

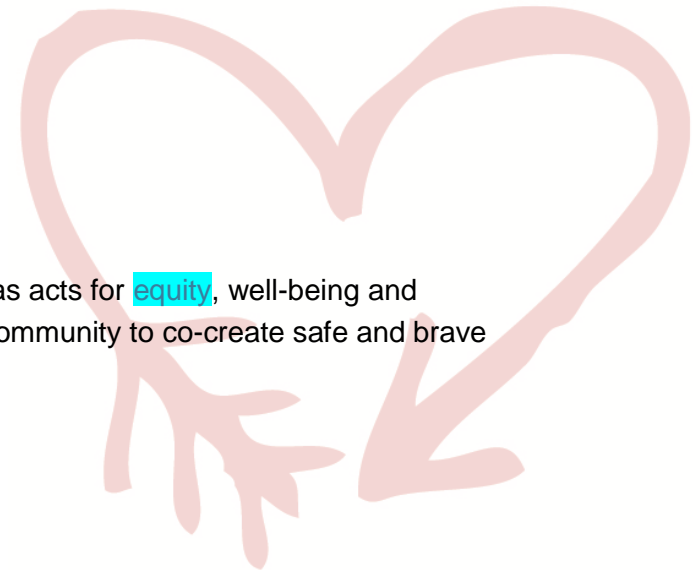
MY CLASSROOM



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

RACE IN THE MEDIA

*My Classroom
Junior Division*



Background

This lesson challenges members of the school **community** to frame teaching and learning as acts for **equity**, well-being and achievement. This lesson requires students, educators and other members of the school community to co-create safe and brave spaces where:

- Discussions are centred on **privilege** and **oppression**.
- Shifts in attitudes and beliefs for equity and well-being are nurtured.
- Critical inquiries around **identity**, **allyship** and **power** are fostered.

Prior to this lesson, review the **Glossary** section as well as ETFO's **Re-Think, Re-Connect, Re-Imagine: Thinking about ourselves, our schools, our communities. Reflecting on White privilege** resource. Members of the school community are urged to reflect on their own wonderings and engage in inquiries for equitable and **inclusive** communities.



Learning Goals

At the end of this lesson, students will be able to:

- Identify **bias** found in the news.
- Critically investigate language used in the news to describe different racial groups.
- Explore the importance of allyship in equity work.
- Set goals for their own equity work.



Inquiry Goals

I wonder...

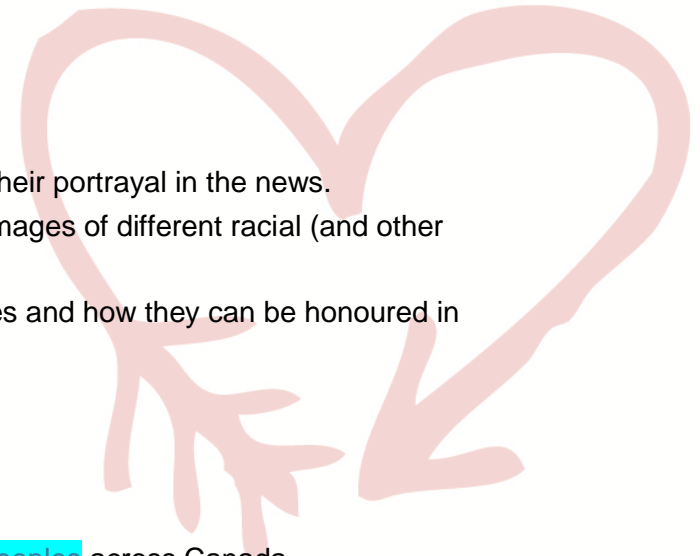
- How my students are understanding different racial (and other identity) groups and their portrayal in the news.
- How my students understand the way language is used to communicate particular images of different racial (and other identity) groups in the news.
- How my students understand the experiences and identities of all races and identities and how they can be honoured in various news outlets.



Call for Action

Students will create a one-minute news clip for the school community that:

- Highlights the diverse experiences of **First Nations, Métis and Inuit**, and **racialized Peoples** across Canada.
- Honours the diverse identities found across the country.
- Inspires others to act as allies.





