



Anti-Racism: A Guide for Teachers

“Anti-racism is the practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism.”

Resilience BC



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Ministers Message

Dear educators,

As British Columbians, we can take pride in the diverse range of cultures in our province. There are more than 200 First Nation communities in B.C. living and working alongside Métis and Inuit people, as well as people from more than 200 different countries or regions. This diverse range of cultures shapes British Columbia's history and enriches our province with a variety of traditions and different ways of seeing the world.

While many British Columbians take pride in this diversity, the number of racist incidents taking place across the province has shown there is still much more work to do to create a British Columbia where everyone is treated with kindness, dignity, and respect, regardless of their race or the colour of their skin.

Anti-Racism: A Guide for Teachers was developed by IBPoC teachers with lived experiences of racism and discrimination, to help their colleagues learn about and take action on anti-racism education with their students. This guide will give teachers in British Columbia additional tools and strategies to include anti-racism education as part of their teaching practices and to help foster learning, address hatred, and celebrate diversity.

I know that talking about racism is uncomfortable and often requires difficult self-reflection and an open mind. Education plays a crucial role in making B.C. a safer, more welcoming, and equitable province for everyone, irrespective of their race, ethnicity, or faith. By teaching young people about racism and discrimination, we're empowering future generations to create a better, anti-racist B.C. for everyone.

Thank you for having the courage to take this important step and for your ongoing efforts to include anti-racism education as a regular part of your classroom practices.



Honourable Rachna Singh
Minister of Education and Child Care

Introduction

Throughout all areas of learning and grades, the BC curriculum provides many opportunities for anti-racism discussions. Including cross-curricular practices promotes a deeper and more holistic approach toward anti-racism learning for educators and students. While some BC teachers have embraced a variety of different approaches to anti-racism, others have stated they lacked the resources to teach these topics with confidence. In response to the need for additional support for these critical anti-racism topics, the Ministry of Education and Child Care is pleased to have worked with a development team of Indigenous, Black and People of Colour (IBPoC) teachers who represent the diversity within BC to produce an anti-racism guide for elementary and secondary school teachers.

This document is not meant to be a step-by-step manual. Instead, it is meant to provide teachers with a useful starting point for teaching various anti-racism topics in all areas of learning. It contains an anti-racism Teaching Guide, which can be adapted to meet the needs of the local community and students. While this guide contains helpful advice and suggestions, teachers will need to do additional research and development based on community considerations, the needs of their students, and other factors unique to their classrooms. This guide is also not meant to be a complete source of information about these topics.

As part of the comprehensive approach to anti-racism, teachers are encouraged to treat these conversations as part of ongoing dialogue in the classroom rather than a once-a-year event. Many schools have relied on presentations by anti-racism workshops to cover these important conversations as a reaction to an incident. Ongoing learning and teacher-mediated discussions about anti-racism can help an anti-racist culture become a normalized part of school cultures.

As students become more familiar and comfortable with talking about these issues, they may have questions that come up throughout the year that cannot be adequately answered during a one-time presentation. Having classroom teachers address these topics also contributes to the overall goal of helping normalize conversations about anti-racism.

Why This Work? Why Now?

Since the start of the COVID-19 pandemic, highly publicized incidences of racism have put a spotlight on discrimination occurring on interpersonal and systemic levels. While these are not isolated incidents, this increase in public awareness has brought with it a desire for many people, especially



young people, to better understand racism and discrimination and to learn more about the roles we can play in addressing these ongoing issues.

Students, staff, and families representing Indigenous, Black, and People of Colour have been reporting experiences of interpersonal and systemic racism in BC's education systems for years. This includes the multigenerational, systemic racism experienced by many Indigenous people in education systems throughout the history of Canada.

- In their 2015 audit, the BC Auditor General found that Indigenous students face the “racism of low expectations.” The report states that a potential indicator of the racism of low expectations is that “Aboriginal students were almost twice as likely as non-Aboriginal students to complete courses that limit their options for entry to post-secondary education.”
- In 2018, 14% of racialized students who completed the BC Adolescent Health Survey (BC AHS) reported experiencing discrimination because of race, ethnicity, or skin colour. This is an increase from 11% in 2013 (BC AHS 2013, 2018).
- BC youth who experienced racial discrimination reported poorer health and well-being than their peers, including being less likely to feel hopeful for their future, and to feel good about themselves (BC AHS 2018).
- Racial discrimination was also associated with poorer student mental health, including experiencing extreme stress and despair, self-harming, and seriously considering or attempting suicide (BC AHS 2018).
- A safe and supportive school environment, as well as the presence of caring school staff and feelings of being treated fairly, were associated with more positive outcomes among those who had experienced racism, including feeling safe at school and feeling good about themselves (BC AHS 2018).
- Three-in-five (58%) BC students say they have seen other students insulted, bullied, or excluded based on their race or ethnicity (Angus-Reid/UBC survey, 2021).
- Every year, the BC Ministry of Education publishes the report, “How Are We Doing?” Aboriginal Performance Data, to monitor the performance of Indigenous students in the BC public school systems. It includes demographic and assessment outcomes, including graduation rates, special education rates, transitions data, and more.
 - In reference to the data collected in the 2021/22 school year, Indigenous students reported greater rates of being bullied, teased, or picked on at school than non-Indigenous students.
 - From the student learning survey, the report indicated 17% of Indigenous students surveyed in grades 4 reported feeling bullied at school.
 - Of the grade 7 students surveyed, 15% made the same report. 13% of grade 10 students made the same report, and of the grade 12 students surveyed, 10% reported being bullied, teased, or picked on.

It is vital for younger generations to learn about discrimination and how it has impacted – and continues to impact – people throughout BC. By understanding the realities of racism, we can



continue on a positive path forward, with young people as part of the solution toward making a more equitable and welcoming province for everyone.

Education must embrace racial **equity** and be culturally inclusive to ensure that all students and staff have an environment that recognizes and honours their dignity, humanity, and potential, which supports the creation of a future that is free of racism. Wider societal change is required to support equitable and inclusive education for all students.

The K-12 Anti-Racism Action Plan is a multi-year framework that has been informed by diverse voices. It will be expanded and implemented over the next several years based on the living and lived experience of racialized communities across the province. It is currently in an early stage of implementation and many initiatives of the Action Plan are underway, including the development of professional learning and training resources to promote anti-racism awareness and education within the broader education sector. More information is available at <https://www2.gov.bc.ca/assets/gov/erase/documents/k-12-anti-racism-strategy.pdf>

In 2021 the Ministry of Education and Child Care began working with the Anti-Racism Learning Resource Advisory Committee to identify resources that promote a more comprehensive understanding of anti-racism, human rights, diverse cultural experiences, histories, and contributions. This Committee is made up of representatives of diverse community organizations, including the BC Holocaust Education Centre, BC Black History Awareness Society, First Nations Education Steering Committee, and the National Association of Japanese Canadians. Feedback from this group led to the development and publishing of a Summary of Resources that can be used by K-12 teachers to bring diverse perspectives into their classrooms.

