

# MY SCHOOL



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

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# DATA DETECTIVES

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## My School Junior Division



### Background

All school and learning communities are different, so this activity will require some modifications to make it relevant and site-specific. This activity might trigger sensitive and courageous conversations about how students feel in their school. It is important to listen and honour their feelings and experiences. Before we can take action and make changes to our school communities, we need to identify the spaces where students might feel excluded or unsafe. Giving students a voice to communicate and advocate for inclusion and safety in schools is powerful.



### Learning Goals

Students will do an “Equity Walk” ([Appendix A](#)) through their school/learning community to collect data and measure how inclusive their school community is, with a focus on anti-racism and access. Students will co-create success criteria to determine what a safe and equitable school looks like. Then, they will use this criteria to generate a checklist of “look-fors.” They will work in pairs to collect data and present and share their findings with each other.



### Inquiry Goals

I wonder

- How well the physical environment of my school (e.g., bulletin boards, plaques, photos, etc.) reflects the diverse experiences of our students and their families.
- How we can make our schools more inclusive.
- How we can collect and organize data to share our findings.



## Call for Action

Students will write a persuasive letter or present their ideas to the principal or Parent Council with recommendations.



## Curriculum Expectations

- ✓ Grade 4 Math: Data Management, Language: Writing, Reading, Oral Communication, Media
- ✓ Grade 5 Math: Data Management, Language: Writing, Reading, Oral Communication, Media
- ✓ Grade 6 Math: Data Management, Language: Writing, Reading, Oral Communication, Media

## Materials

Checklist - Equity Walk ([Appendix A](#))

Chart Paper

Clipboards



## 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?



Task Component	Instruction	Assessment Focus
<p><b>(Activation/ Review)</b></p> <p><b>20-30 minutes</b></p>	<ul style="list-style-type: none"> <li>Physical spaces (library, gym, classroom, hallways, bathrooms, yard, office, etc.)</li> <li>People who work and use the space (students, parents, community members, staff).</li> <li>Learning materials in the classroom and in the hallways (posters, textbooks, videos, music, etc.)</li> <li>Curriculum subjects (Art, Math, Social Studies, etc.)</li> <li>Extracurricular activities (trips, clubs, teams, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Students can work collaboratively to share ideas in small groups.</li> <li>Students can understand that the learning environment is more than just a physical space.</li> <li>Students can sort ideas into categories, which will become “look-fors” on the checklist.</li> </ul> <p><b>Questions to Consider for Assessment:</b></p> <ul style="list-style-type: none"> <li>How are students expressing their ability to honour different perspectives?</li> <li>In what ways are they expressing their understandings of bias and assumptions in their analysis?</li> <li>What is their articulation of terms such as fairness/unfairness, equity/equality, right/just?</li> </ul>
<p><b>During (Working on it)</b></p>	<p>Ask:</p> <ul style="list-style-type: none"> <li>What does a safe and equitable school/learning community look like?</li> <li>How inclusive and diverse is our school and learning community?</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Students can generate “success criteria” about how</li> </ul>

Task Component	Instruction	Assessment Focus
<p><b>30-40 minutes</b></p>	<p>Task: Work in groups of two to three to do an “Equity Walk” (<a href="#">Appendix A</a>) through your school/learning community, using the criteria generated as a class and/or the sample provided. Use a checklist or chart to collect data.</p> <p>This questionnaire can be done with parent and student groups as well. Part of the creation of a deeper understanding of privilege and marginality impacts strongly on both perspectives, feelings and understandings of parents/guardians and neighbourhood community members.</p> <p>Adapted From:  <a href="#">Equity Continuum: Action for Critical Transformation in Schools and Classrooms</a>, Centre for Urban Schooling, Ontario Institute for Studies in Education (OISE), University of Toronto.</p>	<p>and why learning spaces must be inclusive.</p> <ul style="list-style-type: none"> <li>• Students can use a checklist or chart to record observations, evidence and indicators of success.</li> </ul>
<p><b>After (Reflecting/ Constructing/ Consolidating)</b></p> <p><b>15-20 minutes</b></p>	<p>Share your findings with the class and questions you might have, using the following prompts: “<i>I notice...</i>” and “<i>I wonder...</i>”</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• <i>What does a safe and equitable school/learning community look like?</i></li> <li>• <i>How inclusive and diverse is our school and learning community?</i></li> </ul> <p>Analyze the results of your data, and identify areas where the school/learning community could be more inclusive of diverse and racialized lived experiences.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• <i>Why is it important for schools to be safe and equitable for everyone?</i></li> <li>• <i>What actions can we take to ensure that our school/learning community is more inclusive?</i></li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Students can analyze and represent the data effectively.</li> <li>• Students can think critically about and identify what is missing in their school/learning community.</li> </ul>

