Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care
Module 3 – Exploring Human Rights, Equity & Anti-Racism

Lesson # 18 Black Lives Matter Movement	**Learning Goal:** To learn about Canada's history of systemic anti-Black racism and the creation of the Black Lives Matter Movement.

Key Vocabulary

- **Ally** - Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

- **Anti-Black Racism** - The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues.

- **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.

- **Black Lives Matter Movement** - A political movement that began as an attempt to address systemic and state violence against African Americans. #BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer. Black Lives Matter Foundation, Inc is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes.

- **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). It is now widely accepted that this classification system was in fact created for social and political reasons.

- **Racial "Colourblindness"** - Colorblindness is the racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. It is only a half-measure that in the end operates as a form of racism

- **Racial Gaslighting** - Racial Gaslighting is the *political, social, economic and cultural process that perpetuates and normalizes a white supremacist* reality through pathologizing those who resist offers a framework to understand its maintenance in the United States. Racial gaslighting is a process that relies on racial spectacles [Davis, Angelique M., and Rose Ernst. 2011. "Racial Spectacles: Promoting a

Colorblind Agenda Through Direct Democracy." Studies in Law, Politics and Society 55: 133–171]: *narratives that obfuscate the existence of a white supremacist state power structure*.

- **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.

Educator Pre-Reflection

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.

Why have anti-Black racism and Black Lives Matter (BLM) protests happened in the United States, Canada, and the world?

Student Pre-Reflection

Source: https://www.thestar.com/opinion/contributors/2020/06/09/on-anti-black-racism-canada-can-do-better-be-better.html

Why do you think anti-Black racism and Black Lives Matter (BLM) protests are happening in the United States, Canada, and the world right now?

Teachers may also choose to have students read the article attached to the image source.

Provocation/Minds On

Teacher Prompt: Look at the image below and think about why it is necessary to distinguish between Black Lives Matter and all lives matter. Teachers could choose to have students write a written reflection or take it up with a discussion.

Source: https://www.olmsteadwilliams.com/a-corporate-communications-approach-to-black-lives-matter

Learning Task/Activity

As you watch the video below, ask students to write down what they notice and what they wonder using a chart like the one below:

- A brief history of the Black Lives Matter movement | CBC Kids News (You Tube 7:00 mins). CBC Kids Site: https://www.cbc.ca/kidsnews/post/watch-what-canadian-kids-should-know-about-blacklivesmatter

I notice...	I wonder...

| | | |
| | | |

- Students may be thinking about people who have been killed during interactions with police. Most recently, George Floyd and Breonna Taylor in the U.S and Regis Korchinski-Paquet and D'Andre Campbell in Canada.
- Disparities in health outcomes during COVID-19. People are dying due to systemic racism. Canada has just begun collecting race-based data, however in the U.S., race-based data shows that COVID-19 has affected people of colour disproportionally. In Chicago, African Americans are dying at a rate of 6 times their white counterparts from the virus. This discrepancy is fueled by systemic racism - discriminatory practices implemented in social and political systems such as housing, employment, food security, and heath care.
  - o Here is some current data about systemic racism in Canada. https://www.ctvnews.ca/canada/five-charts-that-show-what-systemic-racism-looks-like-in-canada-1.4970352

Ideas for Follow up / Discussion:

Invite students to use the guidelines to participate in partner or small-group discussions sharing what they have written in their "I noticed, I wonder" chart.

Guidelines to have Mutually Respectful Conversations	
If you need to seek clarity on someone's statement…	"Tell me more about _____"
If you would like to offer an alternative	"Have you ever considered _____."

perspective in the conversation....	
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."

Educator Post-Reflection

- The roots of anti-Black racism and systemic discrimination in Canada run deep. They are historically embedded in our society, in our culture, in our laws and in our attitudes. They are built into our institutions and perpetuate the social and economic disparities that exist in everything from education, to healthcare, to housing and employment. https://www.chrc-ccdp.gc.ca/eng/content/statement-anti-black-racism-canada-time-face-truth

- How can you support students as they learn about and discuss issues related to anti-Black racism and the BLM Movement?

Student Post-Reflection

My next step is...
I am feeling...

