

MYSELF



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

TRAIN RIDE ACTIVITY

Myself Junior Division



Background

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

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

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



Learning Goals

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

- Define the term *identity*.
- Identify the various categories and characteristics that make up *identity*.
- Understand systemic barriers that First Nations, Métis and Inuit, and racialized Peoples face in Canada.
- Understand the value of allies in equity work.
- Set goals for their own *equity* work and call on others to do the same.



Inquiry Goals

I wonder...

- Who am I?
- What is *identity*?
- What barriers do First Nations, Métis and Inuit, and racialized Peoples face in Canada?
- How can I be an *ally*?
- How can I call on others to engage in *equity* work?



Call for Action

Students will create a picture book for the local community library. Their picture book will explore the following big ideas:

- *Identity*.
- *Inclusion* and *exclusion*.
- *Allyship*.



Curriculum Expectations

- ✓ Grade 4 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Social Studies
- ✓ Grade 5 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Social Studies
- ✓ Grade 6 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Social Studies

Materials

Internet access

Train Ride Activity ([Appendix C](#))

Viola Desmond Won't Be Budged by Jody Nyasha Warner

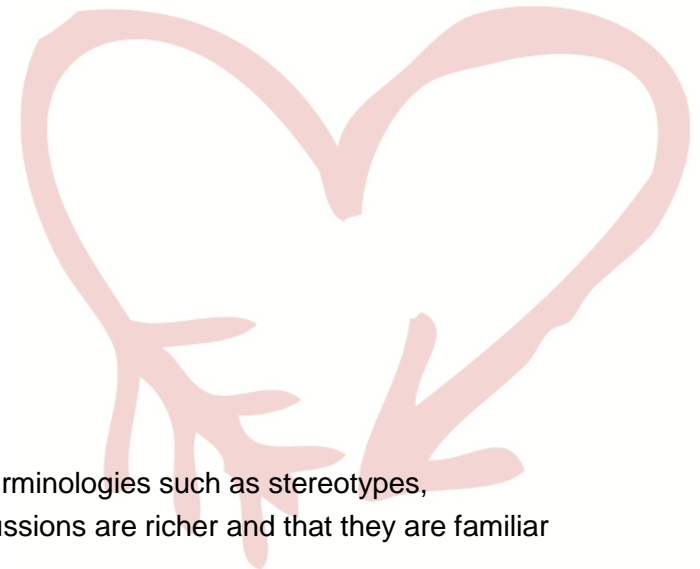
Paper

Journal

[Check a Book for Bias](#) bookmark

Suggested Prior Knowledge

- It would be beneficial for students to have previous opportunities to explore equity terminologies such as stereotypes, discrimination, [power](#), *privilege*, marginalization, [barriers](#), racialized so that the discussions are richer and that they are familiar with the vocabulary as they arise in this lesson.
- This lesson provides opportunity to explore the concept of *allyship* through grassroots resistance organizations such as Idle No More and Black Lives Matter. Providing students some background information of *allyship* as a concept through these organizations and understanding their purpose and impact deepens the learning.



