

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

Lesson # 20 - Understanding Black Lives Matter:
 The 13 Guiding Principles (Junior)

Learning Goal: To develop an introductory understanding of the Black Lives Matter Movement and its guiding principles.

Key Vocabulary

Anti-Racism: 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.

Racialized identity: are identifications with “groups of people that have been socially and politically constructed as “racially” distinct... [They] have notable cultural dimensions, but they are primarily a manifestation of unequal power between groups” (Baum, 2006: 11).

Black Lives Matter: An activist group that began as a call to action in response to state-sanctioned violence and anti-Black racism in the United States that now has chapters worldwide.

“All Lives Matter”: A racist response to the BLM movement. It is also a complete misunderstanding of what the phrase “black lives matter” means. The person on the receiving end interprets the phrase as “black lives matter more than any other lives.” But the point of Black Lives Matter isn't to suggest that black lives should be or are more important than all other lives. Instead, it's simply pointing out that black people's lives are relatively undervalued — and the country needs to recognize that inequity to bring an end to it. To this end, a better way to understand Black Lives Matter is by looking at its driving phrase as “black lives matter, too.” So, all lives do matter, obviously, but it's one subset of lives that's currently undervalued in Canada.

Curriculum Connections

Social Studies Curriculum, Grades 5-8



The combination of the citizenship education framework and the knowledge and skills in the curriculum expectations brings citizenship education to life, not only in social studies, history, and geography, but in many other subjects as well.

The Citizen Education Framework in the front material of the Social Studies/ History and Geography curriculum outlines the information and skills a learner needs to understand in order to study History and Geography. One quadrant focuses on Active Participation, and one's role in advocacy and peace building. This lesson is a component of students acquiring the knowledge necessary to understand themselves, and their role as citizens of Canada.

The Ontario Curriculum: Social Studies Grades 1-6; History and Geography Grades 7-8, Toronto: Queens Park, 2018.

Prior Knowledge Required

Students should have a working understanding of what "identity" is and how race fits into one's identity. Also, students should have a basic understanding of what racism looks like based on their own experiences.

Tools and Materials

- Provocation Questions Reflection sheet
- Black Lives Matter 13 Guiding Principles Handout/ or displayed for the class

- BLM Note Frame (copied)
- Exit Ticket

Educator Pre-reflection

Before engaging in this lesson, consider:

*Please be aware that race is a heavy burden many racialized students carry even at a very early age due to their lived experiences. If a racialized student is unwilling to share, participate, or even be present for these conversations, it may be due to personal triggers. Thus, forcing them to participate in a conversation about race where they do not feel safe may cause added harm to such students. As the expert on your students' background history, triggers, body language, and classroom dynamics, please make informed and empathetic decisions regarding ensuring a safe and inclusive setting to engage in these brave conversations.

Tips for talking about race with students ([Race Talk: Engaging Young People in Conversations About Race](#))

The article linked with give you some tools and support leading these conversations.

Familiarize yourself with the [3 forms of racism](#)

Recognize that you are a learner too, and that you are also working towards becoming an Anti-Racist Ally

This lesson uses the "Think/ Pair/ Share Strategy." and the Jigsaw Strategy If you are not familiar with these strategies, read about it here: [Think/ Pair/ Share Strategy](#) and [The Jigsaw Classroom](#)

Student Pre-reflection

Before you begin, think about...

1

- What do you know about the Black Lives Matter movement?

Provocation

Lesson Overview

- The purpose of this lesson is to provide students with a cursory overview of the principles of the Black Lives Matter Movement

Teacher Prompt: Lead a class discussion around the following questions:

- What do you know about the Black Lives Matter movement?
- Why do you think the Black Lives Matter movement began?
- What have you heard about the Black Lives Matter movement (in the media or from other people)?

- What is a social movement?

Or this can be an individual reflection with students completing the questions on the sheet, then bring the group together to share what they wrote.

Learning Task/Activity

Divide the class into 6 groups and give each member a worksheet with 3-4 of the BLM guiding principles and note frame. Students will be looking at a few of the principles and then sharing what they learned about them with another group (in the jigsaw method).

2

“Expert Groups”: In this first group, students are working on becoming experts of the few principles on their sheet. Have students work together to discuss their principles and complete their notes.

“Sharing Groups”: After students have had a chance to complete the discussion with their small group, have a student number the group members off from 1-6. Have all the “Ones” meet as a new group, as with the “Twos” etc. These are new groups in which each student is an “expert” of the principles that their first group explored. Each student will share the guiding principle in their own words with the new group.

Alternatively, instead of moving to “Sharing Groups,” the teacher can ask each group to share their learning with the class in a short, informal presentation.

Consolidation

To consolidate learning, you can either lead a class discussion with the following questions, or have the students complete an exit ticket reflection on these questions:

- After today’s introductory lesson, can you identify some of the core principles and values of the Black Lives Matter movement?
- What questions do you have about the movement?
- What are some ways that you know you can get involved in the movement or in other related causes?

Educator/Student Post-Reflection

How has my understanding of the Black Lives Matter Movement changed over the course of this lesson?

Ideas for Going Deeper/Further Resources

- Consider exploring the 13 Guiding Principles of BLM on the Black Lives Matter at School website: <https://www.dcareeducators4socialjustice.org/black-lives-matter/resources/early-childhood-elementary#13>

- [13 Guiding Principles Posters](#)
- Consider looking at BLM sites in Canada (<https://www.blacklivesmatter.ca/>) to discover their beliefs and demands that local groups are asking for.

Sources:

This lesson was adapted from a lesson from the Black Lives Matter at School website and <https://www.dcareeducators4socialjustice.org/black-lives-matter/13-guiding-principles>

1

When teaching this unit, you must explain to ELL students what a social movement is. It is important for them to know what a social movement is and how it occurs in North America before explaining to them what BLM means. Create a KWL chart to make sure they understand the meaning of a social movement.

2





Show students this picture. Ask them how the student might feel and how they might make them feel better.

How does the individual feel?	What can you do to make them feel better?

Additional Resources:

What Black Lives Matter means to an 11-year-old: [\(4\) What Black Lives Matter means to an 11-year-old - YouTube](#)