

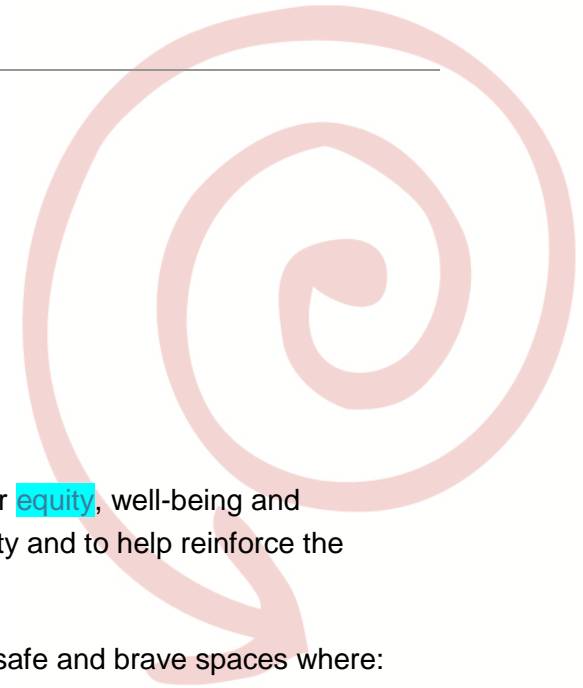
MY CLASSROOM



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

IT'S NOT FAIR

*My Classroom
Primary Division*



Background

This lesson challenges members of the school **community** to frame teaching and learning as acts for **equity**, well-being and achievement. It works well in September to support the creation of an **inclusive** classroom community and to help reinforce the expectations of collaboration, respect, peaceful conflict resolution, etc.

This lesson requires students, educators and other members of the school community to co-create safe and brave spaces where:

- Discussions are centred on **fairness/unfairness**, equity/**equality**.
- Shifts in attitudes and beliefs for equity and well-being are nurtured.

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:

- Use experiential activities to explore the feelings of belonging, **inclusion**, privilege and exclusion.
- Understand how **power** and **privilege** can impact our experiences depending on who and where we are.

Inquiry Goals

I wonder...

- What my students know about privilege and power.
- What the impact of privilege might be on the lives of my students.

Call for Action

Students will create a visual, oral or written text that:

- Demonstrates their understanding of the learning goals.
- Displays their work to help create an inclusive classroom community.

Curriculum Expectations

- ✓ Grade 1 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Drama
- ✓ Grade 2 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Drama
- ✓ Grade 3 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Drama



Materials

Dot stickers

Recycling box

Reusable paper

The Sneetches by Dr. Seuss

Equality, Equity, Liberation [Image](#)

Suggested Prior Knowledge

- Previous experiences with students on analyzing images would be helpful.
- This lesson uses equity-related vocabulary such as *equity*, *equality*, *fairness*, *liberation*, *privilege*, *unfairness*, etc. Familiarity with such terms through previous explorations and discussions would be an asset.