Lesson Structure

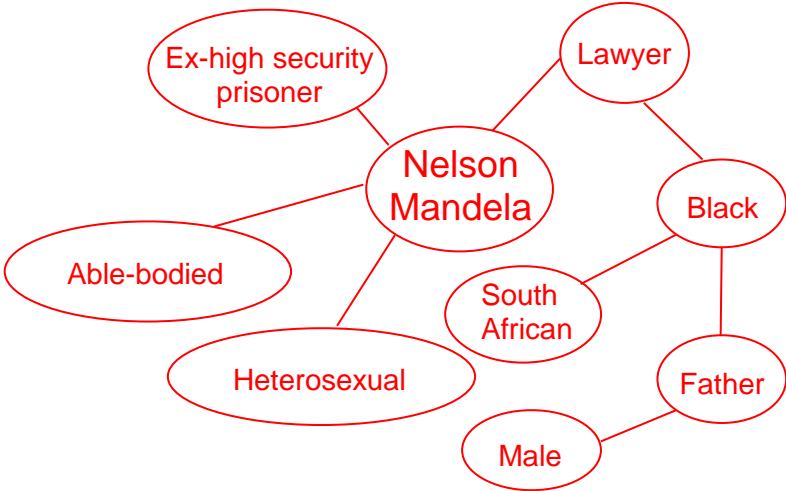
Task Component	Instruction	Assessment Focus
Before (Activation/ Review) 10 minutes	<p>Share the following scenario with the whole class: <i>Imagine you won a trip to a Canadian city of your choice. Which city would you visit? Why?</i></p> <p>Prompt student thinking by sharing examples of possible Canadian cities to visit: <i>Some of you may want to visit Vancouver and take a stroll in Stanley Park, a large urban park full of wildlife, monuments and attractions. In Vancouver, you can learn about the rich history and current realities of First Nations, Métis and Inuit Peoples, such as those from the Musqueam, Squamish and Tsleil-Waututh Nations.</i></p> <p><i>Others may want to visit Montréal to experience Francophone culture in Canada. In Montréal, you can also learn about the enslavement and resistance of Africans in Canada. For example, in the early 1700s, Marie-Josèphe Angélique rebelled against her enslavement. She was tried, convicted and hanged for burning down Old Montréal.</i></p> <p><i>In Winnipeg, you can see the Northern Lights. You can also learn about Métis Peoples in Canada. Louis Riel, a Métis leader, led rebellions across Northwestern Canada and fought for the social, cultural and political status of the Métis.</i></p> <p>Provide students with the opportunity to research and/or think about cities across the country. Use visuals to engage in this initial prompt, such as a map of Canada, city landmarks and other artifacts. Students discuss their choice of location and reasons to visit with a partner. Student volunteers present their ideas to the whole class.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Make connections to prior experiences with topics such as common interests and hobbies, as well as life/familial experiences (e.g., languages spoken at home, familial membership, immigration status, etc.) • Listen as the teacher shares personal experiences and think about what they would say to reflect their own experiences. • Share personal experiences. <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., hobbies, interests, family celebrations, gender, language, skin colour, etc.). • Are students describing and articulating how they are similar and different from others?

Task Component	Instruction	Assessment Focus
	<p>Explain to students: <i>To reach the destination, you will embark on a 10-hour train ride! Since it will be a long journey, you have to choose wisely about who you want to sit beside.</i></p>	<ul style="list-style-type: none"> Are they asking questions to deepen their understanding of themselves and others?
<p>During (Working on it)</p> <p>30-35 minutes</p>	<p>Students think about the type of person they would want to sit beside on a 10-hour train ride. Independently, students brainstorm and record specific characteristics of their ideal person:</p> <ul style="list-style-type: none"> <i>How does the person look? (e.g., race, height, weight, gender expression, gender identity, disability, etc.)¹</i> <i>What personality traits does the person hold? (e.g., calm, friendly, funny, etc.)</i> <i>What type of experiences has the person lived through? (e.g., stardom, war, educational success, high socio-economic status, etc.)</i> <i>Does the person have a career? (e.g., athlete, teacher, singer, etc.)</i> <p>Students explore their ideal characteristics with a partner. Afterwards, volunteers present their ideas to the whole class.</p> <p>Inform students that on the 10-hour train ride, they only have a choice between six people to sit beside:</p> <ul style="list-style-type: none"> <i>Refugee.</i> <i>Hip-hop artist.</i> <i>Professional basketball player.</i> <i>Ex high security prisoner.</i> <i>Supermodel.</i> <i>A teenager with a shaved head and tattoo.</i> <p>Six signs, each labelled with one of the above-mentioned identities are posted around the classroom. Indicate to students the location of each</p>	<p>Students:</p> <ul style="list-style-type: none"> Identify the multiple components of identity Share ideas in small and whole group settings Ask questions to deepen understanding of the topic

¹ Refer to the Ontario Human Rights Code for definitions on gender expression and gender identity- <http://www.ohrc.on.ca/en/gender-identity-and-gender-expression-brochure>