In 2022, Minister's Youth Dialogue Sessions were hosted for students in grades 7-12 from across the province to share their experiences of racism in B.C. schools. The stories and ideas shared by the students were key in informing how the ministry and school leaders can create anti-racist, equitable, and safe learning environments for all. The youth described how important it is that system leaders ensure caring and responsive opportunities for racialized students to share their stories and be heard by their teachers, principals, and district staff. This powerful dialogue series shaped the design and implementation of the K-12 Anti-Racism Action Plan.

In 2023, all students will be required to meet the Indigenous Focused Graduation Requirement. The new graduation requirement represents an important next step toward lasting and meaningful reconciliation. It will build on the work that has already started, incorporating Indigenous content and perspectives into the provincial curriculum, educator professional development, and professional standards for certified educators in BC. The new graduation requirement will provide all BC students with the necessary time and opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous Peoples in Canada.



The BCTF Professional Standards were updated for BC Educators in 2019 to include a 9th professional standard which states:

“Educators respect the value and history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards trust, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.”

In addition, the Declaration on the Rights of Indigenous Peoples Act Action Plan requires the province to meet objectives set out in the UN Declaration and must do so through consultation and cooperation with Indigenous Peoples. The four main goals in the action plan are:

- Self-Determination and Inherent Right of Self-Government
- Title and Rights of Indigenous Peoples
- Ending Indigenous-Specific Racism and Discrimination
- Social, Cultural and Economic Well-Being

Our education system should ensure that every student has the opportunity to learn, succeed, collaborate with others, and work toward building a healthy and just society. Educators are foundational in creating equitable learning experiences that prepare students in becoming socially responsible, educated citizens who exercise acceptance and respect for the ideas and beliefs of others, while developing their personal sense of self-worth and well-being.



Chapter 1

Connecting Anti-Racism work with Core Competencies

Here are some examples of connections between core competencies and anti-racist dispositions to provide suggestions on how to introduce these topics in your class in a variety of learning areas.

Core Competency	Anti-racist Dispositions
Creative, Critical and Reflective Thinking	<ul style="list-style-type: none"> • Understanding that inequity looks different in diverse contexts • Generating systemic solutions to situations of racial inequity and injustice • Developing action plans to address racial inequity and injustice • Reflecting on and building awareness of privilege, identity, and positionality • Developing a mindset of cultural humility • Questioning and considering biases and assumptions • Reflecting on and assessing actions for justice • Questioning and considering fairness, equity, and justice • Challenging and decentring colonial structures, knowledge systems and hierarchies, and dominant cultural narratives through questioning and critical thinking (e.g., knowledge systems and worldviews, text and media, systems and structures, curricular content)
Communicating and Collaborating	<ul style="list-style-type: none"> • Sharing stories and multiple perspectives in community • Actively and mindfully listening to and learning from other's stories and experiences • Setting and implementing norms for having courageous conversations and discussions about race • Mindfully listening to each other's stories • Using language that is respectful
Personal and Social	<ul style="list-style-type: none"> • Understanding my personal identities and social identities • Understanding intersectionality and how identities may overlap or be connected as well as their impact • Developing awareness of privilege and marginalization • Building a sense of empathy for others and their lived experiences and perspectives • Understanding culture broadly, including how it is connected to and separate from race and ethnicity • Sharing cultures, worldviews, values, and beliefs with others • Recognizing and embracing roles and responsibilities in challenging racial injustice

- Contributing to and making a positive difference in the community
- Understanding my racial identity(ies)

For more information on unpacking the differences between curricular competencies and core competencies, a [webinar series](https://curriculum.gov.bc.ca/classroom-assessment/webinars) is available on the BC Curriculum website at <https://curriculum.gov.bc.ca/classroom-assessment/webinars>

In **contextualizing** anti-racist dispositions, teachers of any grade or area of learning can ask themselves: Where is there alignment between anti-racist dispositions and the curricular competencies within a particular area of learning? How can racism be identified and addressed in the curriculum?

Connecting Anti-Racism work with Curricular Competencies

Anti-racism is applicable to all areas of learning and is not the responsibility of any one teacher or teachers of specific grade levels or curricular areas. While it is true that some anti-racism work might be more accessible or explicit in some areas of learning, there are relevant ways to apply an anti-racist lens across the curriculum and challenge understandings across the entire school community. Below are some examples of applying an anti-racist lens through inquiry across a variety of grade levels and areas of learning.

Primary/Elementary (K-5)			
Grade Level	Area of Learning	Curricular Competency	Applying an anti-racist lens through inquiry
K	PHE	Develop and demonstrate respectful behaviour when participating in activities with others.	How do we learn and play with others, even when we aren't friends with them?
K	Science	Express and reflect on personal experiences of place	What places are you and your family connected to?
1	ADST	Reflect on their ability to work effectively both as individuals and collaboratively in a group	How do we learn and play with others, even when we aren't friends with them?
1	Science	Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.	What are the different ways people share knowledge?
2	ADST	Explore relationships among cultures, communities, and the arts.	
2	Arts	Explore personal	



		experience, community, and culture through arts activities	What can we learn about different types of art from people who might look or sound different from us?"
2	Science	Demonstrate curiosity and a sense of wonder about the world.	How can we learn about what Indigenous Peoples know about local plants and the land?
3	Careers	Identify and appreciate the roles and responsibilities of people in their schools, families, and communities	Can you find examples of people from different cultures and places in different jobs in the community?
3	PHE	Describe and apply strategies for developing and maintaining positive relationships.	How do we create positive relationships with people who are different than we are?
3	Science	Express and reflect on personal or shared experiences of place.	What is meant by traditional First Nations territory in BC and how do we connect with the land we are on? What is our relationship to the land?
4	Arts Education	Interpret and communicate ideas using symbolism to express meaning through the arts.	How are symbols used differently in different cultures?
4	PHE	Factors that influence self-identity could include; cultural heritage, interests, media, and peers.	How many different communities are you a part of?
5	Science	Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations	What does sustainability look like regarding BC's resources? Who makes these decisions? Who is impacted by these decisions?

Intermediate/Middle (6-7)

Grade Level	Area of Learning	Curricular Competency	Applying an anti-racist lens through inquiry
6	ADST	Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use.	How might something that is considered having a positive impact for one group of people simultaneously have a negative impact for other groups of people?
6	Science	Identify some of the assumptions in secondary sources	What kinds of cultural bias might affect secondary sources?



6	Social Studies	Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.	How can we learn to understand the perspectives of groups of peoples whose worldviews and experiences are different from our own?
7	Arts Education	Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.	What impact do different contexts and histories have on diverse expressions of art forms?
7	Math	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures.	What can we learn about mathematical concepts from various cultures?
7	Science	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	What can we learn from local First Nations knowledge systems in the areas of science?
7	Social Studies	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.	How do the experiences of different groups of people inform their perspectives on people, places, issues, or events?
8	ADST	Empathize with potential users to find issues and uncover needs and potential design opportunities.	How can design be used to make spaces more culturally inclusive?
8	Socials	Identify what the creators of accounts, narratives, maps, or texts have determined is significant.	Why do different groups of people have different perspectives on what is important in narratives, maps, or texts?