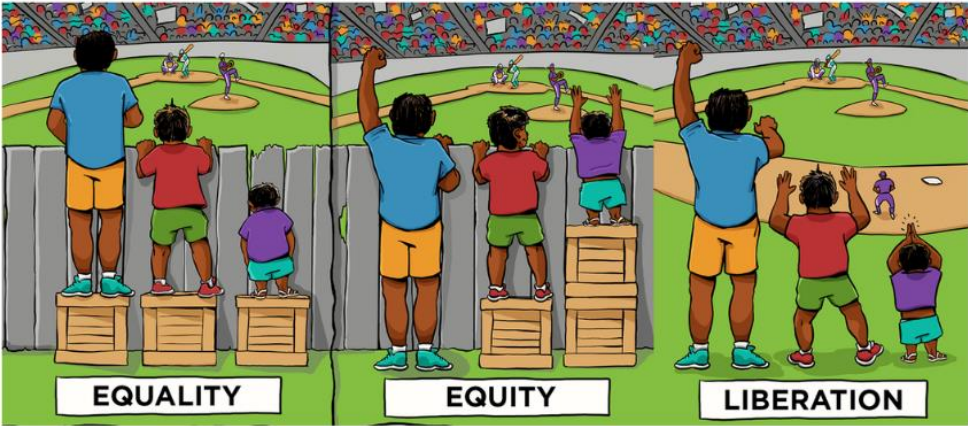


Lesson Structure

Task Component	Instruction	Assessment Focus
<p>Before (Activation/ Review)</p> <p>15-20 minutes</p>	<p>Collect different coloured dot stickers and presort them into several groups. Ensure that some groups have more coloured dots, some groups have a few, and one group has only one coloured dot. Be thoughtful about who you choose to be in each group. For example, do not choose a racialized student to be alone in the group.</p> <p>While you place a dot sticker on the back of every student, explain: <i>I am putting a coloured dot sticker on everyone. You will not be able to see what colour your dot is. Without talking, you will walk around the room and try to find out which group you belong to.</i></p> <p>This activity will be quick, but the debrief can take 15-30 minutes depending on the discussion. Collect the dot stickers at the end of the activity.</p> <p>Reflect:</p> <ul style="list-style-type: none"> • <i>How did you find out what group you belonged to?</i> • <i>How were you able to communicate without talking?</i> • <i>How did other people make you feel included/part of the group?</i> • <i>What do you notice about the groupings?</i> • <i>How do you feel to be part of a big group or small group?</i> • <i>How does it feel to be alone without a group?</i> • <i>What does this activity remind you of?</i> 	<p>Students:</p> <ul style="list-style-type: none"> • Listen to instructions and participate appropriately. • Share their ideas clearly and actively listen to each other. <p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> • How are students expressing their ability to honour different perspectives? • What is their articulation of terms such as <i>fairness/unfairness, equity/equality, right/just?</i>

Task Component	Instruction	Assessment Focus
	<p>Connect: <i>Sometimes people are excluded/included because of the way that they look on the outside. Some people might have access to opportunities or may be denied opportunities because of how they are different.</i></p>	
<p>During (Working on it) 15-20 minutes</p>	<p>Task: Place a recycling box at the front of the room. Organize students into rows so that some students are closer to the box and have an advantage over others. Be thoughtful about where you place the box and think about who will be disadvantaged. Encourage students to write their names on recycled paper before scrunching the paper into balls.</p> <p>Explain: <i>When I say "Go!" you will have two minutes to throw paper "balls" into the box from your seats. Each ball counts as a point. The students with the most points will "win" a prize.</i></p> <p>Educators can choose to offer a prize to the student with the most points.</p> <p>After the activity, ask:</p> <ul style="list-style-type: none"> • <i>Was this a fair activity? Why or why not?</i> • <i>Why were some students more successful than others?</i> • <i>Did everyone have the same opportunity to win?</i> • <i>Who were the students that had an advantage?</i> • <i>How successful were you at this activity?</i> • <i>How did you feel about the results?</i> • <i>Who were the students that were most upset about the results?</i> • <i>Who were the least upset? Why do you think this is?</i> 	<p>Students:</p> <ul style="list-style-type: none"> • Reflect and share their own personal experiences and ideas. • Advocate for themselves and for the rights of others.