Task Component	Instruction	Assessment Focus
	<p>sign.</p> <p>Invite students to think about which of the six people they would prefer to sit beside. Teacher explains: <i>Think about who you would like to sit beside. Use your initial list of ideal characteristics to help you decide. Once you have made a decision, stand beside the appropriately labeled sign.</i></p> <p>In their newly formed small groups, students reflect and discuss why they want to sit beside their chosen person. Provide students with the following Guiding Questions:</p> <ul style="list-style-type: none"> • <i>How does your chosen person look? (e.g., race, height, weight, gender expression, disability, etc.)</i> • <i>What personality traits does the person hold? (e.g., calm, friendly, funny, etc.)</i> • <i>What type of experiences has the person lived through? (e.g., stardom, war, educational success, high socio-economic status, etc.)</i> • <i>Why do you want to sit beside this person?</i> • <i>Why would someone avoid sitting beside this person?</i> <p>Members of each group are invited to share their thinking around the guiding questions.</p> <p>Reveal to the whole class the name, image and short biography of each of the six people. Refer to the Train Ride Activity (Appendix C) for name, image and short biography.</p>	
<p>After (Reflecting/ Constructing/ Consolidating)</p> <p>20-25 minutes</p>	<p>Pose the following questions to the whole class:</p> <ul style="list-style-type: none"> • <i>Were you surprised by any of the reveals? Which ones? Why?</i> • <i>What assumptions did you make about your chosen person?</i> • <i>Would you change your choice? Why?</i> 	<p>Students:</p> <ul style="list-style-type: none"> • Work in small groups. • Share their ideas in small and large group setting. • Listen to others share their ideas.

Task Component	Instruction	Assessment Focus
	<p>In small groups of four or five, students discuss their thoughts in consideration of the Guiding Questions. Student volunteers have the opportunity to share with the whole class.</p> <p>Explain the ways that the Train Ride Activity illustrates how <i>identity</i>, <i>privilege</i> and <i>oppression</i> work:</p> <p><i>Identity answers the question: Who am I?</i></p> <p><i>We all hold multiple identities. For example, Nelson Mandela is an ex high security prisoner. We must also recognize that he is Black, South African, a father, a former president and male.</i></p> <p><i>Some of our identities give us access to privilege and make us more desirable to sit beside on a long train ride. Other parts of our identities, such as being First Nations, Métis and Inuit or racialized are attached to negative ideas and images. For example; First Nations, Métis and Inuit, and racialized Peoples are not always upheld as leaders; academically successful; innovators or beautiful.</i></p> <p><i>Ideas and images about who we are impact how we are treated and received in society. Often, we make assumptions on the talents and abilities of others based upon their skin colour and physical attributes.</i></p> <p><i>We often like to be around people that reflect who we think we are. It is important to bring this concept closer to young children's experiences. Ask them to think about who their friends are and what common experiences, values and interests they share. If they have friends who are very different, think about what connects them. Such conversations will deepen this notion of relationships between people and how this may or may not interact with notions of power and privilege.</i></p>	<ul style="list-style-type: none"> • Ask questions to deepen understanding of the topic • Identify barriers that First Nations, Métis and Inuit, and racialized Peoples face in society

Task Component	Instruction	Assessment Focus
	<p>Challenge students to identify some of the barriers that each of the people revealed on the train ride could have faced when working to achieve their goals.</p> <p><i>All the people revealed during the train activity faced barriers when working to achieve their goals. Each of the people revealed endured instances where aspects of their identities were devalued in society.</i></p> <p><i>In small groups, identify barriers that each of the revealed people might have faced. Be prepared to share with whole class.</i></p> <p>Provide students with the time to work in small groups and identify the barriers. Ensure that each group has the opportunity to share their thinking with the whole class.</p>	
<p>Going Deeper</p> <p>30-35 minutes</p>	<p>Engage students in a critical exploration of <i>identity</i>. Students and teacher co-create an identity web for Nelson Mandela:</p>  <p>As a whole class, discuss aspects of Nelson Mandela's <i>identity</i> that make him desirable to sit beside on a train ride.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Make connections to other subject areas and prior knowledge. • Identify barriers faced by First Nations, Métis and Inuit Peoples in Canada. • Ask questions for clarification. • Apply knowledge of identity and barriers to understand the experiences of others. • Share thoughts orally to whole and small groups. • Work co-operatively in small groups. • Record ideas around racism and barriers in journal. • Listen to read aloud.

