EDST 401
PANEL ON EQUITY, ANTI-RACISM AND INCLUSION
ADULTS UNDERESTIMATE THE ABILITY OF CHILDREN TO BE SHREWD OBSERVERS, TO POSSESS INSIGHT AND WISDOM ABOUT WHAT THEY SEE AND HEAR AND TO POSSESS INTERNAL RESOURCES WE ROUTINELY UNDERESTIMATE.

( LINCOLN, 1995)
SENATOR MURRAY SINCLAIR

"Education is the key to reconciliation"

• Who am I?
• Where do I come from?
• Why am I here?
• Where am I going?
Teachers “are not neutral or neutered dispensers of knowledge and information. We have been on the receiving end of oppression ourselves... And it shows in our teaching.”

(Kohli, 2000, p.39)
WHO AM I?

https://www.oise.utoronto.ca/edactivism/Activist_Resources/The_Power_Flower.html
WHO AM I?

A PERSON WHO IDENTIFIES AS...

- List 5 terms you would use to identify yourself.
- Cross out one.
- Cross out a second.

Do you work or live somewhere where you need to leave one of the terms at the door?
WHO AM I?

Prince Ea - This is Who You Are

Reading for the Hidden Curriculum

a. assumption
b. stereotype
c. anti-stereotype
d. normalizing
e. othering
WHERE DO I COME FROM?

I am from – Linda Christensen

A Map of my Heart by Nancie Atwell

To Say the Name is to Begin the Story – Linda Christensen
https://www.rethinkingschools.org/static/publication/rwr/1tosaythenamelindachristensen_rethinkingschools.pdf

Sharing circle for geographic origins
http://firstnationspedagogy.ca/circletalks.html
I am from “come home when the street lights turn on…”
And “I am not your friend, I am your mom and that’s more important…”
I am from “with your manners, you could eat with the Queen” on unceded territory
And “don’t grow a wish bone where your back bone should be”

I am from cold wet winters, red legs frozen on the soccer field
I am from summers of salty legs and life jackets covered in tar from line fishing off the dock
I am from springs of cherry blossoms carpeting the sidewalk, smelling of honey on a west coast day
And falls of chestnuts, dried leaves shades of reds and purples

I am from “don’t get your panties in a twist” and “go easy”
I am from a long line of worry warts and trying to keep parents from yelling
I am from debates on politics as the Thanksgiving turkey lies forgotten
I am from missing the wisdom of the ones that came before
UNPACKING THE INVISIBLE BACKPACK: Where do we start from?

- I can be pretty sure that my neighbours will be neutral or pleasant to me.
- When I learn about Canadian history, there are people from my culture in the lessons.
- When I turn on the TV or watch shows online, I often see people from my culture.
- There are people in charge (administrators, coaches, teachers etc…) are from my cultural group.

DEBRIEF

a) What were your first impressions of the questions?
b) How did it feel to answer these questions for yourself?
c) What are the wonder questions that come to mind when you read these questions?
d) What do you think the responses to these questions should be? How can we make that happen?
WHY AM I HERE?

AS A CHAMPION

- Rock, Scissors, Paper by Christine Cyr

- Deconstructing the kick me sign

- Buddy benches, buddy reading, a year long campaign of anonymous compliments to community members…
WHY AM I HERE?

AS AN ACTIVE WITNESS

- **Dis-Witness** - Example: “Nothing is wrong.” “If they were more like us, it wouldn’t be an issue”

- **Passive witnessing** - Example: “I was scared” “I don’t know what to do” “Why didn’t someone do something?”

- **Active witnessing** - Examples: can turn to the “victim”, the offender, co-witnesses, and/or to others outside the situation in which discrimination took place.

- **Ethical Social Action** - take broader social action, confront and educated others, become an agent for social change.

  by Dr. F. Ishiyama  [http://testreally.sites.olt.ubc.ca/files/2010/08/Active-Witnessing-Triangle.pdf](http://testreally.sites.olt.ubc.ca/files/2010/08/Active-Witnessing-Triangle.pdf)
WHERE MIGHT WE BE GOING?

UNESCO ASPnet

Since 1953 ... a global network of more than 11,500 educational institutions in 182 countries.

UNESCO schools are laboratories of ideas that focus on inclusive, innovative, quality education with a goal of peace and understanding.

UNESCO schools are associated with:
- UN Priorities
- Sustainable Development Goals
- Peace and Human Rights
- Intercultural Learning

Core competencies
- Personal and Social Thinking
- Communicating

BCTF Social Justice Actions
WHAT'S YOUR NUMBER?

https://www.youtube.com/watch?v=kGcrYkHwE80
https://en.ccunesco.ca/networks/associated-schools-network
WHERE ELSE MIGHT YOU WANT TO GO?
RESOURCES

• FNESC List of Resources for K-9:  https://resources.fnesc.ca_ (Indigenous Ways of Knowing)
• CIVIX  Student Vote  http://civix.ca/resources/  (Democracy)
• Choose Your Voice  https://www.chooseryourvoice.ca/  (Anti-racism)
• Pier 21  https://pier21.ca/canadian-stories/a-new-canadian-voice  (Diversity)
• Canadian Center for Policy Alternatives (Math)  https://www.policyalternatives.ca/bcteacherresources
• Rethinking Schools  https://www.rethinkingschools.org/ (Social Justice US)
WHERE ELSE MIGHT YOU WANT TO GO?

MEDIA

- Decoded – MTV with Francesca Ramsey
  https://www.youtube.com/channel/UCmuccm2PUMllylyvD6EOh_qA
- National Film Board – anti-racism films and lessons
  https://www.nfb.ca/playlist/anti-racism-films/
- Not the Indian I had in mind with Thomas King
  https://vimeo.com/39451956
- Heritage Minutes
  https://www.historicacanada.ca/heritageminutes
- Prince Ea
  https://www.youtube.com/channel/UCDgUAAHgsV2fFZQm2fIWBnA
- Shane Koyczan
  https://www.youtube.com/user/ShaneKoyczan/videos
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https://bit.ly/2kXhbXv