Task Component	Instruction	Assessment Focus
<p>After (Reflecting/ Constructing/ Consolidating)</p> <p>10 minutes</p>	<p>Explain: <i>People can be privileged in some ways, while disadvantaged in other ways. There are many different types of privilege that shape how we move through the world. These are typically things we are born into, not things we have earned, that afford us opportunities and advantages that others may not enjoy. (Re-Think, Re-Connect, Re-Imagine: Thinking about ourselves, our schools, our communities. Reflecting on White privilege. Page 4.)</i></p> <p>Define <i>privilege</i> and add it to the Word Wall or anchor chart of new vocabulary and definitions. (Glossary)</p> <p><i>Privilege</i>: The benefits, advantages, entitlements, rights, exemptions and deferential treatment given to the dominant group(s). (<i>Social Justice Begins With Me</i>, 2011)</p> <p>Reflect:</p> <ul style="list-style-type: none"> • <i>How do the Paper Toss activity and Dot activity connect to your understanding of privilege, access and opportunity?</i> <p>With students, work through how certain groups were pushed out during the activities. What were the feelings associated with exclusion? What were the feeling associated with inclusion and privilege?</p>	<p>Students:</p> <ul style="list-style-type: none"> • Make meaningful and insightful connections between the activities and the big ideas.
<p>Individual Practice: The Sneetches</p> <p>30 minutes</p>	<p><i>The Sneetches</i> by Dr. Seuss</p> <p>Watch the video or read the book <i>The Sneetches</i> by Dr. Seuss.</p> <p>After watching the video or reading the book, ask:</p> <ul style="list-style-type: none"> • <i>How did the Star-Belly Sneetches exclude the Plain-Belly Sneetches?</i> • <i>Have you ever been excluded from a game or an activity?</i> 	<p>Students:</p> <ul style="list-style-type: none"> • Begin to make connections between the experiences of feeling excluded and discrimination and racism.

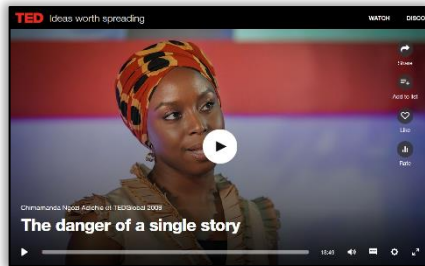
Task Component	Instruction	Assessment Focus
<p>Individual Practice: Equity vs Equality</p> <p>15 minutes</p>	<ul style="list-style-type: none"> • <i>How did that make you feel?</i> • <i>Have you ever wished that you looked different?</i> • <i>What do you think about the services that Sylvester McMonkey McBean offers for a price?</i> • <i>How do the Sneetches feel at the end of the story?</i> • <i>What do you think the author's message is?</i> • <i>How does Dr. Seuss feel about exclusion and inclusion?</i> <p>Equality, Equity, Liberation: Image</p>  <p>Look at the image together as a class or in small groups. After viewing the image, ask:</p> <ul style="list-style-type: none"> • <i>How are the three images different and similar?</i> • <i>What does equality mean to you?</i> • <i>Do you think everyone has equality?</i> 	<ul style="list-style-type: none"> • Begin to make connections between access to opportunities and privilege.

Task Component	Instruction	Assessment Focus
	<ul style="list-style-type: none"> • <i>Does equality mean that everyone has access to the same opportunities?</i> • <i>What is missing from the last image?</i> • <i>How does this image connect to our learning about barriers that might prevent us from creating an inclusive classroom?</i> 	
<p>Call for Action</p> <p>40-60 minutes</p>	<p>Performance Task</p> <p>Work together to create a visual image, tableau, oral statement or written text to demonstrate your understanding of the “big idea” that everyone is different and everyone belongs in our classroom. These images and words will be shared and posted in the classroom or in the hallway.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>How can we create a classroom community where our differences are honoured and respected and where everyone feels included and a sense of belonging?</i> • <i>Why is it important to include everyone?</i> 	<p>Students:</p> <ul style="list-style-type: none"> • Co-create success criteria to create a rubric for the performance task. • Choose a performance task that clearly demonstrates understanding of the big ideas.
<p>Next Steps (Teacher Reflection)</p>	<ul style="list-style-type: none"> • What are some of the ways that I work to create an inclusive classroom community where everyone feels like they belong? • How do I ensure that all of the voices and diverse experiences of my students and their families are included in the curriculum? • How often do I discuss issues of racial discrimination and/or equality in the classroom? • How comfortable am I re-thinking privilege, power and access in the classroom? 	

