

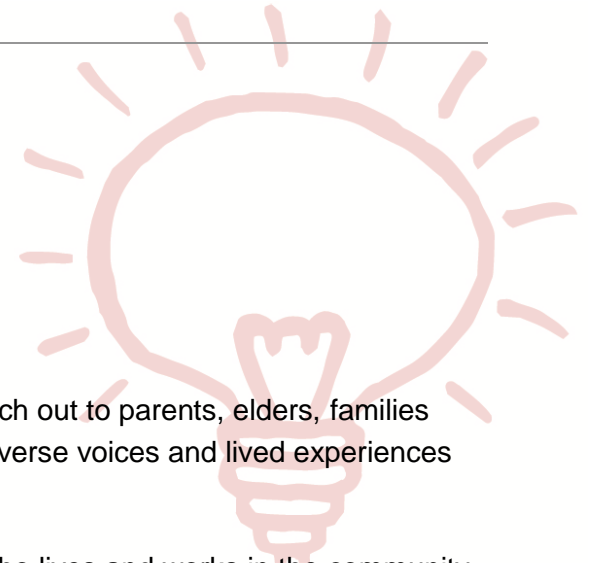
MY COMMUNITY



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

WALK THE WALK

*My Community
Intermediate Division*



Background

In order for our classrooms to be culturally responsive and reflective, educators are urged to reach out to parents, elders, families and community members to build relationships of trust and inclusion. This lesson honours the diverse voices and lived experiences of community members by inviting them to share their own stories.

In this lesson, students will reflect on their own relationship to the community as they discover who lives and works in the community. They will use the interview process to investigate how experiences of inclusion and belonging in the community are impacted by ability, gender, race, class and privilege.

As students work collaboratively to organize a community walk, they will think about how they can advocate to ensure that all community members have equitable access to the resources that they need.



Learning Goals

- Students will generate questions about how community members access services, buildings and resources in the local community and how these interactions might be impacted by systems of power and privilege. They will lead a community walk to demonstrate their understanding of how we can create inclusive and equitable communities for all community members.



Inquiry Goals

I wonder...

- Who lives and works in my community and how can I connect meaningfully with them?
- How does privilege and accessibility impact a sense of belonging and inclusion in the community?
- What barriers do First Nations, Métis and Inuit, and racialized members face in the community?
- How do my students experience privilege and marginalization in the community?



Call for Action

Students work together to organize a community walk inspired by *Jane's Walk* that:

- Demonstrates their understanding of inclusion/exclusion related to how different community members might access services, buildings and resources in the community.
- Advocates for changes to make the local community more accessible and inclusive to all community members.



Curriculum Expectations

- ✓ Grade 7 Language: Writing, Oral Communication, Media
- ✓ Grade 8 Geography, Language: Writing, Oral Communication, Media

Materials

Chart paper

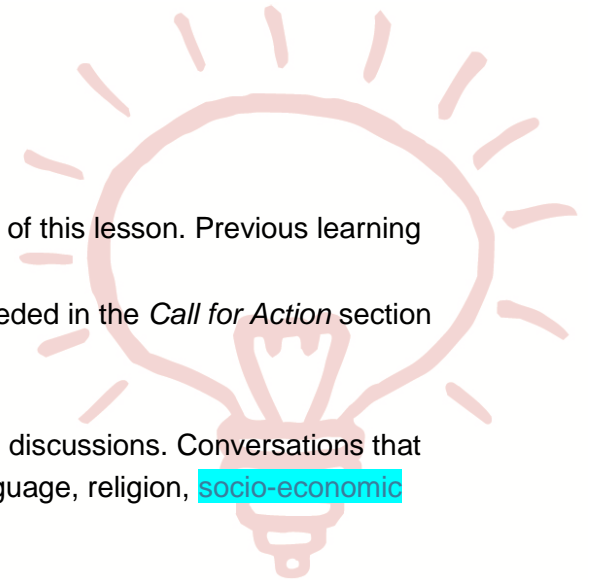
Markers

Clipboards

Community Walk Chart ([Appendix C](#))

Suggested Prior Knowledge

- Literacy process of building questions and representing an interview process is one focus of this lesson. Previous learning about the interview format and skills related would be helpful.
- Prior experience working in pairs or groups through problem-solving processes will be needed in the *Call for Action* section of the *Jane's Walk* lesson.
- Mapping skills experience appropriate to grades 7 and 8.
- Class collective discussions of equity-related issues will be an asset to deepen the critical discussions. Conversations that have helped students interrogate privilege, marginality, social identities such as race, language, religion, **socio-economic status**, **gender identity**, disabilities, familial/**sexual orientation** would be a definite asset.