Curriculum Expectations

- ✓ Grade 4 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Social Studies, Mathematics: Data Management and Probability
- ✓ Grade 5 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Social Studies, Mathematics: Data Management and Probability
- ✓ Grade 6 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Social Studies, Mathematics: Data Management and Probability

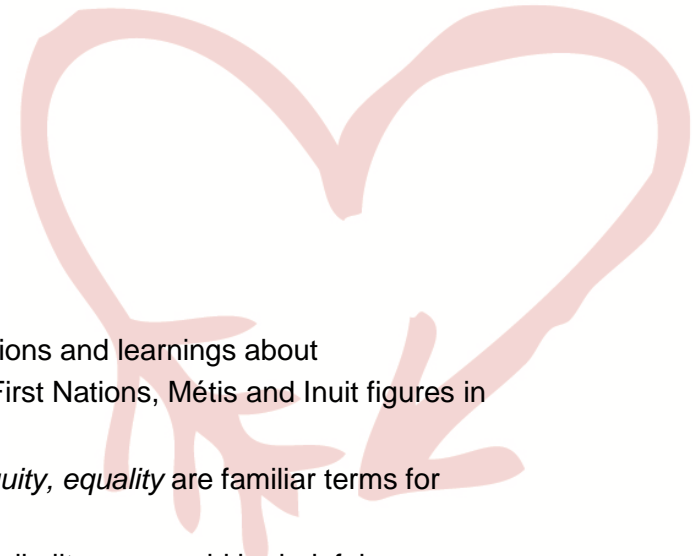
Materials

Image 1 (Appendix B)

[Check a Book for Bias Bookmarks](#)

Suggested Prior Knowledge

- This lesson focuses on First Nations, Métis and Inuit Peoples' content. Prior discussions and learnings about historical/contemporary contributions and issues/contexts would be ideal (e.g., key First Nations, Métis and Inuit figures in Canada, residential schools, pre/post-contact events, etc.).
- Equity-related and identities language such as *racialized*, *privilege*, *marginalized*, *equity*, *equality* are familiar terms for students that can deepen this learning experience.
- Previous experiences on unpacking bias in media would be an asset. Lessons in media literacy would be helpful.



Lesson Structure

Task Component	Instruction	Assessment Focus
<p>Before (Activation/ Review)</p> <p>10-15 minutes</p>	<p>Project Image 1 (Appendix B) at the front of the classroom for approximately 10 seconds. Ask students to silently and independently write down what they see. Encourage students to record as many details as possible within the allotted time.</p> <p>Direct students: <i>Students who looked at the image and saw a duck first, come to the front of the room. Those of you who saw a rabbit go to the back.</i></p> <p>Students are given the time to discuss and share their thinking around the following questions put forward by the educator:</p> <ul style="list-style-type: none"> • <i>Which group is right?</i> • <i>Why do we see different animals when looking at the same image?</i> <p>Student volunteers present their thoughts to the whole class.</p> <p>Discuss with students the value of seeking multiple perspectives: <i>Our identities and experiences inform the ways that we interpret and understand the world around us. This means that we tend to omit and stress certain details, even when looking at the same image, person or event. It is important that we listen to and recognize the multiple interpretations that others hold.</i></p>	<p>Students:</p> <ul style="list-style-type: none"> • Make connections to prior experiences with the topic. • Share their ideas around the guiding questions. • Listen to classmates and share their thoughts. <p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> • How are students expressing their ability to honour different perspectives? • How do they demonstrate understanding of where our perspectives come from (prior experiences, values, social identities and backgrounds)?

Task Component	Instruction	Assessment Focus
<p>During (Working on it)</p> <p>30-40 minutes</p>	<p>Explore with students the ways that identity, beliefs, experiences and media source shape what we see and read in the news: <i>Similar to our image activity, journalists omit, interpret and stress particular details based on their experiences, identities and the type of media outlet they work for.</i></p> <p>Students work in small groups to explore the ways that poverty in Canada is covered in the news. Invite students to investigate the ways that poverty in First Nations, Métis and Inuit communities is reported in Canadian news outlets (televised news, social media, newspapers). Challenge students to also investigate the ways that poverty in White and racialized communities is taken up in the news.</p> <p>While student groups conduct their research, ask them to think through the following guiding questions:</p> <ul style="list-style-type: none"> • <i>What big ideas were explored in the news report?</i> • <i>How did the journalists report the experiences of individuals in the newscast (e.g., images, language, interviews, etc.)?</i> <p>Student groups discuss the questions. Each group completes the graphic organizer in Appendix C. Students are encouraged to modify the organizer as they feel fit. For example, some students might want to break down the racialized category to honour the diverse experiences of specific racial groups. Students are also welcomed to use guiding statements from the Check a Book for Bias Bookmarks to help modify the organizer.</p> <p>Student groups share their thoughts with whole class.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Use a graphic organizer to think about and communicate understanding of the topic. • Work collaboratively. • Orally and in writing communicate their ideas around the topic. • Share their ideas around the guiding questions. • Ask questions to deepen understanding of the topic.

