

Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care

Module 2 - Understanding Identity and Intersectionality

Lesson # 9 – Revisiting Brave Conversations

Learning Goal: To review the tools and strategies for engaging in brave conversations in a safer environment - in the classroom and in their daily lives.

Key Vocabulary

- **Brave Space** - A brave space is a space where participants feel comfortable learning, sharing, and growing. A brave space is inclusive to all races, sexes, genders, abilities, immigration status, and lived experiences. A “brave space” is where students, teachers and citizens generally can come together to have hard conversations and hear each other out - even and especially when that is challenging.
- **Brave conversation** - In brave conversations, whether in the context of teaching, mentoring, or coaching, individuals are encouraged to express their views openly and truthfully, rather than defensively or with the purpose of laying blame. Integral to brave conversations is an openness to learn.
- **Safe space/safer space** - a place (as on a school campus) intended to be free of bias, conflict, criticism, or potentially threatening actions, ideas, or conversations.

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...

- Students may be sensitive or guarded as some may have personal (direct) experience of the issues (e.g., racism/discrimination/Covid-related trauma) and could be upset by the subject matter in this module. You should warn students that you will be exploring some controversial subject matter and it is not your intention to upset anyone. Be mindful that some students might not share how they are feeling.
- If a student is upset during/following these conversations, let them know that they can speak with you or email you afterwards to support or direct them to receive the help they may need (i.e., school social worker, settlement workers, We Help Hotline/App, Guidance, Kids Help Phone etc.)
- Be aware that some students may express negative attitudes. It is important to allow them to voice their views and they should be probed, but this should be followed by clearly stating that as a community of learners, you do not tolerate offensive and harmful attitudes and promote the

importance of respecting each other's differences. If any remarks are directed towards specific students, then it may be necessary to follow up with the Safe School's policy.

<https://www.hwdsb.on.ca/secondary/supports/safe-schools/>

- It is important to shut down bias and hate at all levels and in all areas of the school. Here are some examples of statements to shut down harmful comments:
 - "Those words hurt and anger a lot of people. We do not use them in the classroom."
 - "Using that word(s) to put someone down is unacceptable."
 - In response to a student saying "I was just joking" you can respond: "I am not going to get into a discussion with you about if you were joking or not, but that joke could hurt or offend someone, and my job is to help all our students feel safe, so it doesn't belong in the classroom."
 - "It's not acceptable to put people down. We can arrange a time to talk about your comments later, but right now those comments need to stop."

Student Pre-Reflection

Before you begin, think about...

Discomfort and needs:

- How do animals (pets) signal their stress/discomfort? How do they signal their need for necessities, like food, attention, or to go to the washroom?
- How does our technology let us know it is not functioning or experiencing difficulties? What are some of the possible cues, prompts, or actions that take place when it needs us to fix an error?

Teacher Note: The connection to make here is that different living things also communicate discomfort to draw attention to their needs. (This can also apply to non-living elements in classrooms that need attention and in turn usually cause students or staff stress/discomfort.)

Provocation/Minds On

Teacher Prompt: As a Group - After contemplating how animals or non-living elements communicate when a need is not met; ask students to collaborate/examine how they advocate for their own needs using the following guiding questions.

- What strategies could you use to advocate for your needs?
- As we begin this new semester, what new or different communication strategies will you be using during remote learning?
- Which caring adults in the school can you identify to communicate your needs?

Teacher Note: Choose a brainstorming or collaborative format that works with remote learning.

Learning Task/Activity

The pandemic is an ongoing health crisis but also a time for collective reflection where many social justice and equity issues have emerged on social media and throughout society. In upcoming lessons, we will be having some brave conversations about some of these issues which might cause some people to feel discomfort. Therefore, to have these important conversations or disagreements, we need to maintain an environment of mutual respect so that everyone feels safe in participating in these conversations. To build this safe space to engage in new, uncomfortable, and brave conversations, we need to establish some Guidelines to follow with regards to advocating for our own needs.

