harmony among British Columbians of every race, cultural heritage, religion, ethnicity, ancestry and place of origin,
- c) promote the full and free participation of all individuals in the society of British Columbia,
- d) foster the ability of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to share in the economic, social, cultural and political life of British Columbia in a manner that is consistent with the rights and responsibilities of that individual as a member of the society of British Columbia,
- e) reaffirm that violence, hatred and discrimination on the basis of race, cultural heritage, religion, ethnicity, ancestry or place of origin have no place in the society of British Columbia,
- f) work toward building a society in British Columbia free from all forms of racism and from conflict and discrimination based on race, cultural heritage, religion, ethnicity, ancestry and place of origin,
- g) recognize the inherent right of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to be treated with dignity, and
- h) generally, carry on government services and programs in a manner that is sensitive and responsive to the multicultural reality of British Columbia.

Discrimination and intent

Discrimination in contravention of this Code does not require an intention to contravene this Code.

Purposes

The purposes of this Code are as follows:

- a) to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia,
- b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights,
- c) to prevent discrimination prohibited by this Code,
- d) to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code,
- e) to provide a means of redress for those persons who are discriminated against contrary to this Code,
- f) to monitor progress in achieving equality in British Columbia,
- g) to create mechanisms for providing the information, education and advice necessary to achieve the purposes set out in paragraphs (a) to (f).

Code prevails

If there is a conflict between this Code and any other enactment, this Code prevails.

The *BC Human Rights Code* identifies 13 protected grounds under the legislation.

People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age (applies to persons 19 to 64 years of age), and unrelated criminal or summary convictions.

4. *Employment Equity Act* (1995)

EXCERPTS - NOT OFFICIAL VERSION

The 1995 *Employment Equity Act* and the *Employment Equity Regulations* have been in force since October 24, 1996.

Summary

The purpose of this enactment is to achieve equality in the workplace and to correct conditions of disadvantage experienced by certain groups.

The enactment applies to the public service of Canada and to federally regulated employers who, and such portions of the public sector as are specified by order in council that, employ one hundred or more employees.

Part I sets out the obligations of an employer and outlines reporting requirements. Employers must identify employment barriers against, and determine the degree of underrepresentation of, certain groups and prepare, implement, review and revise plans to promote employment equity.

Part II sets out mechanisms for enforcing employer obligations.

Part III provides for the assessment of monetary penalties.

Part IV establishes regulation making authority and provides for other general matters.

The enactment also makes consequential amendments to the Broadcasting Act, the Canadian Human Rights Act, the Financial Administration Act and the Public Service Employment Act.

Purpose of the Act

2. The purpose of this Act is to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, Aboriginal Peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.

Part VII Advancement of English and French

Government policy

Section 41.

The Government of Canada is committed to

- b) fostering the full recognition and use of both English and French in Canadian society.
-

Coordination

Specific mandate of Minister of Canadian Heritage

Section 43.

- (1) The Minister of Canadian Heritage shall take such measures as that Minister considers appropriate to advance the equality of status and use of English and French in Canadian society and, without restricting the generality of the foregoing, may take measures to
 - b) encourage and support the learning of English and French in Canada
 - e) encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French

Preamble

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is 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;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

Part 2 - Students and Parents Division 1 - StudentsSection 2. *Access to educational program*

A person is entitled to enroll in an educational program provided by the board of a school district if the person

- (a) is of school age, and
- (b) is resident in that school district.

Section 6. *Duties of students*

- (1) A student must comply
 - (a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and
 - (b) with the code of conduct and other rules and policies of the board or the Provincial school.
- (2) A student attending a school or Provincial School must participate in an educational program as directed by the board or by the principal of the Provincial School.

Part 6 - School Boards Division 2 - Powers and DutiesSection 75. *Provision of educational program*

- (1) Subject to the other provisions of this Act and the regulations and to any orders of the minister under this Act, a board must make available an educational program to all persons of school age who enroll in a school in the district.
- (2) A board may provide an educational program to persons referred to in subsection (1)
 - (a) in its own school district, or
 - (b) with the consent of a parent of the person referred to in subsection (1), in another school district or in a francophone school district.
- (3) A board complies with subsection (1) if
 - (a) the educational program is provided by the board,
 - (b) with the approval of the minister, the educational program is provided by a Provincial school, or
 - (c) with the agreement of another board or a francophone education authority, and with any consent required under subsection (2) (b) the educational program is provided by that other board or by the francophone education authority.
- (4) Subject to section 74.1, a board may assign and reassign students to specific schools or to educational programs referred to in subsection (3).
- (5) [Repealed 2002-53-19.]