8	Socials	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places	When learning about past or present people or events, how can we learn about the perspectives of groups of people who are different from us?
Secondary (9-12)			
Grade Level	Area of Learning	Curricular Competency	Applying an anti-racist lens through inquiry
9	Arts Education	Interpret how symbols are used through the arts	How are symbols used to support anti-racism movements?
9	Social Studies	Compare and contrast continuities and changes for different groups at the same time period.	What is the relationship between the colonization of Canada and the intergenerational impacts of Residential Schools?
10	Dance Choreography	Reflect on the influences of social, cultural, historical, political, and personal context on dance.	How is dance used in different cultures to convey diverse cultural perspectives, struggles and triumphs over time?
10	English Language Arts	Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking	How do we learn to understand perspectives that are different from our own?
10	English First Peoples	Assess the authenticity of First Peoples texts	Why does self-representation through authentic First Peoples text foster justice?
10	Family and Society (ADST)	Critically reflect on their plans and the processes they used, their ability to work effectively both as individuals and collaboratively in a group, and their ability to share and maintain an efficient collaborative workspace	What are different ways that different cultures create community to work collaboratively?
10	Languages	Recognize how choice of words affects meaning.	How do languages reflect cultural knowledge systems?



10	PHE	Analyse strategies for responding to discrimination, stereotyping, and bullying.	What are different approaches to responding to discrimination, stereotyping, and bullying, and what might be the impacts of those approaches?
10	Science	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.	How can we learn from First Nations ways of sharing expertise, knowledge systems, worldviews, and perspectives?
10	Social Studies	Make reasoned ethical judgments about actions in the past and present, and, assess appropriate ways to remember and respond.	How do we understand the different perspectives people have about how to respond to unjust or discriminatory actions of the past and the present, such as Japanese Internment or Chinese Head Tax.
11	Marketing and Promotion, Food Studies, Textiles (ADST)	Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level	What does a product tell us about the community, environment, cultures, and values of where it was created?
11	English Literary Studies	Recognize and understand how language constructs personal, social, and cultural identities	How has African-American Vernacular English (AAVE) shaped social media and modern “slang”.
11	English First Peoples: Literary Studies and Writing	Recognize and understand the diversity within and across First Peoples societies as represented in texts	How do we learn about diversity within culturally defined groups of people?
11	Environmental science	Consider social, ethical, and environmental implications of the findings from their own and others’ investigations.	How have environmental impacts been felt differently for people in IBPoC communities in Canada and around the world?
11	Marketing and Promotion	Conduct user-centred research to understand opportunities and barriers	What are different ways of approaching research i.e., relational accountability?
11	Musical Theatre	Reflect on aesthetic experiences and how they relate to a specific place, time, and context.	How is performance used in different cultures to convey differing cultural perspectives, struggles and triumphs over time?
11	Outdoor Education	Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.	What is cultural and place-based awareness?



12	Careers and Life Connections	Recognize personal worldviews and perspectives , and consider their influence on values, actions, and preferred futures .	How do we respectfully learn about diverse worldviews and perspectives?
12	Culinary Arts	Examine and critically evaluate how culinary decisions impact social, ethical, and sustainability considerations	How might food security affect different groups of people?
12	Outdoor Education	Demonstrate and explain awareness of cultural and place-based sensitivities regarding the use of outdoor locations.	How do we learn from and respect cultural and place-based knowledge systems of the traditional First Nations territories we are on?
12	Physics	Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources	How can research using Indigenous research paradigms (such as relational accountability) impact awareness of our own biases?
12	Pre-Calculus	Incorporate First Peoples worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts	How are mathematical concepts embedded in the development of some First Nations cultural objects or processes?
12	Social Justice	Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (<i>cause and consequence</i>).	How does social unrest and its responses in Canada impact IBPoC communities differently than non-IBPoC communities?
12	20 century world history	Make reasoned and ethical judgments about controversial action in the past or present and assess whether we have a responsibility to respond.	How do we create and hold space for IBPoC communities to determine appropriate responses to racial injustices?



Chapter 2

BC's Commitment to Anti-Racism and Resilience BC

The Resilience BC Anti-Racism Network offers a multi-faceted, province-wide approach with greater focus and leadership for identifying and challenging racism. The program connects communities with information, supports, and training when they need to respond to, and prevent future incidents of racism and hate. Resilience BC was formed in the summer of 2019, resulting from a series of community dialogues led by Ravi Kahlon, former Parliamentary Secretary of Sport and Multiculturalism. These meetings explored issues and experiences of racism and hate and allowed community leaders to offer advice about how the government can help build a safer and more inclusive province for all. This culminated in the inception of the Resilience BC Anti-Racism Network in November 2019, replacing the existing Organizing Against Racism and Hate (OARH) program.

For more information on the OARH program go to:

<https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/anti-racism/oarh>

To learn more about Resilience BC go to:

<https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/anti-racism/resiliencebc>

In addition, the provincial government passed the Declaration of the Rights of Indigenous Peoples Act (DRIPA) into law in November of 2019. The Act mandates specific actions to respect the rights of Indigenous Peoples and meet the objectives of the UN Declaration. Article 14(2) of the UN Declaration affirms that "Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination."

The education system and sector have a responsibility to uphold the rights of Indigenous Peoples and commit to reconciliation through education for the benefit of Indigenous and non-Indigenous students in BC. For more information about DRIPA visit the Province of BC's website at <https://www2.gov.bc.ca/gov/content/governments/indigenous-people/new-relationship/united-nations-declaration-on-the-rights-of-indigenous-peoples>



Resilience BC Anti-Racism Network Reminder Posters

This section of the guide connects the nine posters created by Resilience BC with the three Core Competencies (Communication, Thinking, and Personal and Social), and the Curricular Competencies. We hope to promote intentional conversations about anti-racism and discrimination in the classroom that supports teachers and students in the exploration of these topics in a meaningful way, rather than only providing standalone units. Using current curricular competencies, educators in all learning areas will be able to connect anti-racism teachings with their daily lessons.

The campaign for creating awareness of racism in the province was introduced in March 2021, in consultation with the Hub and Spokes network at Resilience BC, as well as the provincial Multicultural Advisory Council, the Minister’s Advisory Council on Indigenous Women, and the Premier’s Chinese Canadian Community Advisory Council. Resilience BC engaged nine local BC IBPoC artists to create beautiful and impactful illustrations for a series of Anti-Racism Reminders (shown in this guide). This series brings focus to acknowledging systemic racism, confronting racism in ourselves and in others, dispelling myths, moving forward when we stumble, and the importance of dialogue and education.