Guideline to have Mutually Respectful Conversations or Disagreements – Advocating for Your Needs	
If you need to seek clarity on someone’s statement...	“Tell me more about _____.”
If you would like to offer an alternative perspective in the conversation....	“Have you ever considered _____.”
To respectfully speak your truth...	“I don’t see it the way you do. I see it as _____.”
To seek common ground...	“We don’t agree on _____ but we can agree on _____.”
To respectfully ask for time and space in a discussion...	“Could we revisit the conversation about _____ tomorrow.”
To respectfully set your boundaries...	“Please do not say _____ again to me or around me.”

Teacher Prompt: After reviewing the provided guideline, tell students you will be post them somewhere permanently and prominently on your HUB page or MS Teams for future reference. As a next step to the Guideline, you have an opportunity to be a co-learner with your students. Invite students to collaborate with you to make a set of MS Teams - Rules for Courageous Discussions that supports everyone's needs. (add it to the guideline post after complete)

Teacher Reference: Considerations when creating your Rules for Discussions with your class:

- Actively listen with respect. Try to understand what someone is saying before rushing to judgment.
- Make comments using “I” statements.
- If you do not feel safe making a comment or asking a question, write down your thought. You can share the idea with your teacher first and together come up with a safe way to share the idea.
- If someone says an idea or question that helps your own learning, say thank you.
- If someone says something that hurts or offends you, do not attack the person. Acknowledge that the comment—not the person—hurt your feelings and explain why.
- MS Team chat bars are not social media chat bars, proper language for school is required.
- Put-downs are never okay.

- Social media groups connected to a class, that impact a student in a negative way, are extensions of the virtual classroom (like a hallway or the atrium, school rules still apply).
- Derogatory terms/remarks will not be permitted and will result in a student/teacher discussion minimally.
- If you do not understand something, ask a question.
- Think with your head and your heart.
- Share the talking time—provide room for others to speak.
- Do not interrupt others while they are speaking.
- Write your thoughts down if you do not have time to say them during class.
- If at any time you feel upset following a conversation in the classroom, speak with or email your teacher or caring adult in the building so that they can support you or direct you to receive the help you may need (i.e., school social worker, settlement workers, HWDSB Helps Hotline/App, guidance, Kids Help Phone etc.)

Modified from: <https://www.facinghistory.org/resource-library/teaching-strategies/contracting>

Ideas for Follow-up/Discussion

- **MS Teams:** When having brave conversations throughout the semester, post the Guidelines for Mutually Respectful Conversations and the Rules for Courageous Conversations you created together as a class as a reminder to maintain safer and braver spaces for everyone.
- **Prior Knowledge:** In anticipation of upcoming lessons connected to Identities, connect with students about prior knowledge/lived experiences:
 - What types of equity issues have been amplified (in society) during the COVID-19 pandemic? BLM (Black Lives Matter), Police Brutality/Defund the Police, Anti-Maskers, Anti-Vaxxers, MeToo movement, Food Insecurity, Poverty, Racism, Sexism, Oppression, Homophobia, Transphobia, etc.

Educator Post-Reflection

Reflect on...

- Was the classroom environment a safe or brave space (today)? What are some next steps to help students continue to have courageous conversations beyond this learning task?
- Where will the “Guidelines to Mutually Respectful Conversations” and the Co-created Rules be uploaded to be accessible for students (The Hub/ MS Teams)?

Student Post-Reflection

The main idea I want to remember or take away from this lesson is ...

- *Was I an attentive listener?*

- *Did I express any disagreement in a respectful way?*
- *How did I process the experience?*
- *Was I a safe collaborator?*
- *Am I capable of having brave conversations or do I need to talk with my teacher?*

Further Resources

HWDSB [We Help Hotline](#) - send a message through the app or send a text to 905-963-0066

[Kids Help Phone](#) - 24/7 counselling for youth, crisis line 1-800-668-6868

[SWIS - Settlement Workers in Schools](#) (ESL and ELL learners)

[COAST \(Crisis Outreach and Support Team\) Hamilton](#): Mental health crisis line (905) 972-8338;
coasthamilton.ca

[Responding to Hate and Bias at School](#)

[Making it Meaningful: Interrupting Biased Comments in the Classroom](#)

[Contracting - creating a safe space for conversation](#)

[Talking About Race: Being Anti-Racist](#)

Possible Curriculum Connections

The Arts

ATC10 B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' dance works and activities; B2. Dance and Society: demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities; C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in dance activities.