Lesson Structure

Task Component	Instruction	Assessment Focus
<p>Before (Activation/ Review)</p> <p>30-45 minutes</p>	<p>What is Community?</p> <p>Ask:</p> <ul style="list-style-type: none"> When we talk about community, where is it and what does it include? <p>Co-create a shared definition of the term community. There is an opportunity for a discussion about how we often work/live in multiple communities (e.g., those communities of faith, racial/ethnic communities, communities based on shared interest like sports or socializing, etc.). Students may talk about how they travel from one geographic community to another in order to participate in a different community based on race, religion and interests.</p> <p>For the purposes of this activity, we will be exploring the local community based on geography. Together, come to a shared understanding of what geographic landmarks/boundaries will define your immediate community.</p> <ul style="list-style-type: none"> What is great about your community? What can be improved in your community? What indicators do you use when you use MY versus THEIR community? When does one's space feel like you belong? When does one's space feel like it is an 'other'? <p>Record answers. Are there any answers that appear in both categories? Lead a discussion about perspective and how what is valuable and what is not depends on one's point of view.</p>	<p>Students:</p> <ul style="list-style-type: none"> Explain what the word, <i>community</i> means (where, who, how). Identify their relationship and sense of belonging to the community. <p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> Are students able to draw on their experiences and begin describing/identifying 'markers' shared (e.g., Community spaces that address diverse identities and experiences such as faith, interests, cultural practices, social services, etc.)? Are they asking questions to deepen their understanding of themselves and their community?

Task Component	Instruction	Assessment Focus
<p>During (Working on it)</p>	<p>Interview a Community Member</p> <p>Over many days (at the teacher’s discretion), students will, in pairs, interview a community member. This can be done in person or via Skype. (Note: In either case, adult supervision should take place.)</p> <p>If possible, connect students with a community member who identifies as First Nation, Métis or Inuit. Your local Friendship Centre may have a speakers’ bureau available to book elders or other local leaders in the local First Nations, Métis and Inuit community.</p> <p>Students are encouraged to interview community members who represent a broad cross-section of the community as a whole: First Nations, Métis and Inuit Peoples, men and women, racialized and non-racialized people, people with differing abilities, etc.</p> <p>Note: Not all work is paid work. There may be parents who stay at home caring for young children or others, who would be good candidates for interviews. Also, the timing of the school day will mean that some interviewees will be unavailable due to their work schedule or if they work shifts. If possible, try to offer a variety of times for interviewees to meet with the interviewers.</p> <p>With students, develop a list of key questions that students will ask to their community member, such as:</p> <ul style="list-style-type: none"> • How long have you been living/working in the community? • If you don’t live here, but work here, how is this community the same as/different than where you live? • Do you feel you fit into this community? Why or why not? • What improvements would you like to see in this community? 	<p>Students:</p> <ul style="list-style-type: none"> • Generate interview questions to engage community members. • Share roles and responsibilities for collaborative work. • Present interview data to the class in effective and creative ways. <p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> • What are students’ experiences of feeling included/excluded in the community? • How do students describe their understanding of how and why community members might feel included/excluded? • What are the learning skills and work habits that are involved in this task? • What is the “success criteria” for the presentations?

