Learn. Disrupt. Rebuild@HWDSB: BUILDING A COMMUNITY OF CARE
Module 2 – Identity & Intersectionality

Lesson # 12 - What is Race? What is Anti-racism?	Learning Goal: To learn about race as a social construct and the difference between being racist and anti-racist.

KEY Vocabulary

- **Anti-racism:** is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.
- **Anti-racist**: An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.
- **Individualized Racism** - Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing.
- **Race:** Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). Though many believe that race is determined by biology, it is now widely accepted that this classification system was in fact created for social and political reasons. There are actually more genetic and biological differences within the racial groups defined by society than between different groups.
- **Structural/systemic Racism**: The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color.
- **Xenophobia**: fear or hatred of foreigners, people from different cultures or strangers. Fear or dislike of the customs, dress, etc. of people who are culturally different from oneself.

Educator Pre-Reflection

Modification for Remote Learning: PowerPoint will include visuals and modifications needed for teaching this lesson remotely. Students will use whatever supplies they have at home if needed.

YouTube: Log into YouTube using your HWDSB account and play videos in safe mode.

Before engaging in this lesson, consider/think about...
Please be aware that racism is a heavy burden many racialized students carry even at a very early age due to their lived experiences and systemic racism. If a student is unwilling to share, participate, or even be present for these conversations, it may be due to personal triggers. Thus, engaging them in a conversation about race they may not feel safe to participate in may cause added harm to such students. As you get to know your students (background history, triggers, body language, etc.) please make informed and empathetic decisions to ensure a safe and inclusive setting to engage in these brave conversations.

Review key vocabulary then reflect on the following quotes:

"The good news is that racist and antiracist are not fixed identities. We can be a racist one minute and an antiracist the next. What we say about race, what we do about race, in each moment, determines what -- not who -- we are."

— **Ibram X. Kendi, How to Be an Antiracist**

"We cannot avoid conversation about race with the feeble excuse that we are not racist. The sooner we name and acknowledge anti-black racism, the sooner we can eliminate it."
- Desmond Cole

Student Pre-Reflection

Teacher: Write the prompts (below) on the board (or read them to students). Allow students time to quietly and independently respond in writing. If you have a journal procedure, use it here.

On a scale of 0-5, how comfortable are you talking about race? Explain.
On a scale of 0-5, how comfortable are you talking about racism? Explain.

0 = I would rather not talk about race/racism.
1 = I am very uncomfortable talking about race/racism.
2 = I am usually uncomfortable talking about race/racism.
3 = I am sometimes uncomfortable talking about race/racism.
4 = I am usually comfortable talking about race/racism.
5 = I am very comfortable talking about race/racism

Students can also reflect on one or both of the following quotes by responding to:
I think this quote means...

"The good news is that racist and antiracist are not fixed identities. We can be a racist one minute and an antiracist the next. What we say about race, what we do about race, in each moment, determines what -- not who -- we are."
— **Ibram X. Kendi, How to Be an Antiracist**

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Provocation/Minds On

What do you think is the difference between being "not-racist" and being "anti-racist"?

"In a racist society, it is not enough to be non-racist, we must be anti-racist."

ANGELA Y. DAVIS

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eliminating racism
empowering women
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After students have had some time to write a response to the provocation, read/share the statement below with students. Ask them to compare it to their response.

 When we choose to be antiracist, we become actively conscious about race and racism and take actions to end racial inequities in our daily lives. Being antiracist is believing that racism is everyone's problem, and we all have a role to play in stopping it.

Learning Task/Activity

Teacher Prompt: Review/share the definitions for race below (from key vocabulary) with students.

1. **Race:** Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). It is now widely accepted that this classification system was in fact created for social and political reasons.