Further Resources

Canadian Race Relations Foundation Youth Ambassador Program

 Historian highlights Canada's history of anti-Black racism

23 historical Black Canadians you should know

Five Charts that Show Systemic Racism in looks like in Canada – June 4, 2020

Possible Curriculum Connections.
Please also review Secondary Curriculum Connections - Front Matter

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: relating 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

BDI3C - **Enterprising People and Entrepreneurs** By the end of this course, students will: • analyse the characteristics and contributions of enterprising people;

BMX3E Retail and Service Operations: describe the role of the human resources function in retail and service businesses. – explain the importance of ensuring diversity in the workplace in retail and service businesses

Canadian and World Studies

CHC2D/P: Identity, Citizenship and Heritage: E3. Identity, Citizenship, and Heritage: analyse 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: B3.Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected. 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

Computers and the Society

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

Topics in Computer Science

     ICS 3U: D1: demonstrate an understanding of emerging areas of computer science research

Computers and the Society

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

Topics in Computer Science

     ICS 4U: D3. analyse the impact of emerging computer technologies 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)

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;
Reading: read and demonstrate understanding of a variety of texts for different purposes; 2. use a variety of reading strategies throughout the reading process to extract meaning from texts; 3. use a variety of strategies to build vocabulary; 4. locate and extract relevant information from written and graphic texts for a variety of purposes
Writing: 1. write in a variety of forms for different purposes and audiences
Socio-cultural Competence and Media Literacy: 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). 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. 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 - B1. Exploring Work Trends and the Importance of Transferable Skills demonstrate an understanding, based on research, of a variety of local and global trends related to work and employment, including the effect some of those trends have had on workers' rights and responsibilities and on the role of transferable skills in career development today

Health and Physical Education
PPL1O, PPL2O, PPL30, PPL4O,
Living Skills: 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.
Active Living: A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;

Interdisciplinary Studies
IDC3O, IDC4U, IDP4O
Interdisciplinary Studies has a multiplicity of courses that lead themselves to equity education. The list of potential courses for IDC3O, IDC4U, IDC4O, IDCP4O listed in the front matter of the curriculum deal with numerous issues and society.
Theory and Foundation - A2. Demonstrate an understanding of different structures and organization (p23). A3. Demonstrate an understanding of different perspective and approaches (p23) Implementation - C3. Analyze and describe the impact on society... (p27)

Mathematics
(Grade 9 and 10)
Mathematical Process Expectations

Reflecting - demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding.

Science
SNC4M E2. investigate various strategies related to contemporary public health issues;

Social Sciences and Humanities
SOCIAL SCIENCES & HUMANITIES (2013)
HSG3M C1. Securing Rights and Social Supports: demonstrate an understanding of concerns and objectives of women's rights movements and men's movements, and explain issues related to the rights of sexual minorities;
HSE3E D2. Human Rights, Equity, and Antidiscrimination: demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights;
HHD3O D1. Individual Rights and Responsibilities: demonstrate an understanding of the nature of individual rights and responsibilities in human interactions; D2. Rights and Responsibilities in Community Context: demonstrate an understanding of the extent of individual rights and responsibilities within the wider community.
HIP4O D1. Personal Responsibilities: demonstrate an understanding of the role of personal responsibility in independent living, and of strategies that can be used to meet individual needs; D2. Workplace Rights and Responsibilities: demonstrate an understanding of the rights and responsibilities of employers and employees, including both personal and legal responsibilities; D3. Consumer Rights and Responsibilities: demonstrate an understanding of the role that responsible consumerism plays in living independently.
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; D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity.
HIF1O B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships; 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;

Technological Education (Grades 9-12)

TGJ 2O- D1. demonstrate an understanding of and apply safe work practices in communications technology activities.

TEJ 2O - D1. follow appropriate health and safety procedures when assembling, using, and maintaining computer systemsD2. demonstrate an understanding of ethical and security issues related to the use of computers.

TJH 2O - D1. demonstrate an understanding of and comply with occupational health and safety standards.

TXJ 2O - D1. comply with occupational health and safety standards in performing salon/spa services.

TPJ 2O -D1. identify and apply health and safety legislation and safe working practices relating to the health care industry.

TFJ 2O - D1. identify and demonstrate compliance with health and safety standards in the various sectors of the tourism industry. D2. demonstrate an understanding of the principles of customer service and professionalism.