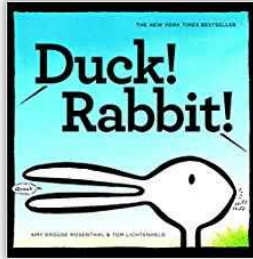
Task Component	Instruction	Assessment Focus
<p>After (Reflecting/ Constructing/ Consolidating)</p> <p>10 minutes</p>	<p>Encourage students to explore how race informs the ways that poverty is portrayed to the wider public on the news.</p> <p>During a whole class discussion, challenge students to think through the guiding question: <i>In our image activity, we learned that there exist multiple interpretations to a single event, image or topic. How does race shape the ways images of poverty are portrayed in the newscast?</i></p> <p>Discuss with students the ways that race is represented in news outlets: <i>Race is a factor that shapes the way that our talents, abilities and actions are received and portrayed in society. Often, First Nations, Métis and Inuit, and racialized Peoples around the world are portrayed in a negative light or their experiences are omitted from news reports on television, radio or social media outlets.</i></p> <p>Invite students to share examples of instances where the experiences of First Nations, Métis, Inuit and racialized individuals are portrayed negatively or omitted. Encourage students to cite examples from across the country.</p>	<p>Students:</p> <ul style="list-style-type: none"> Orally communicate their ideas about the topic. Make connections to their prior experiences with the topic.
<p>Individual Practice</p> <p>40-45 minutes</p>	<p>Students are challenged to critically observe the ways that people of varying racial groups are portrayed in the news. Students are invited to read newspapers, watch televised news reports and/or follow news outlets on social media (e.g., Twitter, Instagram, etc.).</p> <p>Students use the graphic organizer in Appendix D.</p> <p>Students are encouraged to modify the organizer as they feel fit. For example, some students might want to break down the racialized category to honour the diverse experiences of specific racial groups. Students are</p>	<p>Students:</p> <ul style="list-style-type: none"> Use a graphic organizer to share thinking about the topic. Work collaboratively. Orally and in writing communicate their ideas around the topic. Ask questions to deepen understanding of the topic.

Task Component	Instruction	Assessment Focus
	<p>also welcomed to use guiding statements from the Check a Book for Bias Bookmarks to help modify the organizer.</p> <p>Explain, to the whole class, the barriers that First Nations, Métis and Inuit, and racialized Peoples face in the media: <i>Canadian laws, policies and institutions make it difficult for many First Nations, Métis and Inuit, and racialized Peoples to achieve their goals and be honoured in the larger society.</i></p> <p><i>First Nations, Métis and Inuit, and racialized Peoples do not hold high levels of political and economic power to ensure that Canadian institutions, policies and laws are responsive to and reflective of their needs, strengths and aspirations. As a result, oftentimes, negative images and offensive language are used to describe First Nations, Métis and Inuit, and racialized Peoples in the media.</i></p> <p>Students use the data compiled in the graphic organizer to write a response in their journal to the following questions:</p> <ul style="list-style-type: none"> • <i>How are various racial groups portrayed in the news?</i> • <i>How do news reporters use language to communicate particular images of different racial groups?</i> • <i>What steps can we take to help ensure that the experiences and identities of all races are represented and honoured in the news?</i> 	<ul style="list-style-type: none"> • Identify barriers that First Nations, Métis and Inuit, and racialized Peoples face in society.
<p>Call for Action</p> <p>40+ minutes</p>	<p>For this task, students use technology to challenge the ways that First Nations, Métis and Inuit, and racialized Peoples are portrayed in the news and call on Canadians to act as allies.</p> <p>Share with students the important work that First Nations, Métis and Inuit, and racialized communities are taking to ensure equitable representation</p>	<p>Students:</p> <ul style="list-style-type: none"> • Identify the importance of allyship in equity work. • Contribute to designing the project and the learning sequence.