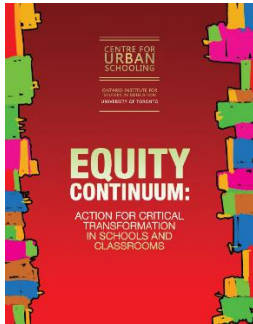
Task Component	Instruction	Assessment Focus
	<p>In answering the above questions, encourage students to be intentional in addressing areas of exclusion through the survey results, in their suggestions and actions. For example, if there is a blatant omission of certain identities represented on posters and public wall space, their actions need to name which group they will be intentional about including in their future plans.</p>	
<p><b>Individual Practice</b></p> <p><b>Journal:</b> <b>10-15 minutes</b></p> <p><b>Discussion:</b> <b>10-15 minutes</b></p>	<p>Reflect on the activity and answer the following prompts in a journal:</p> <ul style="list-style-type: none"> <li>• A school/learning community includes...</li> <li>• It is important for schools/learning communities to be inclusive because...</li> <li>• I collected data about...</li> <li>• I noticed...</li> <li>• I wonder...</li> <li>• I think...</li> <li>• I felt...</li> </ul> <p>Make explicit connections between the role of educational systems in creating and reinforcing the dominant narrative of white culture.</p> <p>Explain: <i>Since the colonization of North America, decisions about what schools teach and who can teach and learn in schools have been determined by White, Eurocentric governments. As a result, the curriculum expectations, learning resources and teaching staff in schools/learning communities have been dominated by White, Eurocentric history and culture.</i></p> <p>Reflect:</p> <ul style="list-style-type: none"> <li>• <i>What is the impact of not seeing your lived experiences reflected in the school/learning community?</i></li> <li>• <i>Why is it important for educational resources and materials to reflect</i></li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Students can make meaningful connections to the data collected, including using text-to-self and text-to-world connections.</li> <li>• Students can explain why it is important for schools/learning environments to be safe and equitable.</li> </ul>

Task Component	Instruction	Assessment Focus
	<p><i>diverse lived experiences?</i></p> <ul style="list-style-type: none"> <li>• <i>Do you think it's important for the teaching profession to reflect the diversity of its students?</i></li> <li>• <i>What messages do students receive when they do not see themselves reflected in the staff leadership at school?</i></li> </ul> <p><i>Be cautious of students providing answers that they think 'the teacher wants to hear.' These are complex interrogations and require opportunities for self-reflection. The question of focus should be:</i></p> <ul style="list-style-type: none"> <li>• <i>Who would inclusive practices benefit? Which members of our school community? How?</i></li> <li>• <i>How might it benefit minority groups such as Black; Asian; Muslim; First Nations, Métis and Inuit students/parents?</i></li> <li>• <i>How might it benefit White students?</i></li> <li>• <i>Would it still be important if we didn't have visible group members in our school? Why? Why not?</i></li> <li>• <i>Why might it be difficult for some people to see this advantage or benefit?</i></li> </ul>	
<p><b>Call for Action:</b></p> <p><b>40-60 minutes</b></p>	<p><b>Write a persuasive letter to the principal.</b></p> <p>Task: Write a persuasive letter to the principal, outlining the results of your data. Include recommendations that action be taken to ensure that the school/learning community is inclusive to everyone.</p> <p>Students may also decide to share the results of their data in the school newsletter, at an assembly or at a School Council meeting.</p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Students can co-construct success criteria and develop a rubric for letter writing.</li> <li>• Students can write a persuasive letter that meets the learning expectations.</li> <li>• Students can use descriptive</li> </ul>



