

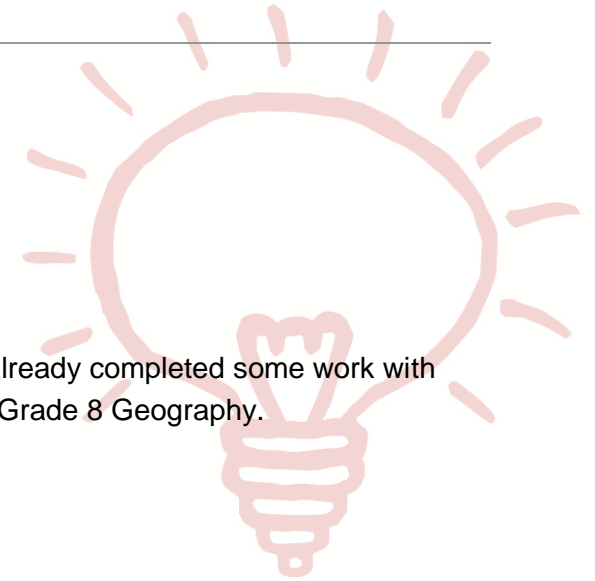
MY SCHOOL



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

WHO IS CANADA?

*My School
Intermediate Division*



Background

This lesson is appropriate at any point in the year, but might have more resonance if you have already completed some work with your students around equity and inclusion. It ties in particularly well with data management and Grade 8 Geography.



Learning Goals

By the end of this lesson, students will:

- Explore if diverse experiences are being reflected in newspapers.
- Evaluate if the people in their school and/or community are being reflected.
- Develop visual means (graphs) of expressing their research results.



Inquiry Goals

I wonder...

- If we will discover a disparity between the population of our school and the diversity of representation in the newspaper.
- If students will recognize this potential disparity as an injustice.



Call for Action

Students will create a school newspaper that is reflective of their school community and the Canadian community at large.



Curriculum Expectations

- ✓ Grade 7 Language: Reading, Writing, Oral, Media Geography Math: Data Management
- ✓ Grade 8 Language: Reading, Writing, Oral, Media Geography Math: Data Management

Materials

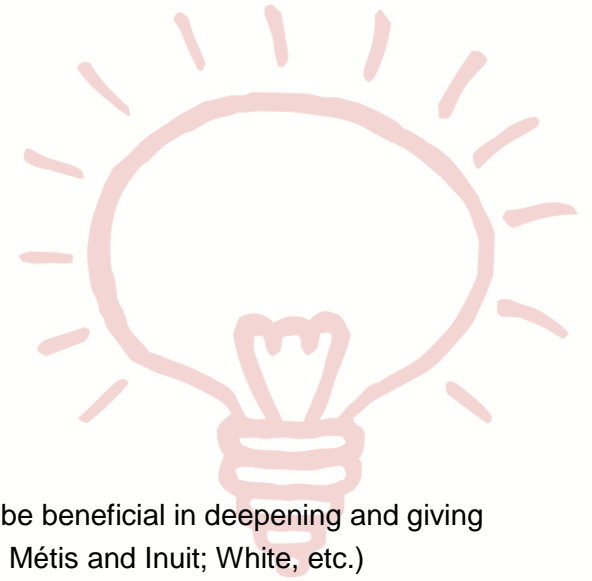
Newspapers

Newspaper Inventory Chart ([Appendix B](#))

Paper (11 x 14)

Suggested Prior Knowledge

- Previous classroom discussions about terms relating to equity and social identities would be beneficial in deepening and giving context to this lesson (e.g., racial/cultural identifiers like South Asian; Black; First Nations, Métis and Inuit; White, etc.)
- Students have had previous experiences analyzing infographics and data. *What does the data say? What can we infer? What further questions can we ask?* are all appropriate prompts to deepen data interrogation.