Ask students: What are some social and/or political reasons for classifying people?
Responses may include: share/not share resources, to maintain economic/political power, generate wealth, greed, xenophobia, census,

1. Watch the following video that helps define anti-racism as action

How to be an Antiracist by Ibram X. Kendi (1:50)
   o The following ideas from the video can be prompts for a class discussion or journal response.
      ▪ "The contrast is between racist and anti-racist"
      ▪ "Each of us should be striving to be anti-racist"

- "When someone supports policies that yield and create racial equity, that's being an anti-racist."
- "What we're doing in each moment determines who and what we are in each moment...people are changing from moment to moment"

2. Watch the video from Canadian Human Rights Commission that illustrates instances of racism in Canada - I Am a Person (1:50 mins)
   - What examples of racism in Canada can you identify? (anti-Muslim, anti-Black, anti-Indigenous, anti-Semitic, anti-Asian)
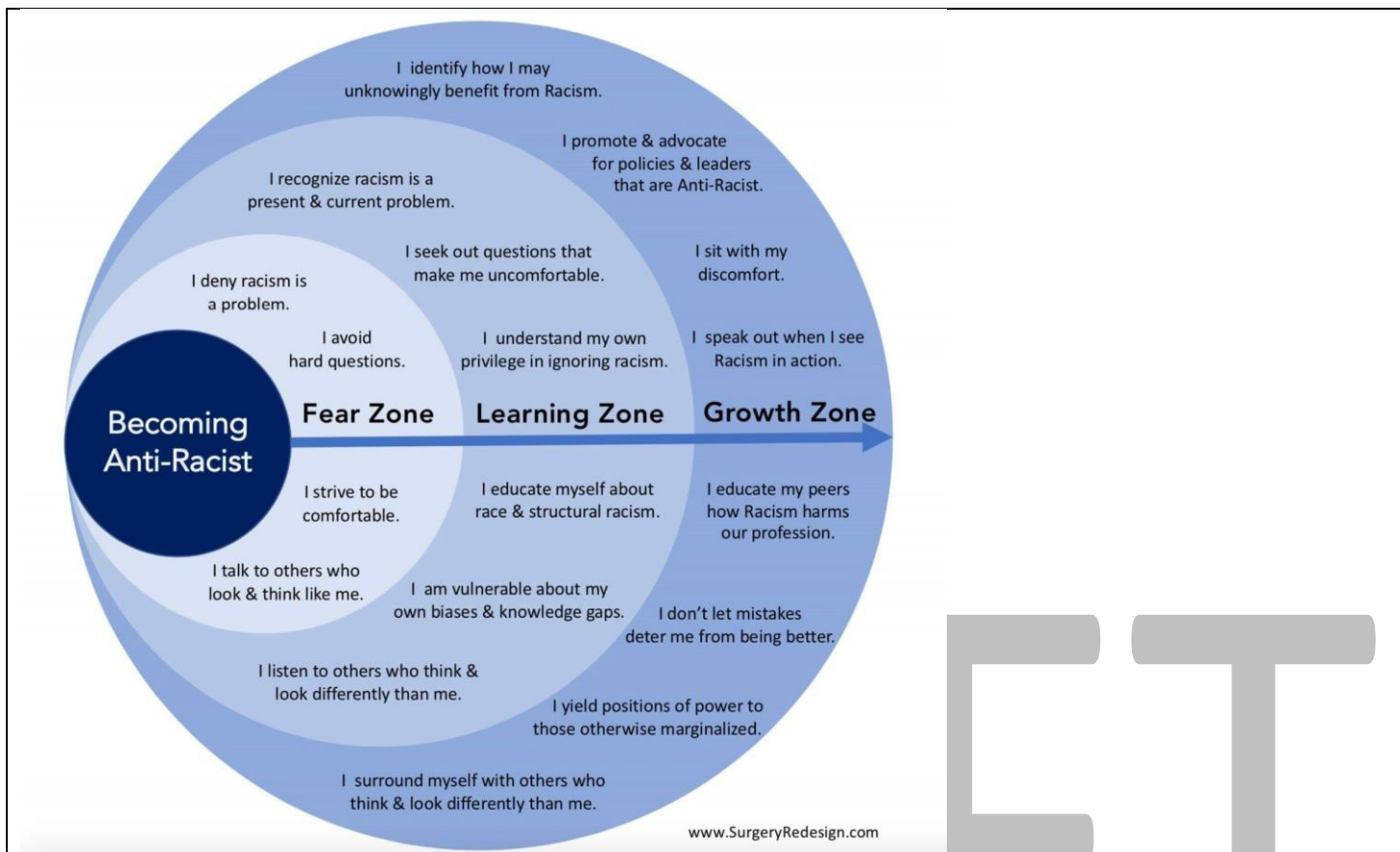   - What examples of systemic racism are seen in the video?
     - Social media posts from the video you might discuss:
       - "I'm not racist but..."
       - "You people that come here..."
       - "You want the job, take off the hijab"
       - "You should cut off your turban."
       - "I wasn't there. Why should I apologize for the past?"
       - "Go back where you came from"
       - "I don't see colour."
       - "It's ancient history. Get over it."
       - "It's not my problem." "Why should I care?"