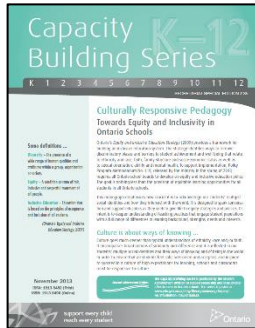
Task Component	Instruction	Assessment Focus
	<p>Ask:</p> <ul style="list-style-type: none"> <li>• <i>What is the impact of not seeing a wide range of lived experiences reflected and honoured in the school/learning community?</i></li> <li>• <i>Who is responsible for ensuring that our school/learning community is safe and inclusive for everyone?</i></li> <li>• <i>How can I share my results?</i></li> </ul>	<p>feedback from peers and/or educators to improve their work.</p>
<p><b>Next Steps (Teacher Reflection)</b></p>	<ul style="list-style-type: none"> <li>• Where do I teach?</li> <li>• Who are the students that I teach?</li> <li>• Why is it important to include diverse perspectives and multiple voices into the curriculum in all of our school/learning communities?</li> <li>• How do our students benefit from learning about racially diverse lived experiences?</li> <li>• What is the significance of having our students see themselves reflected in the curriculum?</li> <li>• What is the significance of seeing the curriculum reflecting diversity across Canadian communities (e.g., racial, religious, cultural, gender, class, sexual diversity, abilities, etc.)</li> <li>• How can I use curriculum resources and learning experiences that are reflective of diverse and racialized communities, even if/when my own school/learning community is not racially diverse?</li> </ul>	

## References

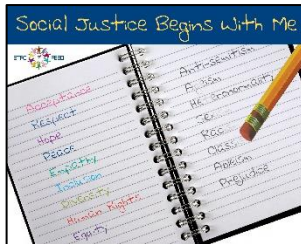


*Equity Continuum: Action for Critical Transformation in Schools and Classrooms* (Centre for Urban Schooling, Ontario Institute for Studies in Education (OISE), University of Toronto)

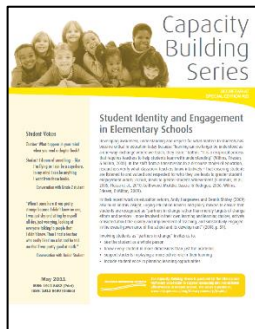
## Additional Resources



*Culturally Relevant Pedagogy Towards Equity and Inclusivity in Ontario Schools*, Capacity Building Series (Ontario Ministry of Education, 2013)



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



*Student Identity and Engagement in Elementary Schools*, Capacity Building Series (Ontario Ministry of Education, 2011)

## Appendix A: Equity Walk

Location	Questions	Examples (Look-Fors)
Students	<ul style="list-style-type: none"> <li>• Which students attend our school based on race, income, ability, religion/faith, sexual orientation, gender identity, gender expression, language and age?</li> <li>• Which students do not attend this school based on the criteria above?</li> </ul>	
Entrances and Exits	<ul style="list-style-type: none"> <li>• Do you think all the entrances and exits are accessible to all people? (Mobility issues, door handle placements, ramps, etc.)</li> <li>• Do you think the entrances and exits are clean and safe?</li> <li>• Do some students use particular entrances while others use different ones? If so, describe.</li> </ul>	
Library	<ul style="list-style-type: none"> <li>• Do you think the books, movies and magazines in the library are reflective of different races, income, abilities, religion/faith, sexual orientation, gender identity and expression, languages and age?</li> <li>• Which identities are present, which are not?</li> <li>• Do you think the library feels welcoming and safe for all students? Why or why not?</li> <li>• Do you think all student interests are represented?</li> </ul>	
Hallways	<ul style="list-style-type: none"> <li>• Is there student work on the walls?</li> <li>• Are the posters and artwork reflective of different races, income, abilities, religion/faith, sexual orientation, gender identity and expression, languages and age?</li> <li>• Do you think all students feel safe in the hallways? Why or why not?</li> </ul>	
Classrooms	<ul style="list-style-type: none"> <li>• Is there artwork or posters on the wall that are reflective of different races, income, abilities, religion/faith, sexual orientation, gender identity and expression, languages and age?</li> <li>• Have you learned about people, issues and situations that are reflective of race, income, abilities, religion/faith, sexual orientation,</li> </ul>	