Task Component	Instruction	Assessment Focus
	<p>in the media: <i>First Nations, Métis and Inuit, and racialized communities organize and establish their own media outlets (e.g., newspapers, radio stations and television shows, etc.) to ensure that media coverage honours their diverse experiences and identities. These communities work with one another as well as others to demand for equitable representation in mainstream media.</i></p> <p><i>It is important to act as allies and listen to and work with others, especially those from First Nations, Métis, Inuit and racialized communities. As allies, we acknowledge our own privilege and find out what actions we can take to ensure that First Nations, Métis and Inuit, and racialized communities are honoured for who they are and treated equitably.</i></p> <p>In small groups of three or four, students create a series of one-minute Instagram-inspired clips. The clips are not uploaded on Instagram and are only viewed by members of the school community (review board policy on the use of video and technology in the classroom). The clips provide students with the opportunity to develop and film news reports that explore topics of their interest and highlight diverse experiences of First Nations, Métis and Inuit, and racialized Peoples.</p> <p><i>In the image activity, we learned that it is important to acknowledge different perspectives of communities and events. In your groups, create a one-minute clip that honours the diverse experiences of First Nations, Métis and Inuit, and racialized Peoples.</i></p> <p>Co-create success criteria for the clips with whole class.</p> <p>Refer students to ETFO's Check a Book for Bias Bookmarks.</p>	<ul style="list-style-type: none"> • Discover the steps to succeed in the learning task. • Make connections to their prior experiences with the topic. • Have opportunities to share authentic learning. • Use technology to communicate ideas with the wider public.

Task Component	Instruction	Assessment Focus
	<p>Encourage students to explore the ways that these bookmarks can be used to ensure that their one-minute news clips honours the diverse identities and experiences found across the country.</p> <p>Upon completion of the student clips, organize and host a film showing for the community.</p>	
<p>Next Steps (Teacher Reflection)</p>	<ul style="list-style-type: none"> • Which aspects of my identity do I communicate with the school community? How do I communicate my identity with the school community? • Who are my students? How does my classroom reflect the identities and experiences of my students? How does my classroom reflect the identities and experiences of First Nations, Métis and Inuit and racialized members of Canadian society? • How do I set up a classroom climate that facilitates discussions on race? • How do I draw on my experiences of privilege and oppression to nurture students' sense of belonging in the classroom? 	

Additional Resources

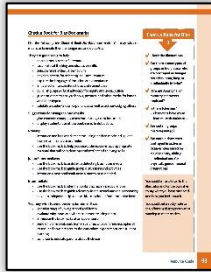


Duck! Rabbit! by Amy Krouse Rosenthal



Uncovering Truth in the Face of Injustice (Teaching Tolerance)

References



Check a Book for Bias Bookmarks (Elementary Teachers' Federation of Ontario, 2011)



Re-Think, Re-Connect, Re-Imagine: Thinking about ourselves, our schools, our communities. Reflecting on White privilege (Elementary Teachers' Federation of Ontario, 2015)

Appendix B: Image 1

Source: [Nautilus](#) website



Appendix C: How Poverty Is Reported in Canada

Race	What is the big idea of the newscast? How is the big idea presented?	How do the individuals in the newscast look (e.g., race, clothing, etc.)? What are the individuals doing?	What language is used to describe the individuals in the newscast?	What assumptions are made about the individuals in the newscast?
First Nations, Métis and Inuit				
Racialized				
White				

Appendix D: Portrayal of Racial Groups in the Media

Race	What type(s) of medium/media did you examine (e.g., televised news, newspaper, Instagram, etc.)?	How many times are members of the racial group featured in news reports?	How many news reports showcase the racial group in a positive light?	How many reports showcase the racial group in a negative light?	What are examples of the words used to describe the racial group?
First Nations, Métis and Inuit					
Racialized					
White					