3. Ask students to create an anti-racist response to the post "**Racism: Why should I care?**" (Answers could be gathered on Post-it Notes, an app such as Padlet or shared orally if students are comfortable)

Ideas for Follow-up/Discussion

Actively Becoming Anti-Racist: Ask students to situate themselves on becoming an anti-racist? Do they situate themselves in the fear zone, the learning zone, or the growth zone? What statement/statements could students work on as next steps?

Becoming Anti-Racist

I identify how I may unknowingly benefit from Racism.

I promote & advocate for policies & leaders that are Anti-Racist.

I recognize racism is a present & current problem.

I seek out questions that make me uncomfortable.

I sit with my discomfort.

I deny racism is a problem.

I avoid hard questions.

I understand my own privilege in ignoring racism.

I speak out when I see Racism in action.

Fear Zone **Learning Zone** **Growth Zone**

I strive to be comfortable.

I educate myself about race & structural racism.

I educate my peers how Racism harms our profession.

I talk to others who look & think like me.

I am vulnerable about my own biases & knowledge gaps.

I don't let mistakes deter me from being better.

I listen to others who think & look differently than me.

I yield positions of power to those otherwise marginalized.

I surround myself with others who think & look differently than me.

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Educator Post-Reflection
What examples of systemic racism can you identify within education?   What can you do to continue to ensure your learning environment is anti-racist?

Student Post-Reflection
What can I do in my daily life to be an anti-racist?   Students who are engaged in this issue may want to learn more about the   Canadian Race Relations Foundation Youth Ambassador Program

Further Resources:
Teaching Tolerance https://www.tolerance.org/learning-plan/antiracist-education   **NPR Podcast by** Historian Ibram X. Kendi On 'How to Be an Antiracist'   https://www.npr.org/local/309/2019/10/30/774704183/historian-ibram-x-kendi-on-how-to-be-an-antiracist   **American Resource PBS with multiple recordings** - PBS Teachers Lounge Blog on Tools for Anti-Racist Teaching

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Possible Curriculum Connections

The Arts

ATC1O - C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in dance activities.

ADA 1O - B2.4 Drama and Society: identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions (e.g., describe what they learned from experiencing different perspectives on reality through drama works based on Aboriginal and/or international sources). C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities. C3.1 Responsible Practices: identify and follow safe and ethical practices in drama activities (e.g., find ways to ensure the emotional safety [trust] and physical safety of themselves and others, both onstage and offstage;

AVI 1O - B2.3 identify ways in which c Art, Society, and Values: creating and/or analysing art works has affected their personal identity and values (e.g., with reference to their self-perception, their level of empathy, their awareness of stereotypes, their awareness of their emotions and their ability to express them). C3.1 Responsible Practices: identify some legal and ethical issues associated with visual arts, and demonstrate legal and ethical practices when creating, presenting, and/or promoting art works.

Business Studies

BBI1O, BBI2O – Business Fundamentals • demonstrate an understanding of ethics and social responsibility in business, Business Ethics and Social Responsibility
Functions of a Business • explain the role of human resources in business

Canadian and World Studies

CGC1D: Livable Communities: E1. The Sustainability of Human Systems: analyze issues relating to the sustainability of human systems in Canada

CHC2D/P: Identity, Citizenship and Heritage: E3. Identity, Citizenship, and Heritage: analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present.