Task Component	Instruction	Assessment Focus
	<ul style="list-style-type: none"> • If you could change one thing about the neighbourhood... • What does the word inclusive mean to you? • What can schools do to make this community more inclusive? • Who do you believe has power and privilege in this community? How is this reflected in the buildings and public spaces? <p>Students will present their interviews to the class as either a report, a re-enactment, a video/audio clip or in a talk show format.</p>	
<p>After (Reflecting/ Constructing/ Consolidating)</p> <p>30 minutes</p>	<p>Inclusion and Belonging</p> <p>With the class as a whole, lead students in a discussion of what it means to be included and belong. Record student responses.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>In what ways do you feel more connected to the community as a result of interviewing the community member?</i> • <i>Were there times when you felt included or excluded during the interview process?</i> • <i>Were there times when the interviewee felt excluded in the community?</i> • <i>How did the interviewee overcome feelings of exclusion?</i> • <i>How can the community support people who identify as First Nations, Métis and Inuit, and racialized members?</i> 	<p>Students:</p> <ul style="list-style-type: none"> • Identify and describe ways the community is inclusive and exclusive and ways to break down barriers.
<p>Individual Practice</p> <p>30-45 minutes</p>	<p>Personal Reflection on Interview</p> <p>Ask students to write individual reflections on the interview process in their journal or class blog. Have students focus particularly on this issue of inclusion and belonging and whether or not they feel closer to their</p>	<p>Students:</p> <ul style="list-style-type: none"> • Identify and describe issues of inclusion and exclusion within their community.

Task Component	Instruction	Assessment Focus
	<p>community as a result of participating in the interview process.</p> <p>Questions to Consider:</p> <ul style="list-style-type: none"> • <i>How did this person describe their identities? How was this similar/different to yourself?</i> • <i>What did you learn about this person’s experiences?</i> • <i>Were there aspects of inclusion/exclusion, privilege/marginality this person had gone through? How were their experiences similar or different from yours?</i> • <i>What did you learn about yourself through the interview process and conversation?</i> • <i>If it weren’t for this assignment, would you have ‘connected’ with this person on your own? Why/why not?</i> 	<ul style="list-style-type: none"> • Reflect on the interview process and make connections to their own identity and connection to the community.
<p>Call for Action</p>	<p>Jane’s Walk led by Students</p> <p>In small groups, students will plan a community walk that showcases their community, stressing areas which are important to them. Each group should be paired with an adult supervisor. Each walk should take 45 minutes to an hour. Students will take turns speaking and sharing the tour guide duties. They should write out a detailed plan of the trip (map) with only about four to five stops along the route.</p> <p>It might be helpful to refer to a citizen-led walking tour – <i>Jane’s Walk</i> – inspired by urbanist and activist, Jane Jacobs. Using a student-created script, students can lead other groups of students, teachers and/or parents/guardians through the neighbourhood, stopping at each site to give their talk. This activity requires scaffolding and guidance of the adults in constructing this walk and its purposes.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Plan a community walk and speak about various features of their neighbourhood. • Create a detailed map that includes four or five stops along the route. • Identify buildings, spaces and/or services that some community members may not be able to access and explain why. • Suggest additions or changes to the community to increase access and safety for all community members.

Task Component	Instruction	Assessment Focus
	<p>For more information, visit the Jane's Walk website and/or search: <i>These are the People in your Neighbourhood</i>, ETFO VOICE article, 2012.</p> <p>The following link is a helpful section of the <i>Jane's Walk</i> site as teachers and students develop their walking tour:</p> <ul style="list-style-type: none"> • Leading a Jane's Walk <p>Considerations of focus in constructing the walk:</p> <ul style="list-style-type: none"> • Students can focus on key sites they wish to address, which community members and identities have or do not have access, purposes of the site and ideas for further access. • Examining their own and their classmates' interview project, key sites can be identified that provide for opportunities to share 'stories' about members of the community that are less known. • Students can use the <i>Community Walk Chart</i> (Appendix C) to plan their walk. <p>Questions students should consider when planning the walk:</p> <ul style="list-style-type: none"> • Where does my community live (e.g., dwellings, numbers per household, proximity to school, etc.)? • How does my community get around (e.g., driving, transit, walking, etc.)? • Where does my community bank (e.g., traditional bank, pawnbroker, ATM, payday loan companies, etc.)? • Where does my community play (e.g., outdoor park, rec centre, backyards, community spaces, schoolyard, etc.)? • Where does my community express themselves through the arts (e.g., murals, dance centres, theatres, etc.)? 	<p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> • What criteria are students using to decide what community spaces to share? • Can students identify strengths, challenges, opportunities and gaps in the community? • How are students describing their understanding of inclusion/exclusion related to access and which community members are they referring to? • Are students beginning to be open to the nuances and complexities of inclusivity and belonging, marginalization and exclusivity? • Are students able to provide suggestions on how to make our community more inclusive?