GLOSSARY



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

GLOSSARY

TERM	DEFINITION
Aboriginal peoples	Defined in section 35(2) of the <i>Constitution Act, 1982</i> , s: "... 'Aboriginal peoples of Canada' includes the Indian, Inuit, and Métis peoples of Canada." Other terms used to encompass these diverse groups include First Nations, Métis and Inuit (FNMI), Indigenous, Native and First Peoples. For the purpose of this resource, Aboriginal and Aboriginal peoples will be used to respectfully acknowledge these original inhabitants of North America.
Activism	The action or policy of using vigorous campaigning to bring about political or social change.
Advocacy	The act or process of supporting a cause.
Affirmative action	Affirmative action policies were developed to address long histories of discrimination faced by minorities and women. This term is primarily in use in the USA. In Canada, we have used the term "employment equity" since the 1980's.
Ally	Someone who works against the oppression of a specific social group(s), even though they do not belong to that group, such as a man who works to end sexism or a White person who stands up against racism. Becoming an ally involves acknowledging your own privilege and taking action towards social justice.
Allyship	Allyship is not an identity – it is a lifelong process of building relationships based on trust, consistency and accountability with marginalized individuals and/or groups of people. Allyship is not self-defined – our work and our efforts must be recognized by the people we seek to ally ourselves with.
Assimilation	The process by which a person or persons acquire the social and psychological characteristics of a dominant or majority group: e.g., "Waves of immigrants have been <i>assimilated</i> into the American culture."

TERM	DEFINITION
Barrier	An obstacle to entry in societal activities, created by the culture of the community or the dominant group, i.e., people's behavior towards newcomers or persons seen as “the other” (e.g., marginalized groups).
Bias	An opinion, preference or inclination that limits an individual's or a group's ability to make fair, objective or accurate judgements.
Class	Class is a relative social rank in terms of income, wealth, education, status/position and/or power.
Community	A group of people living in the same place or having a particular characteristic in common; A feeling of fellowship with others, as a result of sharing common attitudes, interests and goals.
Courageous conversations	<p>Educator Glenn E. Singleton outlines Four Agreements to guide educators, students and community stakeholders when discussing race:</p> <ul style="list-style-type: none"> • Stay Engaged; • Expect to Experience Discomfort; • Speak your Truth; and • Expect and Accept a Lack of Closure.

TERM	DEFINITION
Culturally Responsive and Relevant Pedagogy (CRRP)	<p>Culturally Responsive and Relevant Pedagogy seeks to empower students intellectually, socially, emotionally and politically. Educators who ascribe to this pedagogy foster student voice by:</p> <p><u>Holding high expectations</u> Educators, students, families and community stakeholders work together to create a culture of high expectations in the classroom by engaging in high-yield teaching strategies, consistent assessment and caring relationships.</p> <p><u>Acquiring cultural competence</u> Educators use students' cultures and connections to communities as a vehicle for learning.</p> <p><u>Nurturing critical consciousness</u> Educators provide opportunities for students to critique the cultural norms, values and institutions that produce and maintain social inequities.</p>
Diversity	<p>The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation and socioeconomic status.</p>
Employment equity	<p>Federal legislation, encouraging the establishment of working conditions that are free of barriers, correcting the conditions of disadvantage in employment and promoting implementation of special measures and the accommodation of differences for the four designated groups in Canada: women, Aboriginal peoples, persons with disabilities and racialized persons.</p>
Equality	<p>The state or quality of being equal; correspondence in quantity, degree, value, rank or ability.</p>
Equity	<p>A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.</p>
Eurocentric	<p>Focusing on European culture or history to the exclusion of a wider view of the world; implicitly regarding European culture as preeminent.</p>