Additional Resources



How Studying Privilege Systems Can Strengthen Compassion, Peggy McIntosh (TED Talk)

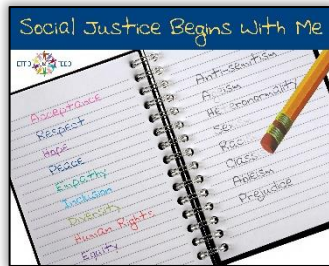


The Danger of a Single Story, Chimamanda Ngozi Adichie (TED Talk)

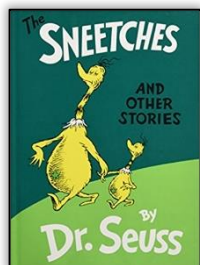
References



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



Social Justice Begins With Me (Elementary Teachers' Federation of Ontario, 2011)



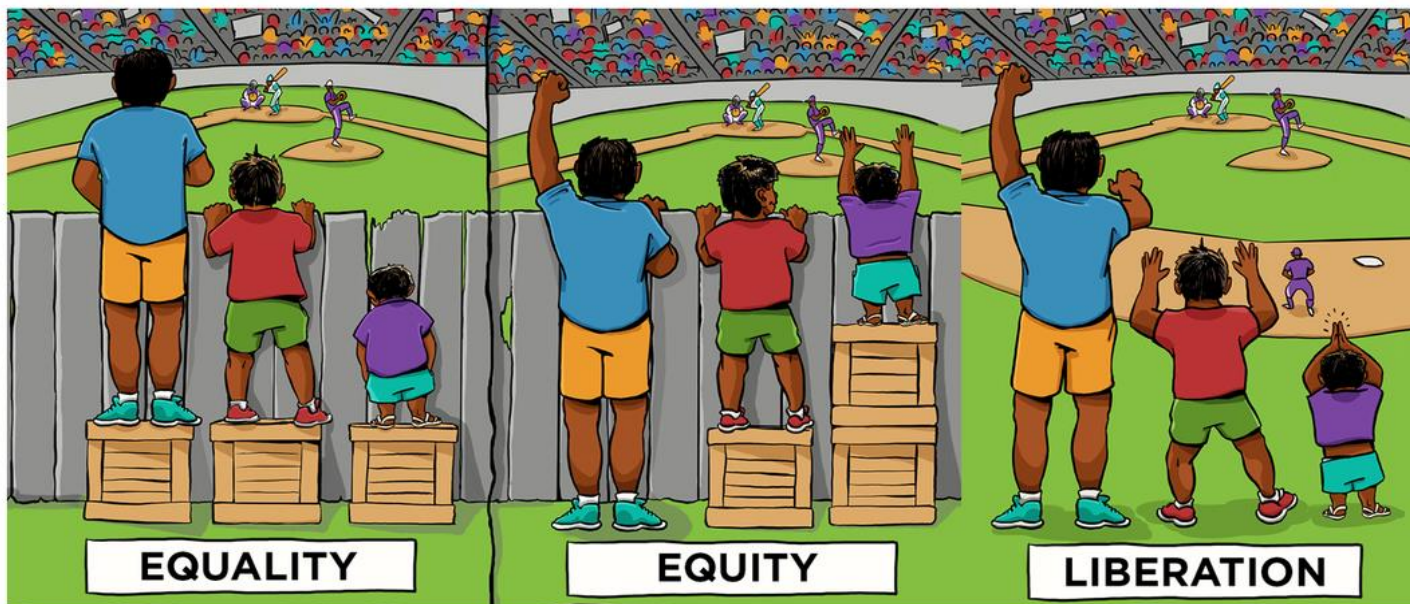
The Sneetches by Dr. Seuss (Random House Books for Young Readers, 1961)

Appendix A: Equality, Equity, Liberation Image

(Source: Butterflies)



Don't just tell a different version of the same story.
Change The Story!



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.