These posters are available for download and printing from:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/tools/AntiRacismPosters_11x17.pdf

The following pages introduce each of the nine Anti-Racism Reminders from Resilience BC. The presentation of each poster includes:

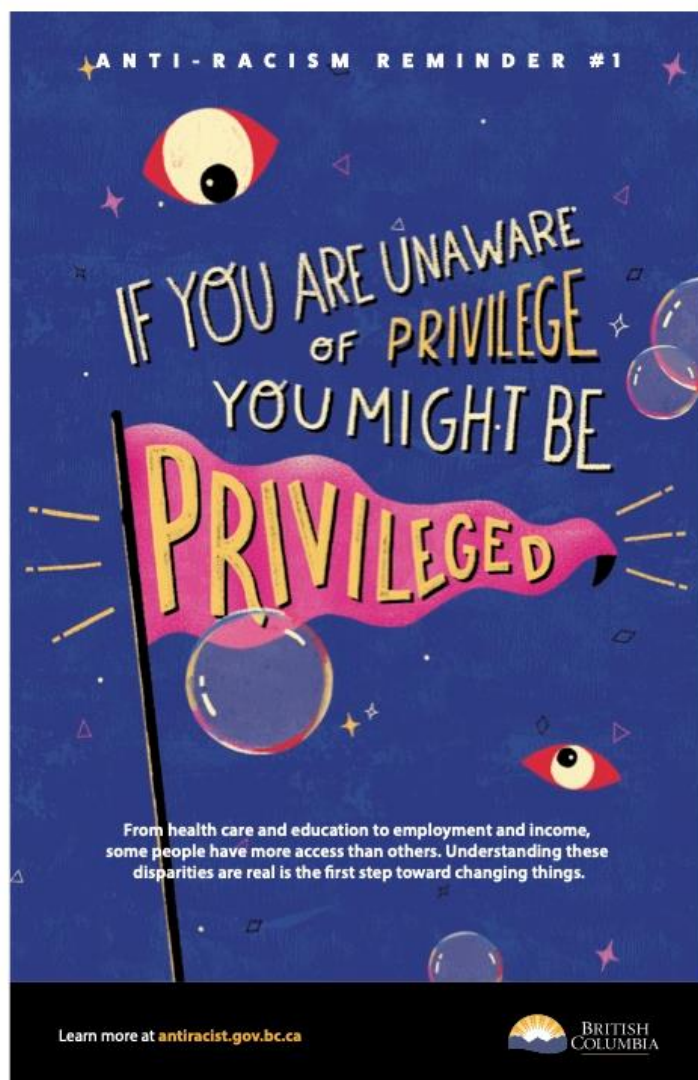
- The suggested grade level and corresponding Core Competency that is related to the message delivered
- Classroom Considerations to provide educators with some sample classroom activities and discussion questions for introducing these posters to students

The nine Resilience BC posters shown below are intended to be conversation starters for students and educators to begin talking about anti-racism. They are intended to spark dialogue in age-appropriate ways and reflect how young BC people are beginning to talk about these issues today.

“We know that talking about racism is uncomfortable and often requires difficult self-reflection and an open mind. This campaign is just the beginning, as the Province embarks on various initiatives to combat racism, such as the introduction of an Anti-Racism Act and race-based data collection to modernize various sectors, such as policing, health care and education.” – Rachna Singh, former Parliamentary Secretary for Anti-Racism Initiatives.



Anti-Racism Reminder #1 – If You Are Unaware of Privilege, You Might be Privileged.



Conversation Starter:

From health care and education to employment and income, some people have more access than others. Understanding these disparities are real is the first step towards changing things.

Suggested Grade Level: 6-12

Core Competency:

Thinking / Reflective Thinking

Classroom Considerations:

Start an inquiry with students such as: "What are some advantages that we have by living in Canada?" or "What are some advantages that teachers may have over students?"

Discuss with students some aspects of society that allow some people to have more advantages than others. Make the connection with students between the word advantages and privilege.

Talk with students about how some social systems and traits associated with various aspects of a person's identity grants them benefits or creates systemic barriers in society. This is a good way to examine privilege and student awareness of it, as well as to introduce and discuss with students the complexities of **intersectionality**.

Anti-Racism Reminder #2 – We can't tackle Racism if we can't talk about it.

Conversation Starter

It's hard to discuss racism. It's awkward. It stirs up a lot of strong emotions. But it's worth it, as we work toward a more equitable society.

Suggested Grade Level: 6-12

Core Competency:

Communication

Classroom Considerations:

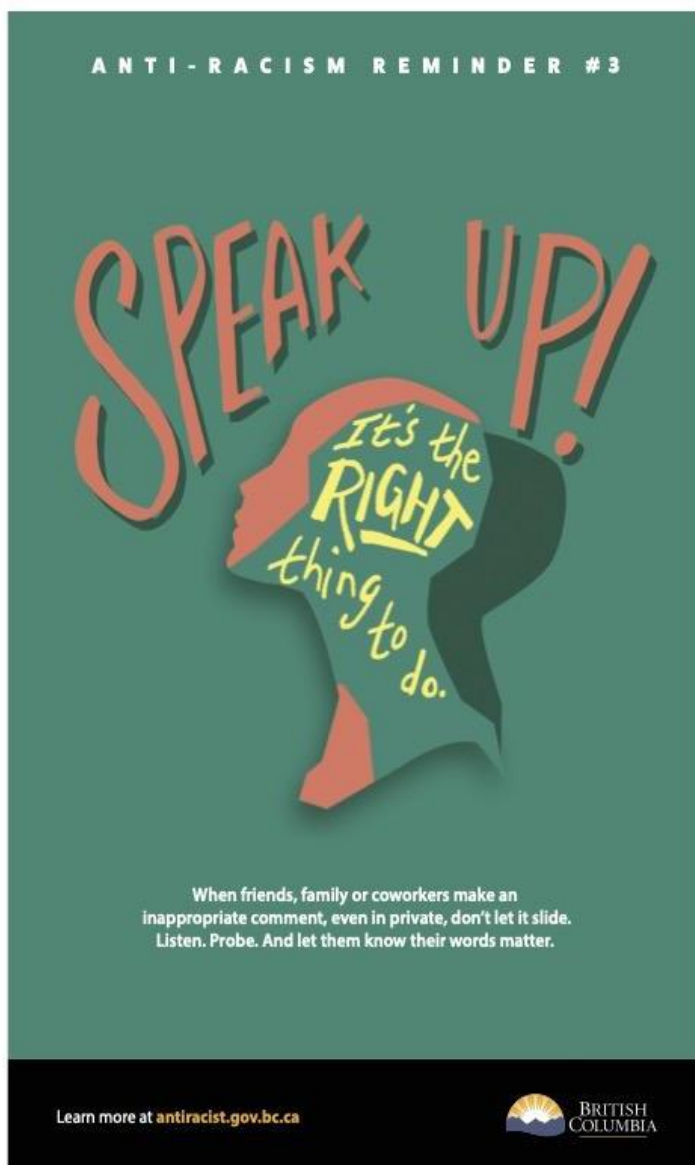
Anti-racism and discrimination conversations/teachings can be incorporated into everyday conversations rather than as a reaction to an incident. It is important to acknowledge that being uncomfortable with the topic is common and that it might provoke emotional responses in yourself and your students. The more we are open to talking about racism and how it affects your classroom and community, the more it can be mitigated.

Remember to model the use of appropriate language, body language, and behaviour in your classroom. When a racial incident happens or a student experiences racism, take the time to address the situation with the students and guide them through a discussion on why that incident is harmful.

Use inclusive language when speaking about anti-racism and discrimination topics and how it relates to your classroom and the community in a non-judgmental way.