Task Component	Instruction	Assessment Focus
	<p>Challenge students to explore parts of Nelson Mandela's <i>identity</i> that might make someone avoid sitting beside him. Highlight the ways that Nelson Mandela's race might make him less desirable to sit beside.</p> <p><i>In South Africa, an all white government created a series of laws that separated people from one another based on their race. For example, Black people were banned from using the same facilities (washrooms, schools, restaurants, etc.) and living in the same neighbourhoods as White people. Black people were also banned from owning land in White areas or voting.</i></p> <p><i>Segregation laws also existed in Canada and the United States of America. For example, in Canada, First Nations, Métis and Inuit Peoples were denied entry to restaurants, made to use separate bathrooms and forced into residential schools. In fact, First Nations, Métis and Inuit Peoples were required to use different train cars from White Canadians.</i></p> <p>Inform the whole class that you will read aloud the picture book <i>Viola Desmond Won't be Budged</i> by Jody Nyasha Warner. Explain to students that learning about the story of <i>Viola Desmond</i> will help them to better understand how Canadian laws have excluded people based on race: <i>To find out about barriers that racialized Peoples experienced in Canada, we are going to read the picture book Viola Desmond Won't be Budged by Jody Nyasha Warner. This picture book will help us understand how Canadian laws and institutions work together to devalue people because of their race.</i></p> <p>After reading the book, explain to students: <i>In small groups, think about the many barriers that prevented Viola Desmond and other black Canadians from receiving equitable treatment.</i></p> <p><i>In your small group, create an identity web for Viola Desmond. Highlight parts of Viola Desmond's identities that would make her desirable and undesirable to sit beside on a train ride during the 1940's. Be prepared to</i></p>	<ul style="list-style-type: none"> Respond orally and in writing to a text. Ask questions to deepen understanding of text.

Task Component	Instruction	Assessment Focus
	<p><i>share with the whole class.</i></p> <p>Provide each group the opportunity to share Viola Desmond's identity web. Share with students that barriers still exist in Canada that make it difficult for First Nations, Métis and Inuit, and racialized Peoples to experience equitable treatment.</p> <p><i>Canadian laws, policies and institutions continue to make it difficult for many First Nations, Métis and Inuit, and racialized Peoples to achieve their goals and have their identities honoured in the larger society. First Nations, Métis and Inuit, and racialized Peoples continue to organize with one another and others for equity.² For example, The Elementary Teachers Federation of Ontario (ETFO) alongside with people from across the country, support movements such as Idle No More and Black Lives Matter that demand for policies and laws that are responsive to and reflective of the needs, strengths and aspirations of First Nations, Métis and Inuit, and racialized Peoples.</i></p> <p>In journals, students record their ideas and thoughts around barriers that First Nations, Métis and Inuit, and racialized Peoples face in Canada.</p>	
Individual Practice 20-25 minutes	<p>Invite students to create their own identity web. Create your own identity web to model to students the multiple ways that we self-identify. Encourage students to refer to Nelson Mandela and Viola Desmond's identity web for additional guidance. Create your own identity web as a way to model to students the diverse ways that we self-identify. Invite students to create their own identity web:</p> <p><i>An identity web helps us to think about who we are. Create an identity web. Brainstorm all the components that makes you who you are. Remember your race, gender, abilities, talents and interests are all important parts of how we understand ourselves, as well as how others</i></p>	<p>Students:</p> <ul style="list-style-type: none"> • Make connections to other subject areas and prior knowledge. • Identify barriers faced by First Nations, Métis and Inuit Peoples in Canada. • Ask questions for clarification.

² Ontario Human Rights Commission, *Setting the Context: Understanding Race, Racism and Discrimination*, <http://www.ohrc.on.ca/en/>

Task Component	Instruction	Assessment Focus
	<p><i>view and treat us.</i></p> <p>In small groups of two or three, students present their identity web to one another. Afterwards, challenge students to think about a time when holding one of these identities made them feel included and valued. Ask students to think about a time they felt excluded.</p> <p>In their small groups, students share their stories of inclusion and exclusion. Students also discuss the aspects of their identities that would make them desirable and undesirable to others to sit beside during a long train ride:</p> <p><i>In your small groups, share your experiences of inclusion and exclusion.</i></p> <ul style="list-style-type: none"> <i>Which identities do you hold that would make you desirable to sit beside on a 10-hour train ride?</i> <i>Which identities do you hold that would make you undesirable to sit beside on a 10-hour train ride?</i> <p><i>It is important to put such discussions into context. In terms of one's preference or choice to spend time with another based on desirability/undesirability, a significant question to explore is to whom. How might a person be desirable to some and less to others? For example, if a person shares an identity or has a strong allyship to another person's identity, they may feel a connection to sit with them. If they share a privilege or aspect of marginalization, that might impact on their desire to connect. Such nuanced discussions will bring to the surface that privilege and marginalization are both context and systems driven.</i></p> <p>Students journal their experiences of inclusion and exclusion. Students also write about which aspects of their identities makes them desirable and/or undesirable to sit beside on a 10-hour train ride.</p>	<ul style="list-style-type: none"> Reflect on experiences of exclusion and inclusion. Share thoughts orally to whole and small groups. Work co-operatively in small groups. Write about feelings of inclusion and exclusion in a journal. <p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> How are students expressing their understandings of inclusion/exclusion? Assumptions and stereotypes? How are they beginning to challenge these biases of their own and others? Are students able to articulate the different reasons that experiences, privilege, marginalization, context and relationships might impact on decisions to interact with others?