- (6) A board may recognize as part of a student's educational program an educational activity that is not provided by the board.
- (7) Subject to the regulations, a board
 - (a) is responsible for evaluating all of the educational programs and services provided by the board, including services provided under an agreement under section 86 (1) (a), and
 - (b) must have students assessed and evaluated by a member of the college.
- (8) A board may, in accordance with any terms and conditions specified by the board, permit a person who is older than school age
 - (a) to attend an educational program, or
 - (b) to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.

Section 76. *Conduct*

- (2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.
- (3) The discipline of a student while attending an educational program made available by a board or a Provincial school must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment.

Section 85. *Power and capacity*

- (1) For the purposes of carrying out its powers, functions and duties under this Act and the regulations, a board has the power and capacity of a natural person of full capacity.
- (2) Without limiting subsection (1), a board may, subject to this Act and the regulations, do all or any of the following:
 - (a) determine local policy for the effective and efficient operation of schools in the school district;
 - (b) subject to the orders of the minister, approve educational resource materials and other supplies and services for use by students;
 - (c) make rules
 - (i) establishing a code of conduct for students attending educational programs operated by or on behalf of the board.
 - (ii) respecting suspension of students and the provision of educational programs for suspended students,
 - (iii) respecting attendance of students in educational programs provided by the board,
 - (iv) respecting the establishment, operation, administration and management of
 - (A) schools operated by the board and educational programs provided by the board, and
 - (B) transportation equipment used for the purposes of the board,
 - (v) respecting the provision of volunteer services,
 - (vi) respecting the management of student housing facilities and the supervision of students accommodated in them, and
 - (vii) respecting any other matter under the jurisdiction of the board.
- (3) Despite any other provision of the Act, a board may refuse to offer an educational program to a student 16 years of age or older if that student
 - (a) has refused to comply with the code of conduct, other rules and policies referred to in section 6, or
 - (b) has failed to apply himself or herself to his or her studies.

Section 169. *Annual report and ministerial statement*

- (1) Subject to the approval of the Lieutenant Governor in Council, the minister must from time to time issue a statement of education policy for British Columbia.

Section 177 of the *School Act* addresses maintenance of order:

- (1) A person must not disturb or interrupt the proceedings of a school or an official school function.
- (2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction
 - (a) must immediately leave the land and premises, and
 - (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
- (3) A person who contravenes subsection (1) or (2) commits an offence.
- (4) A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace

The **duties of teachers** are set out in **s.4** of the **School Regulation** including:

- (b) providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions whenever and wherever held;
- (c) ensuring that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operation of the school.

The principal's role in setting expectations of student conduct is contained in **s.5** of the **School Regulation**:

- 5(7) The principal of a school is responsible for administering and supervising the school including...
 - (g) the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school,and shall, in accordance with the policies of the board, exercise paramount authority within the school in matters concerning the discipline of students;

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 April 2007, represent a “starter set” of potentially useful sites relevant for teaching 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/

Aboriginal Education Association of British Columbia

<http://bctf.ca/PSAs.aspx?id=4308>

Action Group on Erosion, Technology and Concentration

www.etcgroup.org/en/about/

African Canadian Legal Clinic

www.aclc.net

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 Anti-Racism and Multiculturalism Program

www.ag.gov.bc.ca/sam/bcamp/index.htm

BC Civil Liberties Association

www.bccla.org/

BC Human Rights Tribunal

www.bchrt.bc.ca

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/

BC Social Studies Teachers' Association

www.bctf.ca/psas/BCSSTA/

BC Teachers for Peace and Global Education

www.pagebc.ca/

BCTF – Social Justice

<http://bctf.ca/SocialJustice.aspx>

The British Columbia Public Interest Advocacy Centre (BC PIAC)

www.bcpiac.com/

Canada in the World: Canadian International Policy (Government of Canada)

<http://geo.international.gc.ca/cip-pic/menu-en.asp>

Canadian Centre for International Studies
and Cooperation (CECI)
www.ceci.ca/ceci/en/index.html

Canadian Centre for Policy Alternatives
www.policyalternatives.ca

Canadian Council for Refugees
www.ccrweb.ca

Canadian Heritage (Government of Canada)
www.pch.gc.ca/

Canadian International Development Agency
– CIDA (Government of Canada)
www.acdi-cida.gc.ca/