Anti-Racism Reminder #3 – Speak Up! It's the Right thing to do.



Conversation Starter:

When friends, family, or co-workers make an inappropriate comment, even in private, don't let it slide. Listen. Probe. And let them know that their words matter.

Suggested Grade Level:

6-12

Core Competency:

Communication

Classroom Considerations:

Use inclusive language when speaking about anti-racism and discrimination topics and how it relates to your classroom and the community in a non-judgmental way.

Have students brainstorm the differences between positive and harmful communication and when different means of communication are appropriate or inappropriate.

Anti-Racism Reminder #4 – Anti-Racism Opens Doors without Closing Any.

Conversation Starter:

Anti-racism doesn't remove rights from anyone. It's about giving someone access to the same benefits in society and the same dreams of a fulfilling life.

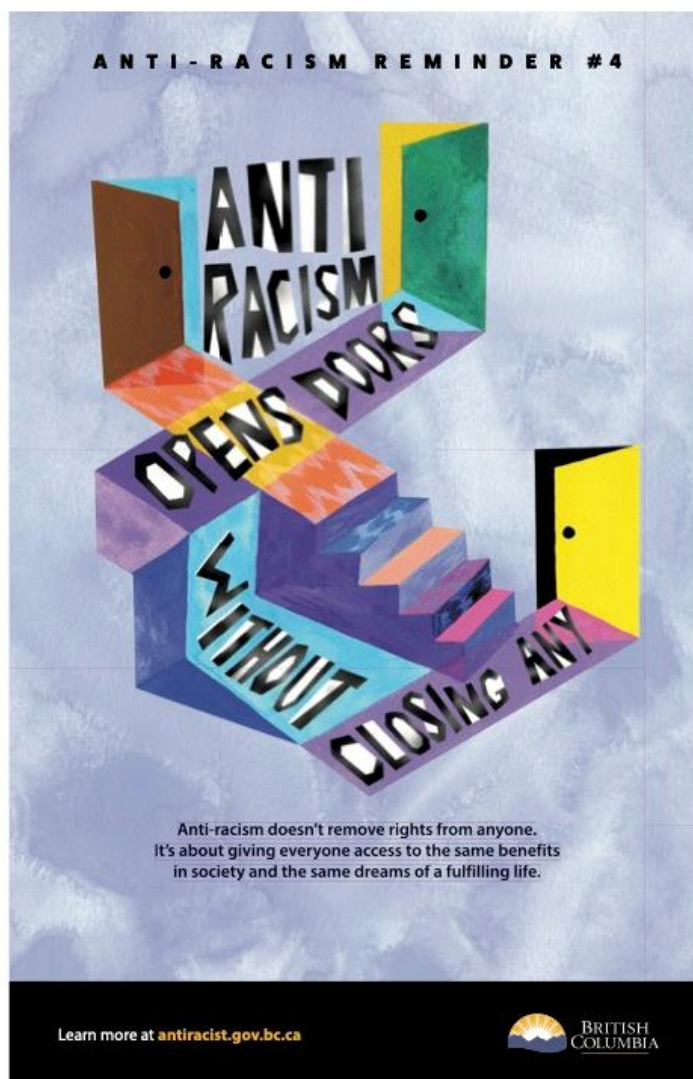
Suggested Grade Level: 6-12

Core Competency: Personal and Social

Classroom Considerations:

If you are confronted with a difficult question, ensure that you have understood the question and that they have understood the answer by saying: "What I hear is that you're curious about ____" [Answer the question.] "Did that answer your question?" Ensure that their curiosity about a topic has been satisfied adequately.

Undertake research with students on the impacts of the common misconceptions of anti-racism work. Provide students with a common definition and collaborate on ways engaging in anti-racism work can benefit students personally as well as their communities.



Anti-Racism Reminder #5 – Anti-racism requires something from all of us.

Conversation Starter:

It can be a lot of different things. But it can't be nothing. Shop at stores owned by people of colour, hire with purpose, and attend workshops and events focused on anti-racism and look for other ways to support racialized people.

Suggested Grade Level: 10-12

Core Competency: Personal and Social

Classroom Considerations:

Using this reminder can spark a discussion about what can be done from the members of the school and community to be anti-racist. What changes can be made in the school environment? Ask students what they can do that goes beyond the examples provided in this poster.



Using self-reflections surrounding this reminder can help facilitate discussion around stereotypes that are present in everyday language and how that affects the greater community.

Anti-Racism Reminder #6 – Racism can happen in Everyday Conversations.

Conversation Starter:

Say you ask someone who looks different from you where they're really from. Your intention might not be hateful. But the question is still racist. It says you see them as an outsider. Racism can be unintentional, which is why we all need to be intentional about being anti-racist.

Suggested Grade Level: 6-12

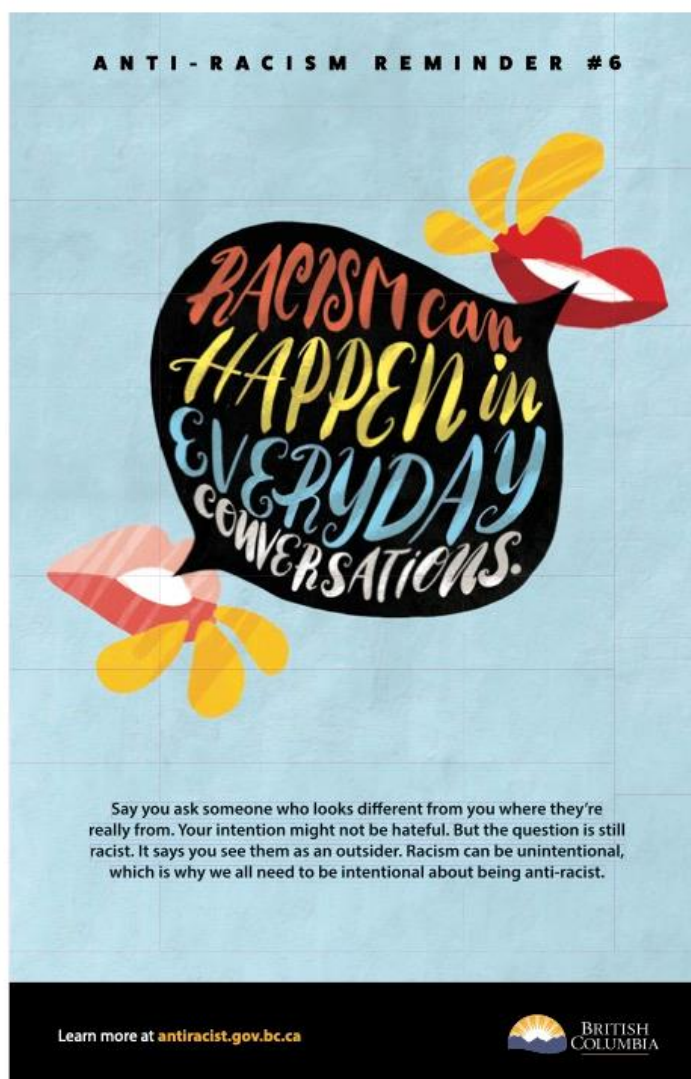
Core Competency:

Communication

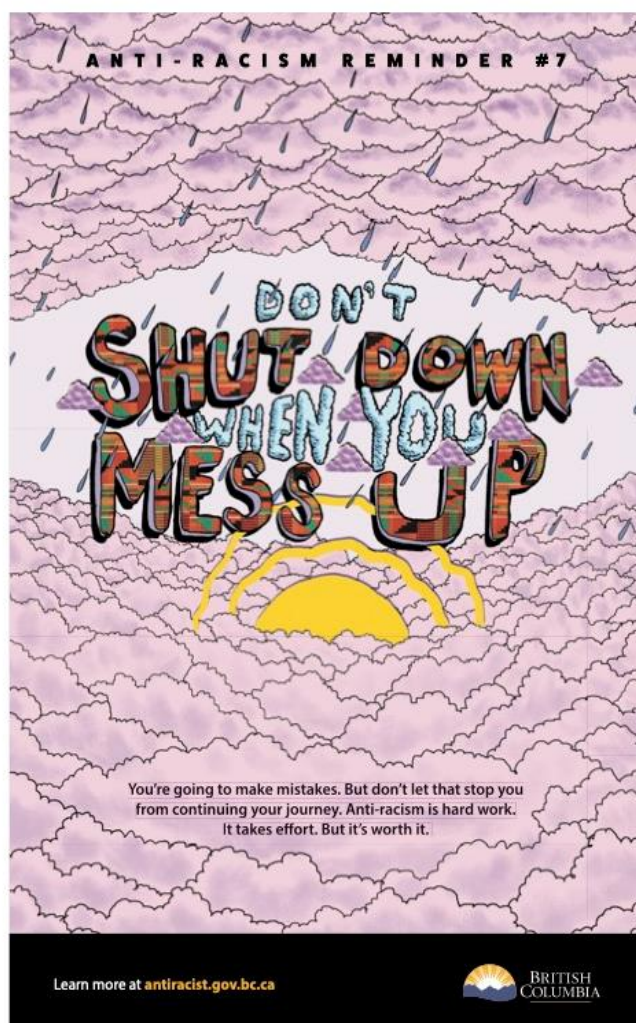
Classroom Considerations:

Remember to model the use of appropriate language, body language, and behaviour in your classroom. If a racial incident happens, address the situation with the students and guide them through a discussion on why and how that incident is harmful.

Discuss with students the difference between intention and impact of words and actions. Have your class create an action plan to tackle the issue of racist language that may be used in their school. Consider including a discussion around microaggressions and the harms of these behaviours.



Anti-Racism Reminder #7 – Don't Shut Down when you Mess Up.



Conversation Starter:

You're going to make mistakes. But don't let that stop you from continuing your journey. Anti-racism is hard work. It takes effort. But it's worth it.

Suggested Grade Level: K-12

Core Competency: Thinking / Critical Thinking

Classroom Considerations:

It is important to establish a safe and welcoming learning environment and classroom. It is equally important to establish a trusting environment to ensure students know that they are allowed to make mistakes without fear of judgment.

Encourage students to ask questions they have or share their experiences and concerns by using an anonymous 'Question Box' where students can submit questions or experiences to be discussed and used as teachable moments.

Anti-Racism Reminder #8 – You Can be Polite and Racist at the Same Time.

Conversation Starter:

Racism isn't always overt. Canadians have a reputation for being polite – but racism can sometimes hide in politeness. Because the same personal prejudices and systemic racism we see in other countries exist here too.

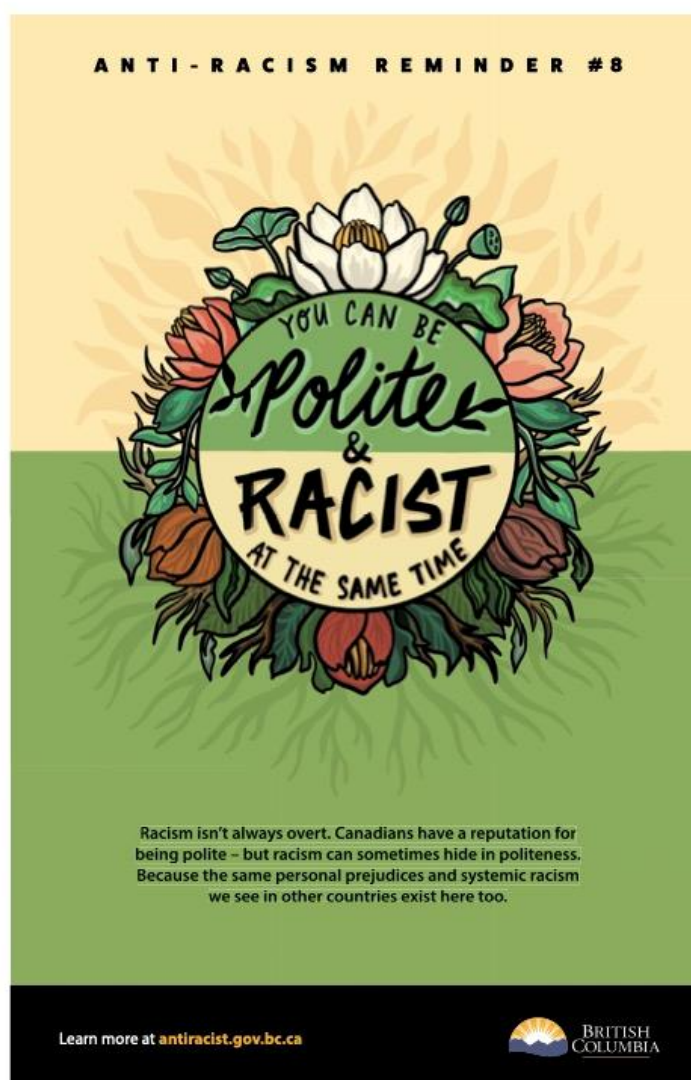
Suggested Grade Level: 10-12

Core Competency:

Personal and Social

Classroom Considerations:

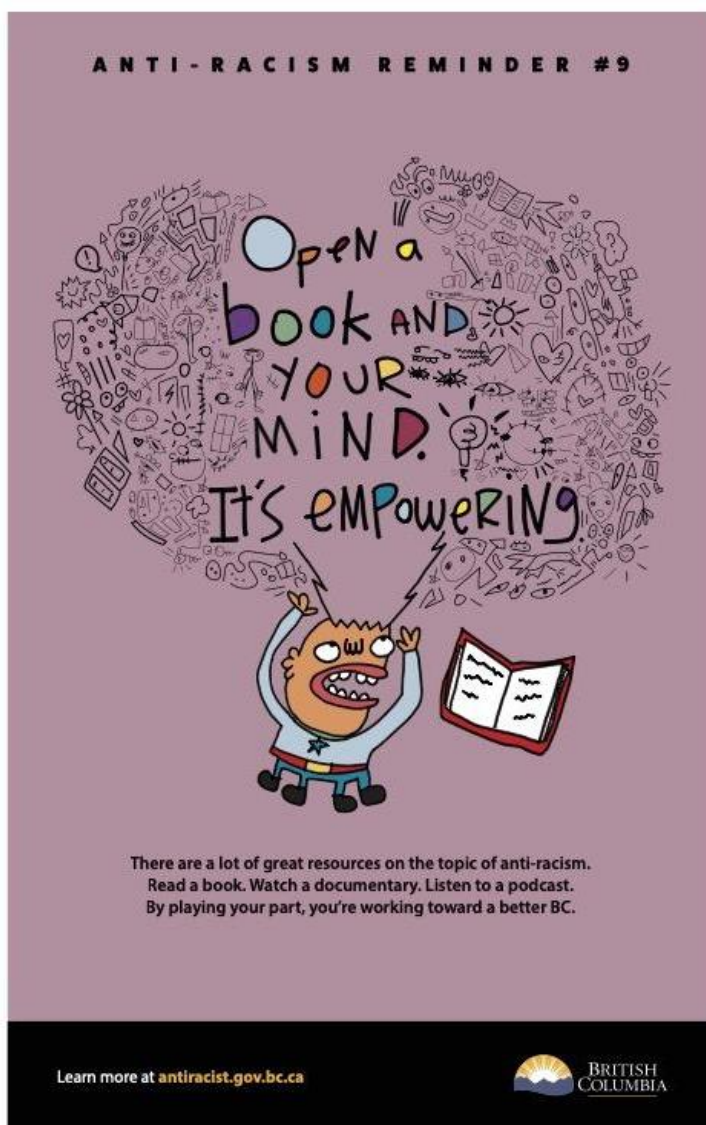
If you are confronted with a difficult question, ensure that you have understood the question and they have understood the answer by saying: “What I hear is that you’re curious about ____” [Answer the question.] “Did that answer your question?” Ensure that their curiosity about a topic has been satisfied adequately.



Encourage students and educators to engage in self-reflection exercises. If teaching an entire unit on anti-racism, have students keep a journal of their thoughts and reflections on past/ present instances on how they have engaged in and reacted to incidents/ instances of racism.

Each student will have a different response to their self-reflections. If willing, help them unpack where certain thoughts and feelings that inform their reflections originated from, how they can move forward and learn from the experience.

Anti-Racism Reminder #9 – Open a Book and your Mind. It's empowering.



Conversation Starter:

There are a lot of great resources on the topic of anti-racism. Read a book. Watch a documentary. Listen to a podcast. By playing your part, you're working towards a better BC.

Suggested Grade Level: K-12

Core Competency: Thinking / Critical Thinking

Classroom Considerations:

Educators may choose to use this poster as a starting point to discuss how being curious when learning about racism, learning about different cultures, learning about different perspectives and worldviews, and learning about yourself, can support a person's growth.

Educators may put up the posters around their classrooms and have students walk around and look at the artwork.

Discussion questions (i.e., what does this poster message mean

to you? What did you think of it? What has made you curious to learn about recently?) could be written on the board or on a projector to help guide students in their thinking. Please note the suggested resources listed at the end of this guidebook.

Chapter 3

Further Exploration - Grounding the work

While the sections above provided a variety of suggestions detailing how to start incorporating anti-racism teaching into your practice, this guide is just a starting place. Teaching using an anti-racist lens will require growth, self-reflection, and risk-taking in your classroom. We encourage you to connect with people and other educators in your community for support and guidance when needed. The list below is a variety of suggestions to guide your learning and practice while on a lifelong learning journey about anti-racism.

Apply your learning to your own personal and professional contexts.

How can you become aware of various forms of racism in society? How can you continue to challenge and dismantle racism in both your professional and personal life? What does this look like in practice? Take a hard look at the practices, norms, policies, and cultures that exist in your work, your classroom, your school, your district. Beyond the classroom, look at how racism shows up in your home, city, province, country. Listen to the accounts of people who have experienced it.

Challenge your norms and biases.

Are you aware of your biases? Where does overt bias exist in your life? Do you have support to uncover your unconscious biases? Take an inventory of your own media and entertainment consumption; does it only represent some cultures or racial groups? Do you use the terms that IBPoC prefer? Think about whose realities and experiences your teaching practices reflect. How can you ensure your language use is respectful for all students?

Welcome feedback and listen to it.

During this work, you will inevitably make mistakes. Criticism is never easy to take, but you can prepare yourself for it. Know that it is not about you, rather it is an opportunity to grow. Do you have people in your life who will help you learn with honest feedback? Feedback is a gift because someone has trusted you to improve and learn. Take that gift and sit with it. Take time to care for yourself and regroup, and do not shut down and quit.

Model healthy and supportive anti-racist practice.

Help your students learn how to have these hard conversations. Create safe, non-threatening and non-judgmental spaces where students can learn from each other in healthy ways. Include yourself in this practice.



Establish formal support systems.

Consider setting up a space where students can continue these conversations outside of the classroom. This might be in the form of a club (similar to a GSA or Diversity Club), supported by staff members and/or administration. Connect students with other adults and peers who can offer guidance (e.g., counsellors, community leaders).

Support students in community engagement.

Supporting students to engage with anti-racist opportunities in their communities that are of interest to them will further enhance their critical thinking and increase their personal awareness of local issues. Students can explore these opportunities within the school, at home, with friends, and in their communities.

Make this a daily practice.

Learning about racism is ongoing and should not be limited to one-off lessons or themed months.

Reflect.

Recognize that anti-racism work can be uncomfortable and can bring forth some challenging emotions. Provide space, time, and safety for you and your students to continue reflecting and discussing. For both you and your students, growth may be uncomfortable. Accept that this work is ongoing and never complete. Notice when racism shows up around you and inside you.

Be outspoken about anti-racism.

Recognize that authentic allyship is not performative, rather it is active work. In a professional capacity, think about how you can be vocal about the importance of anti-racism work in every part of education.

Build community.

Anti-racism work can be hard and emotionally draining, especially for racialized people. We all have work to do on ourselves, but we do not have to do this work alone. It can be incredibly uplifting, validating, and helpful to find a group where you can find belonging in your journey. Consider setting up safe and supportive groups. Find people who can understand your experiences, challenge you, learn with you, heal with you, and allow you to ask uncomfortable questions and practice new skills.

If you need support to find such groups, consider asking your employer, local union office or social justice rep to set up affinity groups. Seek out staff members who are interested in creating a social group.



Professional Development

Teachers can also explore and advocate for professional development opportunities related to anti-racism. There are many different sources of information and learning opportunities with respect to anti-racism, and your district may have programs and resources available to you. However, if you are looking for a starting point, the following resources may be helpful:

- **Reconciliation Through Indigenous Education** <https://pdce.educ.ubc.ca/reconciliation/>
- **Anti-Racism Awareness** <https://pdce.educ.ubc.ca/anti-racism-awareness/>



Chapter 4

Additional Classroom Resources

Along with the Core and Curriculum competencies listed above, below is a non-exhaustive list of resources to get started that can be used to support BC K-12 classrooms. Teachers are also encouraged to check local district websites for additional anti-racism resources.

