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BUILDING A COMMUNITY OF CARE

Lesson 21: Anti-racist Allyship

Module 3: Empowering Action and Allyship (Junior)

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Learning Goal: To understand what it means to be anti-racist and an ally and to fight against racism

Student Pre-Reflection:

Before you begin, think about...



- What does it mean to be an anti-racist ally?*
- Have I ever been in a situation where I was an anti-racist ally?*
- Have I ever been afraid to stand up and speak out during a racist incident?*



Minds on...what do these 2 terms mean to you?

Anti-racist

Allyship

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Class Discussion:

Have you ever moved to a new place and had to meet new people and attend a new school where you did not know anyone?

Did you ever join a new club or sports team where you did not know anyone? What happened and how did that feel?

The New Girl

Aliyah was in fifth grade and new to the school. Her family had recently moved from a different country to escape war and they didn't know anyone in the community. She, her parents and her siblings spoke and understood some English but were not fluent. It has been difficult for her parents to find a job in Canada although they are very educated and had good jobs in their own country. Aliyah was really scared to be not only in a new school but also in a country where everyone and everything seemed so unfamiliar.

As her teacher introduced Aliyah to the class, some students in the back of the room giggled. One student whispered loud enough for others to hear except for the teacher, “Look at that thing on her head! Why do these people wear that? It looks so weird.” Others joined in the laughter. Aliyah was hurt and very anxious. No one had ever talked about her hijab like that. Her teachers paused for a moment while the giggling stopped. Aliyah thought she would say something to the student who made the rude comment or ask the class why they were laughing, but she just said, “Let’s make Aliyah feel welcome.”

As the day continued, Aliyah felt worse and worse and did not feel welcomed at all. There was a group of kids who laughed every time they looked her way and when it was time to divide into small groups to work on an assignment, no one in the group even talked to her. In fact, everyone acted as if she was invisible. When it was lunchtime, everyone began making their way to their lockers. Another student brushed past her and said, “Hope her food isn’t weird like her and doesn’t stink up this place.” Everyone laughed at this comment, this time louder because there were no teachers around. Another person said directly to her, “Is your skin really that dark or do you never shower?” Aliyah’s chest started to hurt, and the tears of embarrassment started to roll down her face. Why were they being so rude to her? What did she do?

One girl, who has been quiet all day, came up to her and offered her a tissue to wipe her tears. She said to Aliyah, “I am sorry they are being rude to you. You don’t deserve that. I love the way you look in your hijab. My name is Lily. Do you want to eat lunch together?” Then she turned to the people who were being mean and said, “Stop being racist! You cannot treat someone badly because they look different from you. It’s her first day and she hasn’t done anything to deserve that. Let’s all treat Aliyah the way we would want to be treated if we were in a new school.”



Class Discussion:

- How did you feel while reading (or listening) to the story?
- Do you think something like this really happened or could? How so?
- In the story, we learned that Aliyah felt like her classmates treated her as if she were “invisible.” What do you think she meant by this?
- Does the story include examples of racism, stereotyping or prejudice? If so, explain.
- Was there bullying taking place in the story?
- What did you think of the way the teacher acted in the story?

THE ROLES WE PLAY

BOX A: TARGET OF RACISM

Someone who is harmed by a person or a group based on their racial identity.

BOX B: RACIST AGGRESSOR

Someone who says or does harmful things that are racially motivated.

BOX C: BYSTANDER

Someone who sees racism happening and does not say or do anything

BOX D: ANTI-RACIST ALLY

Someone who stands up for and with the target of racism

The Roles we Play & The New Girl

- ⑩ *Who was the target in the story we read together?
How so?*
- ⑩ *Who was the aggressor in this story? How so?*
- ⑩ *Who were the bystanders in this story? How so?*
- ⑩ *Who was an ally in this story? How so?*

THE ROLES WE PLAY: Do you think that you have been in each of these roles at one time or another?

Think about each of the roles and a time you have played either or all of them.

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Whole Class Discussion:

- Was it difficult or easy to come up with a story for each role? How so?
- How did you feel sharing a story with your classmates?
- How did you feel listening to other people's experiences?
- Which square did you choose to talk about with your classmates?
(Read aloud each one and have students raise hands.)
- Which square was the easiest to talk about and why? Which was the most difficult to talk about and why?

Whole Class Discussion:



- Did you notice any similar themes in the stories that were told in your group?
- Why do you think people sometimes stand by when unfairness, bullying or other hurtful acts occur?
- Why do you think some people decide to be an ally?
- Who is the anti-racist ally in this story? What actions/words make them a perfect example of an anti-racist ally (ex. explicitly naming racism, speaking up, checking on the victim's wellbeing, etc.?)



Consolidation:

- ✓ On the index card **write one way you could be an anti-racist ally.**
- ✓ I'll collect and cards and read them to the class, then I'll post them around the room



Post-reflection (choose one)

- What is the main idea I want to remember or take away from this lesson?
- What is my next step?
- What do I need to learn more about?
- How is my mental wellbeing after this co-learning experience?

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