Task Component	Instruction	Assessment Focus
	<ul style="list-style-type: none"> • Based on the ways buildings are used, who can we assume has more power and privilege in the community based on race? • Who does what jobs (define by race and gender)? • What kinds of foods are offered in community grocery stores? Are there foods which are geographically specific that can be found in your community and reflect the needs of members of the community? <p>Students can invite other classes, family groups, etc. on their walking tours.</p> <p>After the walk, invite the participants back to the classroom to share what they learned, focusing on the concept of inclusion/exclusion, privilege and marginalization. Use the <i>Consolidation</i> questions from the <i>Primary Lesson</i> to help guide this discussion.</p> <p>Reflection Questions may include:</p> <ul style="list-style-type: none"> • <i>What surprised you about your community?</i> • <i>Were there places you didn't know of in your community that others in your class pointed out?</i> • <i>How comfortable did you feel walking through your community?</i> • <i>Would it change if your race was different? How?</i> • <i>Would it change if you were a different gender, sexual orientation or family structure, different socio-economic status, spoke a language other than English, practiced a different religion, etc.?</i> • <i>Are there places in your community where you don't feel welcome? How do you know it isn't a place for you?</i> • <i>Are there places that are meant to be targeted for certain group members? Are there reasons for such targeted spaces? Are there times it feels unfair?</i> 	

Task Component	Instruction	Assessment Focus
	Generate some ideas about how we can make our community more accessible and safe for all community members.	
Next Steps (Teacher Reflection)	<ul style="list-style-type: none"> • How can we make our school spaces more welcoming for all of our families, parents, elders and community members? • How can my students participate in the life, energy and growth of the community? 	

Extensions

Treaties

Explore the ways that *Treaties* were drawn up between First Nations, Métis and Inuit Peoples and the Government of Canada. Whose voices were valued? How were the *Treaties* decided upon? Have the *Treaties* been upheld? How has your community been impacted by *Treaties*? What, if any, impact has the decision to recognize Métis land rights had in your community?

Comparing/Contrasting Facilities

Create a brochure for a newcomer* arriving to your community, which may include:

- A list of tips for feeling included.
- Important features of the community.
- Community map.
- Places of interest.

*The term *newcomer* is generally used to describe someone who has newly arrived from another country as an immigrant or refugee. At the teacher’s discretion, the brochure may be targeted toward someone who is a Canadian newcomer or a new student to the school (from another part of Canada).

Comparing/Contrasting Facilities

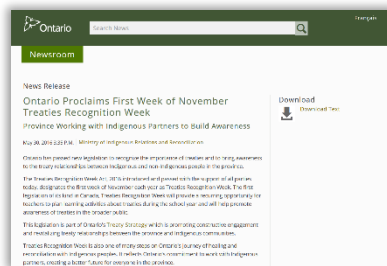
Pair up with a school in another district/neighbourhood and compare/contrast what facilities/access you have compared to them. Use google maps or other virtual mapping apps to “visit” each other.

Additional Resources

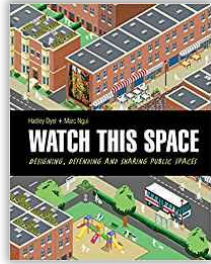


Lessons (Facing History and Ourselves)

- [How Do Communities Define We and They?](#)
- [What is Community?](#)



[Treaties Recognition Week \(Government of Ontario\)](#)



Watch This Space: Designing, Defending and Sharing Public Spaces by Hadley Dyer and Marc Ngui (Kids Can Press Ltd., 2010)

References



[Jane's Walk Website](#)

Appendix C: Community Walk Chart

Questions	Responses (point form notes or sketches)
Where does my community live (e.g., dwellings, numbers per household, proximity to school, etc.)?	
How does my community get around (e.g., driving, transit, biking, walking, etc.)?	
Where does my community bank (e.g., traditional bank, pawnbroker, ATM, payday loan companies, etc.)?	

Questions	Responses (point form notes or sketches)
Where does my community worship (e.g., church, synagogue, temple, home, gurudwara, mosque, not at all, etc.)?	
Where does my community play (e.g., outdoor park, recreation centre, backyards, community spaces, schoolyard, etc.)?	
Where does my community express themselves through the arts (e.g., murals, dance centres, theatres, etc.)?	
Other places of note/sketches:	

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.