Lesson Structure

Task Component	Instruction	Assessment Focus
<p>Before (Activation/ Review)</p> <p>10 minutes</p>	<p>Quick Sketch: In their groups, have students make a quick sketch of the front page of a newspaper. It doesn't need to be pretty. Be sure to have them include a few headlines, and a few (2-3) pictures. Be sure to have them create a caption for the pictures, but the text of the articles can be just squiggles. The key here is to be quick!</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> Students can create a sketch of a newspaper front page.
<p>10 minutes</p>	<p>Complete an inventory (using categories similar to those in the chart) of the front pages created by each group.</p>	
<p>During (Working on it)</p> <p>20-30 minutes</p>	<p>Using newspapers, complete an inventory of who is pictured. This could be done over the course of the week with a different group of students looking at a different section each day. Complete the chart.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> Students can work collaboratively to complete the newspaper inventory.
<p>After (Reflecting/ Constructing/ Consolidating)</p> <p>45 minutes</p>	<p>Are the representations in the newspaper reflective of the school? Compile data of your school.</p> <p>Are the representations in the newspaper reflective of the population of Canada? Use most recent <i>Census</i> data to make a comparison to the data found in the newspapers. Compare to your community, the province and the country. Compare your community with one that you think might be very different.</p> <p><i>Federal Electoral District (FED) Profile</i> or google <i>Census</i> data, Stats Canada.</p> <ul style="list-style-type: none"> <i>If the newspaper is not representative of the school or the Canadian population, why do you think this is?</i> <i>What steps could be taken to ensure more diversity of representation?</i> 	<p>Success Criteria:</p> <ul style="list-style-type: none"> Students can use data to make a comparison. <p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> How are students expressing their ability to honour different perspectives? Challenges exclusion and biases? What is their articulation of terms such as fairness/unfairness,

Task Component	Instruction	Assessment Focus
	<ul style="list-style-type: none"> • <i>What are the pros and cons of having specialized newspapers for people from certain groups?</i> 	equity/equality, right/just?
Individual Practice	<ul style="list-style-type: none"> • Write a letter to the Office of the Ombudsman of the newspapers that you studied of your findings. If possible, reference the newspaper's style guide if there is evidence that the reporting style does not follow the spirit of it. • Seek out publications that are diverse and inclusive and share these with your students. • After the newspaper audit, use the data to create a series of charts/graphs. These graphs could be used to compare different sections of the paper or to compare different publications to each other. 	Success Criteria: <ul style="list-style-type: none"> • Students can use data to create graphs.
Call for Action: Guiding Questions	<p>Create a school newspaper that is reflective of your school community</p> <p>Task:</p> <ul style="list-style-type: none"> • <i>Considering that we are learning on the traditional territories of First Nations, Métis and Inuit Peoples, do you think the way in which First Nations, Métis and Inuit Peoples are represented (or not represented) is surprising? How could this situation be improved?</i> • <i>Create a school newspaper that is reflective of your school community.</i> • <i>What are we missing when we are just looking at pictures? (e.g., Multi-racial, gender expression/gender fluidity, invisible disabilities, sexual orientation.)</i> • <i>Do we fill in the story of the pictures with stereotypes that we already have?</i> • <i>What strategies can we use to recognize when we are believing a stereotype?</i> 	Success Criteria: <ul style="list-style-type: none"> • Students can apply knowledge about representation to the creation of inclusive media.

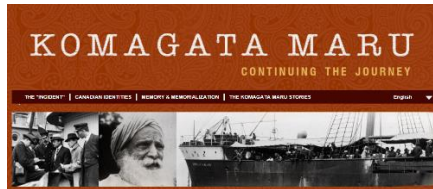
Task Component	Instruction	Assessment Focus
Next Steps (Teacher Reflection)	How diverse and inclusive are the resources you're sharing with your students on a regular basis? How has your own identity influenced the choices you're making with respect to your teaching practice?	

References



[Federal Electoral District \(FED\) Profile](#) or google Census Data, Stats Canada

Additional Resources



[Komagata Maru Lesson Plans](#) (Komagata Maru)

Appendix B: Newspaper Inventory Chart

Image							
Page Number	Colour or B&W	Size of Image (S, M, L)	Number of Men	Number of Women	Number of Racialized People	Number of White People	Is the story positive or negative?
			Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

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.