- **Learning for Justice:** a mixture of teacher and classroom resources and workshops for educators working toward dismantling oppression through all subject areas:
<https://www.learningforjustice.org/>
- **Focused Education Resources – Anti-Racism Learning Resources Project -**
<https://focusedresources.ca/en/anti-racism-learning-resources-project>
- **BC Curriculum - Making Space: Teaching for Diversity and Social Justice Throughout the K-12 Curriculum**
https://www.bced.gov.bc.ca/irp/pdfs/making_space/makingSpace_full.pdf
- **Anti-Racism Learning Resources Project: Summary of Resources**
<https://focusedresources.ca/en/anti-racism-learning-resources-project>
- **SharedEdBC** <https://www.shareedbc.ca/>
- Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education by Jo Chrona



Glossary

Anti-racism - the practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism. (BC Government)

Affinity Bias - The tendency for us to connect with others who share similar interests, experiences and backgrounds.

Code-switching - code-switching involves adjusting one's style of speech, appearance, behaviour, and expression in ways that will optimize the comfort of others in exchange for fair treatment, quality service, and employment opportunities. (Harvard Business Review)

Colonialism - Colonizers are groups of people or countries that come to a new place or country and take the land and resources from Indigenous Peoples and develop a set of laws and public processes that are designed to violate the human rights of Indigenous Peoples, violently suppress the governance, legal, social, and cultural structures of Indigenous Peoples, and force Indigenous Peoples to conform with the structures of the colonial state. (Adapted from BC Government - Addressing Racism - Glossary)

Confirmation Bias - The tendency to be drawn toward views that are similar to our own and discount data that doesn't fit our existing assumptions. (Policy Approaches Playbook - BC Government)

Conformity Bias - Our tendency to take cues for proper behaviour from the actions of those around us, rather than exercising our own independent judgment.

Decolonizing - Decolonization is the dismantling of the process by which one Nation asserts and establishes its domination and control over another Nation's land, people, and culture.

Dominant Culture - Whereas traditional societies can be characterized by a high consistency of cultural traits and customs, modern societies are often a conglomeration of different, often competing, cultures and subcultures. In such a situation of diversity, a dominant culture is one whose values, language, and ways of behaving are imposed on a subordinate culture or cultures through economic or political power. This may be achieved through legal or political suppression of other sets of values and patterns of behaviour, or by monopolizing the media of communication. (Oxford University Press - Quick Reference)

Epistemic racism - Refers to positioning the knowledge of one race or cultural group as superior to another, including a judgment of not only which knowledge is considered valuable, but also what is



considered to be knowledge. (Thompson River University)

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. Equity initiatives consider and aim to address systemic barriers that prevent conditions of social equality (Adapted from Canadian Race Relations Foundations)

IBPoC - Indigenous, Black, and People of Colour.

Halo Effect - The tendency for positive impressions of a person, company, brand, or product in one area to influence or dominate one's opinion or feelings in other areas.

Horn Effect - Similar to the halo effect, however, by contrast, a single, negative trait influences an overall impression.

Intersectionality – The way in which people's lives are shaped by their multiple and overlapping identities and social locations such as race, ethnicity, disability status, sexual orientation, and gender, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. (Government of Canada - IRCC Anti-Racism Strategy - Glossary)

Microaggressions - Subtle expression of racism or sexism; a statement, action, or incident of indirect, subtle, or unintentional discrimination against members of a marginalized group, such as a racial or ethnic minority.

Micro-assault - An explicit, verbal or non-verbal racial denigration (perception or treatment of someone or something of a different race or culture as being of little worth). For example: name-calling, avoidant behaviour, or purposeful discriminatory actions.

Microinsult - Communications that convey rudeness and insensitivity and demean a person's racial heritage or identity, such as subtle snubs, they be unknown to the perpetrator and contain a hidden insulting message towards the recipient.

Oppression - Refers to discrimination that occurs and is supported through the power of public systems or services, such as health care systems, educational systems, legal systems and/or other public systems or services; discrimination backed up by systemic power. Denying people access to culturally safe care is a form of oppression. (BC Government - Address Racism - Glossary)

Positionality - Positionality refers to how differences in social position and power shape identities and access in society. (UBC - CTLT Indigenous Initiatives)



Race - Race is a socially constructed category to group people according to their physical or ancestral characteristics and is used as the basis for discrimination, by situating human beings within a hierarchy of social value. (Adapted from BC Government - Addressing Racism Glossary)

Saviour Mentality – Someone with an exaggerated sense of personal importance and power and uses those characteristics to justify helping another person they perceive requires their assistance.

Stereotype - False or generalized understanding or perception of a group which results in the unconscious, or conscious categorization of each member of that group without regard for individual differences.

Structural/ Societal Racism - Pertains to the ideologies upon which society is structured. These ideologies are inscribed through rules, policies and laws, and represents the ways in which the deep-rooted inequities of society produce differentiation, categorization, and stratification of society's members based on race. Participation in economic, political, social, cultural, judicial, and educational institutions also structure this stratification (Carl James, 2010). This is one of the three levels that make up Systemic Racism. (Canadian Race Relations Foundation)

Supremacy - The belief that one race is fundamentally superior to, or better than, others in authority, power, or status.

Systemic Racism – Enacted through routine and societal systems, structures and institutions such as requirements, policies, legislation and practices that perpetuate and maintain avoidable and unfair inequalities across ethnic or racial groups. (BC Government - Addressing Racism)

Tokenism - The practice of doing something only to prevent criticism and give the appearance of doing something with sincerity, while it is being done so superficially and with indifference.

Unconscious Bias – The unconscious assumptions, beliefs, attitudes, and stereotypes that humans have about different groups impacting how we perceive and respond to people. (Adapted from University of Victoria: Equity and Human Rights)

White supremacy culture/white privilege - Benefiting from unearned power, advantages, access and/or opportunities based on being racialized as white. White people are defined as belonging to any of the various peoples with light-coloured skin, usually of European origin. The term has become an indicator less of skin colour and more of an unquestioning acceptance of the legacies and ongoing practices of white supremacy and colonialism. People who benefit from white privilege may have other challenges in life, but their challenges are not created by the colour of their skin. (Adapted from Government of Canada - IRCC Anti-Racism Strategy 2.0)



A Message From the Teacher Team

“This document was created by a group of educators in collaboration and community. So often, the labour of racialized people is unseen, intangible, and unrecognized. In creating this document, we want to humbly recognize that our work rests on the shoulders of many before us. Wherever possible, we have given attribution to the people whose work inspired and taught us. However, we also want to name that a bibliography is, by nature, inadequate to reflect this influence. No list can properly capture the conversations with Elders, the daily learnings from contemporaries and students, the lessons from family and ancestors, the friends who have helped and held us, and the gifts of labour from strangers online. We are each a product of the people in our varied and wide communities, and we give thanks for their wisdom that has shaped our collective knowledge. It would be impossible to list all our teachers because learning in the community is not transactional or recordable. And so here we recognize and honour those people who could not be listed in a conventional bibliography; they are sacred, they are cherished, they are important, and they are valid.”

The following educators participated in the process of the creation of this guide.

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