Canadian Jewish Congress, Pacific Region
www.cjc.ca

Canadian Olympic Values Education
Program (Canadian Olympic Committee)
[www.olympic.ca/EN/education/
values_education.shtml](http://www.olympic.ca/EN/education/values_education.shtml)

Canadian Peace Alliance
www.acp-cpa.ca

The Centre (LGTB Community Centre)
[www2.vpl.vancouver.bc.ca/DBs/RedBook/
orgPgs/6/646.html](http://www2.vpl.vancouver.bc.ca/DBs/RedBook/orgPgs/6/646.html)

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

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.web.net/comfront

Critical Thinking Consortium
www.tc2.ca/

Crosspoint Anti-Racism
www.magenta.nl/crosspoint

The Council of Canadians
www.canadians.org

The Dalai Lama Centre for Peace and
Education
www.dalailamacenter.org/

Department of Justice Canada
<http://canada.justice.gc.ca>

Downtown Eastside Abilities Link Society
(DEALS) (Vancouver)
www.dealsociety.com/

Earth Summit 2002
www.earthsummit2002.org

Education for Peace
www.efpinternational.org

Environmental Youth Alliance
www.eya.ca/

EnviroZine (Environment Canada)
www.ec.gc.ca/envirozine/

First Nations Education Steering Committee
www.fnesc.ca/

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](http://www.capcollege.bc.ca/programs/global-stewardship/high-school.html)

Global Warning (Knowledge Network)
www.knowledgenetwork.ca/globalwarning/

Historica
www.historica.ca

Human Rights Watch
www.hrw.org

Human Security Program (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

Institute on Governance
www.iog.ca

International Campaign to Ban Landmines
(ICBL)
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

North Atlantic Treaty Organization (NATO)
www.nato.int

The North-South Institute
www.nsi-ins.ca

Ombudsman British Columbia
www.ombud.gov.bc.ca

Organization of American States (OAS)
www.oas.org

Our World
www.ourworld.ca

Partnership Africa Canada
www.pacweb.org

Planet Friendly
www.planetfriendly.net

Population Reference Bureau
www.prb.org

Power of One Humane Education (Vancouver
Humane Society)
www.powerofonehumaneeducation.org/

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

Status of Women Action Group
<http://pacificcoast.net/~swag/>

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 Development Fund for Women (UNIFEM)
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/

Victoria Peace Coalition
<http://vicpeace.ca/>

War Child Canada
<http://www.warchild.ca/>

Wellbeing thru Inclusion Socially and Economically (WISE)
www.wise-bc.org/

West Coast Women's League Education and Action Fund
www.leaf.ca/

Western Canada Wilderness Committee
www.wildernesscommittee.org/

Without Prejudice: Resources for Change
www.accesstomedia.org/rfc/

WomenWatch
www.un.org/womenwatch

Women's Human Rights Net
www.whrnet.org/

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
www.youth.gc.ca

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 social justice topics.

C **culture**
a way of describing a group of people and their way of life (attitudes, behaviours, etc.), and generally understood to have broader applications than *race* or *ethnic group*. For example, “Canadian culture” encompasses elements and influences of a range of ethnic groups and nationalities. Culture may also be based on individual characteristics other than ethnicity (e.g., deaf culture, gay culture, corporate culture, hip-hop culture). Further, culture is understood to be dynamic, responding to and evolving from events and influences, and that there are diverse – sometimes competing – values and behaviours within a given culture.

D **discrimination**
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 we 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 our learning and working environments.

E **equality**
see *equity*

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.

Eurocentrism
the bias that commonly exists in North American culture – including broadcast media, literature, films, and education resources – stemming from European (particularly British) colonial practices. Eurocentric bias results in a lack of visibility and role models for ethnic groups other than European.

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. Homophobia manifests itself as prejudice, discrimination, harassment, and/or acts of violence brought on by fear and hatred. Homophobia can exist at personal, institutional, and societal levels. Also *transphobia*: fear, dislike, or hatred of transgendered or transsexual people. See also *heterosexism*.

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 directly affected.

Goals or purposes of human rights include, but are not limited to

- ~ preventing discrimination
- ~ redressing discrimination against individuals
- ~ correcting persistent patterns of inequality affecting groups
- ~ providing an effective, efficient, and timely remedy for incidents or situations in which human rights are threatened, through a fair process.

L

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 either “queer” or “questioning.”

O

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.

P

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 (authority)

ability (real or perceived) 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, geographic advantage, etc. An inequity of power is one of the most common causes of social justice. People in power are also said to be privileged.

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

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-spirit." Concepts of and terminology for sexual orientation vary from culture to culture and have evolved over time.

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.