ADA10 B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' drama works and activities; B2. Drama and Society: demonstrate an understanding of how societies present and past use or have used drama, and of how creating and viewing drama can benefit individuals, groups, and communities.

Business Studies

BBI10/BBI20 demonstrate an understanding of ethics and social responsibility in business.

BDV4C analyze the size and composition of the potential market for their venture.

BBB4M analyze the impact of international business activity on Canada's economy; • demonstrate an understanding of how international business and economic activities increase the interdependence of nations. • analyze ways in which Canadian businesses have been affected by globalization; • demonstrate an understanding of the factors that influence a country's ability to participate in international business; • assess the effects of current trends in global business activity and economic conditions.

Canadian and World Studies

CGC1D D2. Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada

CHC2D B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada. B2. Communities, Conflict, and Cooperation: analyze some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics. B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada

Classical Studies and International Languages

LVGBD/LVLBD A2. Speaking to Communicate: communicate information and ideas orally in the classical language and in English, using a range of speaking strategies and level-appropriate language suited to the purpose and audience

Computer Studies

ICS2O C3. describe legal and ethical issues related to the use of computing devices.

ICS3U D2. demonstrate an understanding of emerging areas of computer science research.

ICS3C D3. explain key aspects of the impact that emerging technologies have on society.

ICS4U D3. analyze the impact of emerging computer technologies on society and the economy.

Cooperative Education

DCO3O A1. Health, Safety, and Well-Being: demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience

A2. Preparing and Planning for the Experience: demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience

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

All Courses: Listening and Speaking: 1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes; 2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes; **Socio-cultural Competence and Media-literacy:** 1. use English and non-verbal communication strategies appropriately in a variety of social contexts; 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

All Courses: Speaking: **Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience; **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences; **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

GLC20 A1. Skills, Strategies, and Habits That Contribute to Success demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance

Health and Physical Education

Most courses: Healthy Living C1. demonstrate an understanding of factors that contribute to healthy development; **C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; **C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

PPZ3C B1. demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it.

PSK4U A1. demonstrate an understanding of how the social and cultural significance of physical activity and sport has evolved historically, and analyze current social issues relating to physical activity and sport.

Interdisciplinary Studies

IDC30/IDP30, DC4U/IDP4U - demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied; - demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied; - demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied.

Mathematics

All courses: 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).

Science

All Courses: Scientific Exploration Skills & Career Exploration: A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing, and recording, analyzing, and interpreting, and communicating); A2. identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields.

Social Sciences and Humanities

All Courses: Research & Inquiry Skills - Exploring, Investigating, Processing Information, Communicating and Reflecting.

HSG3M B1. The Social Construction of Gender, B2. Power Relations, Sex, and Gender; B3. Representations of Gender.

HIF10/20 B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships.

HNB4M C3. Globalization and Social Responsibility: demonstrate an understanding of the impact of globalization on the fashion industry and of strategies for reducing the negative impact of the industry.

HFN20 D3. Food Security: demonstrate an understanding of issues related to food security.

HSB4U B2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change.

Technological Education

TIJ10 C2. demonstrate an awareness of how various technologies affect society, as well as how society influences technological developments.

TXJ20 A1. demonstrate an understanding of the structure and characteristics of hair, skin, and nails; A2. describe a variety of common products, tools, and procedures that are used in the care of hair, skin, and nails; C2. demonstrate an understanding of trends and social issues in relation to the hairstyling and aesthetics industry.

TPJ3M C2. describe the impact of current social patterns and trends on personal health and the delivery of health care.

TFJ3C C2. demonstrate an understanding of factors that affect the relationship between the tourism industry and society

TMJ4M C2. assess the impact of the globalization of the manufacturing industry on society at the local, provincial, and national levels

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