Location	Questions	Examples (Look-Fors)
	gender identity and expression, languages and age? <ul style="list-style-type: none"> <li>Is there technology in the classroom? Describe? (e.g., Smartboards, computers, laptops, wifi, ipads, etc.)</li> </ul>	
Office	<ul style="list-style-type: none"> <li>Do you think the office feels safe and welcoming to all students and families? Why or why not?</li> <li>Do you think the principal or vice-principal reflect the student population?</li> <li>Is information available to family members in different languages?</li> </ul>	
Washrooms	<ul style="list-style-type: none"> <li>Do you think the washrooms are accessible for all students?</li> <li>Is there a gender-neutral washroom in the school? (e.g., Can students use a washroom that best corresponds to their gender identity?)</li> <li>Are there (or have you ever seen) messages written in the washroom that harm other students? What type of messages?</li> </ul>	
Cafeteria/ Eating Area	<ul style="list-style-type: none"> <li>Is there food in the cafeteria? What kinds? What is the cost?</li> <li>Are there microwaves?</li> <li>Are the tables and chairs accessible to all students?</li> <li>Describe who sits together or eats together at lunch.</li> <li>Do you think all students feel safe and welcome? Why or Why not?</li> </ul>	
Announcements/ Music	<ul style="list-style-type: none"> <li>Are announcements made in languages that represent the school community?</li> <li>Are there announcements about history, including important contributions by Canadians?</li> <li>Are announcements made to celebrate the many holy days and special days of all faith and religious groups?</li> <li>Do you think the music played is appropriate and reflective of the diversity of students?</li> </ul>	
School Trips	<ul style="list-style-type: none"> <li>Do you think school trips include education about the diversity of student identities?</li> </ul>	

Location	Questions	Examples (Look-Fors)
	<ul style="list-style-type: none"> <li>Do you think school trips are affordable for all students?</li> <li>Do family members ever attend field trips?</li> </ul>	
Recess/Lunch Time	<ul style="list-style-type: none"> <li>Where do students gather during breaks?</li> <li>Who hangs out together at lunch and recess? Describe the groups.</li> <li>Do you think all students feel safe during recess and lunch time? Why or why not?</li> </ul>	
Extra Curricular	<ul style="list-style-type: none"> <li>What extra curricular activities are available at the school?</li> <li>Are the activities reflective of different race, income, abilities, religion/faith, sexual orientation, gender identity and expression, languages and age?</li> <li>Which students do you think participate in clubs?</li> <li>Are there fees associated with extra curricular activities or sports? Do you think that prevents some students from participating?</li> </ul>	
Identity-based Harassment	<ul style="list-style-type: none"> <li>Do you think students are ever harassed by other students or staff because of their identity? (e.g., race, income, abilities, religion/faith, sexual orientation, gender identity and expression, languages and age.)</li> <li>Who do you think is harassed? Who do you think does the harassing?</li> <li>Where/when do you think this harassment take place?</li> <li>Which students do you think feel included or excluded in the school? Describe.</li> <li>Do you think there are student groups that have issues or conflict with other student groups? Describe?</li> </ul>	
Staff	<ul style="list-style-type: none"> <li>Do you think the staff is reflective of the student body?</li> <li>Describe the diversity of the staff (e.g., teachers, Educational Assistants (EA), safety monitors, social workers, Child and Youth Workers (CYW), administration, caretaking, office staff, cafeteria staff).</li> </ul>	
	<ul style="list-style-type: none"> <li>Do you feel comfortable expressing your religion in school?</li> </ul>	

Location	Questions	Examples (Look-Fors)
Religious Supports	<ul style="list-style-type: none"> <li>• Is there a safe space for prayer or religious practices in your school?</li> <li>• Do you think students are ever made fun of because of their religion/faith or religious attire?</li> <li>• Are announcements made to celebrate the many holy days and special days of all religion/faith and religious groups?</li> </ul>	