TERM	DEFINITION
Exclusion	The state of group disempowerment, degradation and disenfranchisement maintained by systemic barriers and supported by an implicit ideology of superiority.
Fairness	Having or exhibiting a disposition that is free of favouritism or bias; impartial.
First Nations, Métis and Inuit (FNMI)	<p><i>First Nation.</i> A term that came into common usage in the 1970s to replace the word “Indian,” which many found offensive. The term <i>First Nation</i> has been adopted to replace the word “band” in the names of communities.</p> <p><i>Inuit.</i> Aboriginal people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.</p> <p><i>Métis people.</i> People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe and Cree.</p>
Gender expression	The Ontario Human Rights Commission (2012) defines <i>gender expression</i> as: “Gender expression is how a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person’s chosen name and pronoun are also common ways of expressing gender. Others perceive a person’s gender through these attributes.”
Gender identity	The Ontario Human Rights Commission (2012) defines <i>gender identity</i> as: “Gender identity is each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex.”
Identity	The concept a person develops about themselves that evolves over the course of their life. This may include aspects of life that they have no control over, such as where they grew up or the colour of their skin, as well as choices they make in life, such as how they spend their time and what they believe.
Inclusion	Creating an environment where people have both the feeling and reality of belonging and are able to achieve to their full potential.

TERM	DEFINITION
Inclusive	To include all, to be comprehensive.
Infrastructure	Refers to structures, systems and facilities serving the economy of a business, industry, country, city, town or area, including the services and facilities necessary for its economy to function.
Liberation	The act of setting someone free from imprisonment, slavery, oppression.
Marginalized	This term is used to refer to the process of making a group or class of people less important or relegated to a secondary position.
Meritocracy	A social system, society or organization in which people have power because of their abilities, not because of their money or social position.
Mobilize	To make ready for action and movement.
Newcomer	A) A person who is new to Canada who has come here either as an immigrant or refugee. B) A person who is new to a school.

TERM	DEFINITION
The Ontario Human Rights Code 1962 (OHRC)	<p>The <i>Ontario Human Rights Code 1962</i> prohibits discrimination against people based on a protected ground in a protected social area.</p> <p>Protected grounds are:</p> <ul style="list-style-type: none"> ● Age; ● Ancestry, colour, race; ● Citizenship; ● Ethnic origin; ● Place of origin; ● Creed; ● Disability; ● Family status; ● Marital status (including single status); ● Gender identity, gender expression; ● Receipt of public assistance (in housing only); ● Record of offences (in employment only); and ● Sex (including pregnancy and breastfeeding). <p>Protected social areas are:</p> <ul style="list-style-type: none"> ● Accommodation (housing); ● Contracts; ● Employment; ● Goods, services and facilities; and ● Membership in unions, trade or professional associations.
Oppression	<p>How one group is dominated by another, more powerful, individual or group through physical, psychological, social or economic threats or force and frequently by an ideology of dominance.</p>
Power	<p>The capacity or ability to direct or influence the behavior of others or the course of events.</p>

TERM	DEFINITION
Prejudice	A set of opinions about or attitudes towards a certain group or individuals within it that casts that groups and its members in an inferior light and for which there is no legitimate basis in fact. Usually a negative opinion formed before knowing all the facts.
Privilege	“Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do. Access to privilege doesn’t determine one’s outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them.” – Peggy McIntosh
Racialized peoples	Recognizing that race is a social construct, the Ontario Human Rights Commission describes people as “racialized person” or “racialized group” instead of the more outdated and inaccurate terms <i>racial minority</i> , <i>visible minority</i> , <i>person of colour</i> or <i>non-White</i> .
Racism	According to the Ontario Human Rights Commission (2012): “Racism is a belief that one group is superior to others. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, people don’t even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions, and also associated with the dominant group’s power and privilege.”
Sexual orientation	A person’s attraction to someone of a different sex, the same sex or both sexes.
Socio-economic status	An economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation.
Stakeholder	A group/individual that has an interest in a particular issue or project and can affect or be affected by the outcomes.

TERM	DEFINITION
Systemic oppression	Systematic oppression is the mistreatment of people within a social identity group, supported and enforced by the society and its institutions, solely based on the person's membership in the social identity group.
Union or trade union	<p>A union is an organized group of workers who collectively use their strength to have a voice in their workplace. Through a union, workers have a right to impact wages, work hours, benefits, workplace health and safety, job training and other work-related issues. (Los Angeles County Federation of Labor)</p> <p>“trade union” means an organization of employees formed for purposes that include the regulation of relations between employees and employers (Ontario Labour Relations Act)</p>
Unfairness	Lack of equality or justice.
White Privilege	White Privilege is about the concrete benefits of access to resources and social rewards and the power to shape the norms and values of society that Whites receive, unconsciously or consciously, by virtue of their skin colour in a racist society.