Task Component	Instruction	Assessment Focus
Call for Action 40 + minutes	<p>Students create a picture book that explores their multiple identities, as well as their feelings of inclusion and exclusion.</p> <p>Teacher explains: <i>Our Train Ride Activity helped us to understand that we all hold multiple identities. We learned that our identities lead us to feelings of inclusion and exclusion.</i></p> <p><i>It is important to let others know what we need to make us feel valued in society. Likewise, we have to act as allies and listen to and work with others, especially those from First Nations, Métis and Inuit, and racialized communities. As allies, we acknowledge our own privilege and find out what actions we can take to ensure that First Nations, Métis and Inuit, and racialized communities are honoured for who they are and treated equitably.</i></p> <p>Students think through the below guiding questions when creating their picture book:</p> <ul style="list-style-type: none"> • <i>Who are you?</i> • <i>When do you feel included? Describe how it felt.</i> • <i>When do you feel excluded? Describe how it felt.</i> • <i>What needs to happen to make you feel valued?</i> • <i>What actions will you take to find out what others, especially those from First Nations, Métis and Inuit, and racialized communities need to feel included and treated equitably?</i> <p>Refer students to the Check a Book for Bias bookmarks to help ensure that their picture books honour the diverse identities and experiences found across the country.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Write about their identities. • Write about personal experiences of inclusion and exclusion. • Reflect on barriers that First Nations, Métis and Inuit, and racialized Peoples face in Canada. • Explore ways that they can act as an <i>ally</i>. • Challenge others to think about their own identities.

Task Component	Instruction	Assessment Focus
	Upon the completion of the books, students host a book launch in their classroom, community centre, school or community library. Student books are catalogued in the school or classroom library and are available for students and community members to borrow.	
Next Steps (Teacher reflection)	<ul style="list-style-type: none"> • Which aspects of my <i>identity</i> do I communicate with the school community? • How do I communicate my <i>identity</i> with the school community? • Who are my students? • How does my classroom reflect the identities and experiences of my students? • How does my classroom reflect the identities and experiences of First Nations, Métis and Inuit, and racialized members of Canadian society? • How do I set-up a classroom climate that facilitates discussions on race? • How do I draw on my experiences of privilege and oppression to nurture students' sense of belonging in the classroom? 	

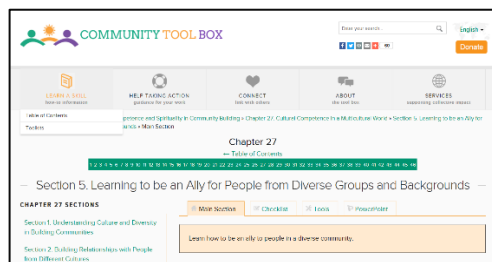
Additional Resources



Allies: A Discussion Activity (Teaching Tolerance)



Beyond Categorization: Addressing Social Identity as Culture and Context (TMC)



Learning to be an Ally for People from Diverse Groups and Backgrounds (Community Tool Box)



Setting the Context: Understanding Race, Racism and Discrimination (Ontario Human Rights Commission)



Teaching Tolerance



**Ontario
Human Rights Commission**
**Commission ontarienne des
droits de la personne**

The Ontario Human Rights Code (Ontario Human Rights Commission, 1962)

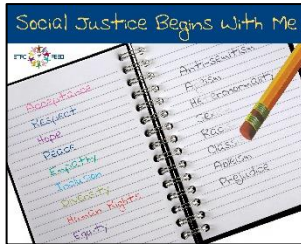
RE[💡]THINK - RE[🌐]CONNECT - RE[💖]IMAGINE



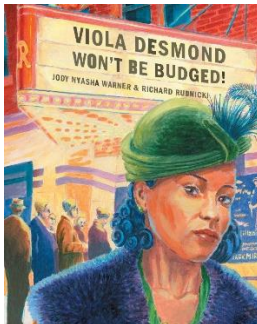
References



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)



Viola Desmond Won't Be Budged by Jody Nyasha Warner (Groundwood Books Ltd, 2010)