# GLOSSARY



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO



# GLOSSARY

TERM	DEFINITION
<b>Aboriginal peoples</b>	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.
<b>Activism</b>	The action or policy of using vigorous campaigning to bring about political or social change.
<b>Advocacy</b>	The act or process of supporting a cause.
<b>Affirmative action</b>	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.
<b>Ally</b>	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.
<b>Allyship</b>	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.
<b>Assimilation</b>	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
<b>Barrier</b>	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).
<b>Bias</b>	An opinion, preference or inclination that limits an individual's or a group's ability to make fair, objective or accurate judgements.
<b>Class</b>	Class is a relative social rank in terms of income, wealth, education, status/position and/or power.
<b>Community</b>	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.
<b>Courageous conversations</b>	<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"> <li>• Stay Engaged;</li> <li>• Expect to Experience Discomfort;</li> <li>• Speak your Truth; and</li> <li>• Expect and Accept a Lack of Closure.</li> </ul>

TERM	DEFINITION
<b>Culturally Responsive and Relevant Pedagogy (CRRP)</b>	<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>
<b>Diversity</b>	<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>
<b>Employment equity</b>	<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>
<b>Equality</b>	<p>The state or quality of being equal; correspondence in quantity, degree, value, rank or ability.</p>
<b>Equity</b>	<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>
<b>Eurocentric</b>	<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
<b>Exclusion</b>	The state of group disempowerment, degradation and disenfranchisement maintained by systemic barriers and supported by an implicit ideology of superiority.
<b>Fairness</b>	Having or exhibiting a disposition that is free of favouritism or bias; impartial.
<b>First Nations, Métis and Inuit (FNMI)</b>	<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>
<b>Gender expression</b>	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.”
<b>Gender identity</b>	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.”
<b>Identity</b>	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.
<b>Inclusion</b>	Creating an environment where people have both the feeling and reality of belonging and are able to achieve to their full potential.

TERM	DEFINITION
<b>Inclusive</b>	To include all, to be comprehensive.
<b>Infrastructure</b>	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.
<b>Liberation</b>	The act of setting someone free from imprisonment, slavery, oppression.
<b>Marginalized</b>	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.
<b>Meritocracy</b>	A social system, society or organization in which people have power because of their abilities, not because of their money or social position.
<b>Mobilize</b>	To make ready for action and movement.
<b>Newcomer</b>	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
<b>The Ontario Human Rights Code 1962 (OHRC)</b>	<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"> <li>● Age;</li> <li>● Ancestry, colour, race;</li> <li>● Citizenship;</li> <li>● Ethnic origin;</li> <li>● Place of origin;</li> <li>● Creed;</li> <li>● Disability;</li> <li>● Family status;</li> <li>● Marital status (including single status);</li> <li>● Gender identity, gender expression;</li> <li>● Receipt of public assistance (in housing only);</li> <li>● Record of offences (in employment only); and</li> <li>● Sex (including pregnancy and breastfeeding).</li> </ul> <p>Protected social areas are:</p> <ul style="list-style-type: none"> <li>● Accommodation (housing);</li> <li>● Contracts;</li> <li>● Employment;</li> <li>● Goods, services and facilities; and</li> <li>● Membership in unions, trade or professional associations.</li> </ul>
<b>Oppression</b>	<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>
<b>Power</b>	<p>The capacity or ability to direct or influence the behavior of others or the course of events.</p>

TERM	DEFINITION
<b>Prejudice</b>	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.
<b>Privilege</b>	“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
<b>Racialized peoples</b>	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> .
<b>Racism</b>	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.”
<b>Sexual orientation</b>	A person’s attraction to someone of a different sex, the same sex or both sexes.
<b>Socio-economic status</b>	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.
<b>Stakeholder</b>	A group/individual that has an interest in a particular issue or project and can affect or be affected by the outcomes.

TERM	DEFINITION
<b>Systemic oppression</b>	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.
<b>Union or trade union</b>	<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>
<b>Unfairness</b>	Lack of equality or justice.
<b>White Privilege</b>	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.