CHV2O: C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada

Computer Studies

ICS2O: Computers and the Society C1. describe key aspects of the impact of computers and related technologies on society

ICS 3C: Computers and the Society. D3: explain key aspects of the impact that emerging technologies have on society

ICS 4U: Topics in Computer Science. D3. analyse the impact of emerging computer technologies on society and the economy

ICS 4C: Computers and the Society D3. investigate and report on emerging computer technologies and their potential impact on society and the economy;

Cooperative Education
DCO3O: B2. Skills for the Future: demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety, and well-being and to relevant expectations from the related course or courses, and explain how they might use what they have learned in other aspects of their lives, now and in the future

English
ENG1D, ENG1P, ENG2D, ENG2P, ENG3U, ENG3C, ENG3E, ENG4U, ENG4C, ENG4E

The applicable overall expectations for the above courses are listed below:

Oral Communication: Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Reading and Literature Studies: Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;

Writing: Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

Media Studies: Understanding Media Texts: demonstrate an understanding of a variety of media texts;

English as a Second Language and English Literacy Development
ESL (ESLAO, ESLBO, ESLCO, ESLDO, ESLDO)
Socio-Cultural Competency:
Overall Expectation 2: 2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;

French as a Second Language
FSF1D - B1.2 Speaking to Communicate: Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate (e.g., express ideas and opinions about current events and issues)

FSF1D - B2.2 Speaking to Interact: Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modelling as appropriate.

FSF1D - B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

Guidance and Career Education

GLC2O B2. Preparing for Future Opportunities: develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities

Health and Physical Education

PPL40 Human Development and Sexual Health C3.4 analyse the portrayal of different relationships in the media (e.g., movies, song lyrics, television, print media, Internet) with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging.

Interdisciplinary Studies

IDC3O/IDP3O. Perspectives and Approaches By the end of this course, students will: – analyse and describe how each of the subjects or disciplines studied views the role of personal experience in gaining knowledge (e.g.,"How does our personal experience affect our perception of things?", "What personal responsibility does claiming to 'know' something carry for the 'knower'?","What roles do culture and language play in our perceptions, understandings, and beliefs?")

IDC4U/IDP4U -analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;- explain how the manipulation of information (e.g., through the use of propaganda, bias, and stereotyping) affects society, by analysing historical and contemporary examples from each of the subjects or disciplines studied.

Mathematics (Grade 9 and 10)

Overall Mathematical Process Expectations

Representing - create a variety of representations of mathematical ideas (e.g., numeric, geometric, algebraic, graphical, pictorial representations; onscreen dynamic representations), connect and compare them, and select and apply the appropriate representations to solve problems

Connecting - make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, current events, art and culture, sports).

Communicating - communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions.

Social Sciences and Humanities

HIF1O/2O B1. Adolescent Development: describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people; D1. Personal Responsibilities: demonstrate an understanding of their responsibilities related to their personal well-being and that of their family, and of how they can maintain their health and well-being;

HHD3O B1. Personal Well-Being: demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course; B2. Self-concept and Self-esteem: explain how self-concept and self-esteem influence personal well-being; B3. Self-concept and Healthy Relationships: demonstrate an understanding of how self-concept influences an individual's interactions with others.

HHG4M E2. Personality and Identity: demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan;

HSC4M D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures; D2. Policies and Issues: demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries.

HHS4M D1. Trends and Challenges for Individuals: demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development; D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development.

Technological Education

TGJ 2O - C2. demonstrate an understanding of social effects and issues arising from the use of communications media technologies and the importance of representing cultural and social diversity in media productions.

TXJ 2O - C2. demonstrate an understanding of trends and social issues in relation to the hairstyling and aesthetics industry. D2. describe career opportunities in hairstyling and aesthetics, including relevant secondary and postsecondary educational pathways, and identify key knowledge, skills, attitudes, and habits that are important for success in the industry.

TPJ 2O - A2. describe factors that affect personal health and well-being. C1. demonstrate an understanding of environmental issues related to health care and personal well-being. C2. describe social trends and health care issues relating to children and adolescents.

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