Appendix C: Train Ride Activity

RE💡THINK - RE📶CONNECT - RE❤️IMAGINE



A REFUGEE

A TEENAGER WITH A SHAVED HEAD AND TATTOOS

EX-HIGH SECURITY PRISONER

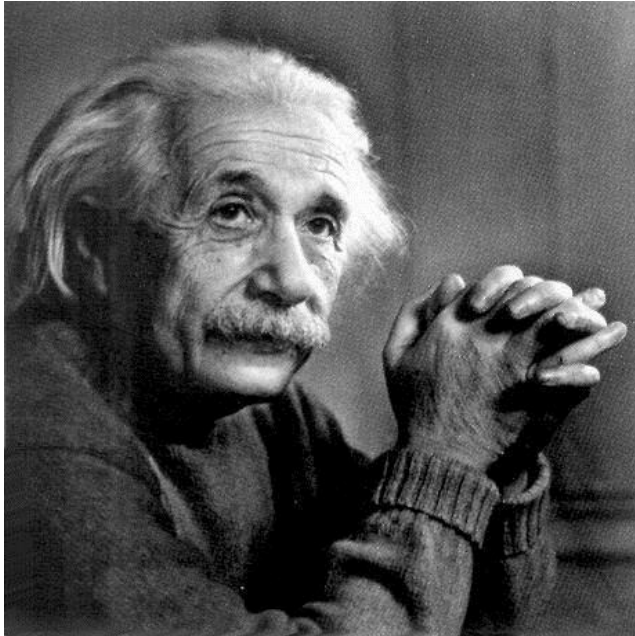
RE💡THINK - RE📶CONNECT - RE❤️IMAGINE



PROFESSIONAL BASKETBALL PLAYER

HIP HOP ARTIST

SUPERMODEL



Albert Einstein³ was a refugee. He lived through the pain and uncertainty of exile and went on to make extraordinary contributions to intellectual development. Authoring the *Theory of General Relativity* in 1905, Einstein changed fundamental ideas about space, time and gravitation. In 1933, Einstein, already a prominent German scientist, was accused of treason by the Third Reich. His books were burned. He sought refuge in the United States, where he used his influence and financial resources to obtain visas for other refugees.

³ Modified from Kelly Haynes (ETFO, Coordinator, Equity and Women's Services) presentation.



Anne Frank⁴ was born in 1929 in Germany and lost her citizenship in 1941 when Nazi Germany passed the anti-Semitic Nuremberg Laws. Since her death, Anne Frank gained international fame after her diary was published. As persecutions of the Jewish population increased in July 1942, her family went into hiding in the hidden rooms of her father's office building. After two years, the group was betrayed and transported to concentration camps. Anne Frank and her sister, Margot, were eventually transferred to the Bergen-Belsen concentration camp where their heads were shaved and they were tattooed. They both died of typhus in March 1945.

⁴ Modified from Kelly Hayes (ETFO, Coordinator, Equity and Women's Services) presentation.



Nelson Mandela⁵ was born in 1918. Nelson Mandela was a lawyer and a father to six children. In 1963, he was sentenced to life in prison for his fight to end apartheid in South Africa. Mandela spent 27 years in prison before being released in 1990. In 1994, he became South Africa's first Black president. Mr. Mandela is a Nobel Peace Prize winner. He died in 2014 at the age of 95.

⁵ Modified from Kelly Hayes (ETFO, Coordinator, Equity and Women's Services) presentation.



Kendra Ohama⁶ was introduced to wheelchair basketball in 1990 and became an integral part of Team Canada at the Paralympic Games in 1992. She is a three-time Paralympic gold medallist and a four-time World Champion. She won gold with the National Team at the Paralympic Games in 1992, 1996 and 2000. She also captured a bronze medal from the 2004 Paralympic Games in Athens. She is a goldsmith by trade.

⁶ Modified from Kelly Hayes (ETFO, Coordinator, Equity and Women's Services) presentation.



Click the [link](#) to find out how **Amirah Sackett** along with **Iman** and **Khadijah Sifterllah-Griffin** are using Hip Hop to breakdown stereotypes.



Click the [link](#) to learn how **Harnaam Kaur** overcame barriers to achieve her modeling dream.

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	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.
Employment equity	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.
Equality	The state or quality of being equal; correspondence in quantity, degree, value, rank or ability.
Equity	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.
Eurocentric	Focusing on European culture or history to the exclusion of a wider view of the world; implicitly regarding European culture as preeminent.

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	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.
Power	The capacity or ability to direct or influence the behavior of others or the course of events.

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.