

Contents

UNDERSTANDING POWER AND PRIVILEGE THROUGH ANTI-OPPRESSION	5
WHAT'S IN THE MODULE	6
EDUCATION THEORY AND METHODOLOGY	8
TEACHER NOTES	9
SOCIAL STUDIES CURRICULUM OUTCOMES AND INDICATORS	10

1

LESSON #1	15
CREATING POSITIVE SPACES WITH ANTI-OPPRESSIVE PRACTICES	
Curriculum Outcomes	16
What You'll Need	16
Before Activities	16
• Group Norms	
During Activities	18
• Same and Different Activity	
After Activities	19
• Debrief	
• Exit Slip	
• Formative Assessment	

2

LESSON #2	20
IDENTIFYING OPPRESSION	
Curriculum Outcomes	21
What You'll Need	24
Before Activities	24
• Defining Racism and Oppression	
During Activities	24
• Racism Looks, Sounds, and Feels Activity	
After Activities	26
• Debrief and Explain	
• Exit Slip: Reflection	
• Formative Assessment	

3

LESSON #327
RECOGNIZING INDIVIDUAL OPPRESSION, POWER, AND PRIVILEGE

Curriculum Outcomes28

What You'll Need31

Before Activities31

- Entrance Slip

During Activities32

- Optional Activity: Power Flower
- Introduction to Privilege Walk Activity
- Privilege Walk Adaptation for Grade 10/1137

After Activities38

- Debrief
- Exit Slip
- Formative Assessment

Fr

4

LESSON #439
CHALLENGING PERSONAL OPPRESSION

Curriculum Outcomes42

What You'll Need44

Before Activities44

- Group Discussion: Exit Slip from Lesson 3
- Activity: What Does Power Look Like?

During Activities45

- Power Line-Up Game
- Roles: Activity Sheet
- Power Line-Up Game – Adaptation for Grades 6-847

After Activities48

- Debrief
- Exit Slip
- Formative Assessment

Fr

5

LESSON #549
UNDERSTANDING THE EFFECTS OF PRIVILEGE

Curriculum Outcomes50

What You'll Need51

Before Activities51

- Group Discussion: Exit Slip from Lesson 4
- Group Discussion: Power

During Activities51

- Watch Video and Discuss: *Shopping While Black – What Would You Do?*
- Group Discussion52

 - Watch Video: *Parents are Gay-Bashed in Front of their Children – What Would You Do?*
 - Watch Video: *Shopping While Black 2 – What Would You Do?*
 - Watch Video: *Just Get Over It.*

After Activities52

- Role-Play
- Exit Slip
- Formative Assessment



LESSON #6.....53
HOW TO RECOGNIZE, ADDRESS, AND CHALLENGE CULTURAL OPPRESSION

Curriculum Outcomes.....54
What You'll Need.....56
Before Activities.....56
 • Watch Video: *How to Tell People They Sound Racist*
During Activities.....57
 • Activity: Practice Confronting the Behaviour: Stereotyping Comic
 • Watch Video: *Being an Ally: A Step Towards Decolonization*
 • Watch Video: *Rise Up*
 • Ally Bill of Responsibilities Discussion
After Activities.....59
 • Discussion
 • Exit Slip
 • Formative Assessment



LESSON #7.....60
RECOGNIZING SYSTEMIC OPPRESSION: OVERT AND COVERT EXAMPLES

Curriculum Outcomes.....61
What You'll Need.....63
Before Activities.....63
 • Discussion: Structural / Social Systems
During Activities.....63
 • Activity: Overt / Covert Examples of Structural / Institutional Oppression
 • Letter Writing Activity
After Activities.....65
 • Dealing with Internalized Oppression
 • Watch video: Peter Tosh's *Pick Myself Up*
 • Watch video: *We Are the World*
 • Optional Activity: *I am Somebody*
 • Activity: Watch video *I am Somebody*
 • Formative Assessment



LESSON #8.....69
ANALYZING SYSTEMIC OPPRESSION: TRIANGLE OF OPPRESSION

Curriculum Outcomes.....70
What You'll Need.....72
Before Activities.....72
 • Understanding the Triangle of Oppression - Step 1
During Activities.....72
 • Understanding the Triangle of Oppression - Steps 2 & 3
After Activities.....74
 • Understanding the Triangle of Oppression - Step 4
 • Discussion: Personal, Cultural, and Structural Elements of Oppression
 • Exit Slip
 • Formative Assessment



LESSON #9.....75
THE NEED TO CHALLENGE RACISM

Curriculum Outcomes76

What You'll Need77

Before Activities77

- Group Discussion: Challenging Racism

During Activities77

- How to Challenge Racism - Steps 1 & 2

After Activities77

- How to Challenge Racism - Step 3
- Exit Slip
- Formative Assessment



LESSON #10.....78
SPEAKING UP! ROLE-PLAY

Curriculum Outcomes79

What You'll Need80

Before Activities80

- On Challenging Racist Behaviours

During Activities80

- Fishbowl Role-Play and Debrief - Step 1, 2, 3, & 4

After Activities81

- Exit Slip: Quote and Reflection
- Formative Assessment

GLOSSARY.....82

RESOURCES.....91



ACTIVITÉS EN FRANÇAIS.....93

LEÇON 3: RECONNAÎTRE L'OPPRESSION, LE POUVOIR ET LE PRIVILÈGE INDIVIDUELS

Acitivités durant l'exercise93

- L'exercice Marche des privilèges95
- Adaptation de l'exercice Marche des privilèges pour les élèves de 10e et 11e année97

LEÇON 4: DÉFIER L'OPPRESSION INDIVIDUELLE

Acitivités durant l'exercise98

- Jeu ligne de pouvoir98
- Adaptation pour les élèves de la 6e à la 8e année.....100

LEÇON 7: RECONNAÎTRE L'OPPRESSION SYSTÉMIQUE – EXEMPLES EXPLICITES ET CACHÉS

- Oppression Structurale.....102
- Activité Je suis quelqu'un103

PREVIEW

Understanding Power and Privilege through Anti-Oppression

This module aims to address power and privilege within the context of working within and between complex global issues that humans are facing today. It identifies the gap in resources for educators who teach about charity, justice, solidarity, power and privilege, anti-oppression, anti-racism, decolonization, root causes of poverty, and environmental sustainability. Many pre-service educators develop a critical consciousness of themselves and society and leave their teacher education programs truly valuing the process of critical reflection. Often, after they complete their programs they do not have resources to support this teaching in their classrooms. This leaves educators disempowered and unable to teach realities and concepts that are contentious. In order to receive buy-in, we must have multiple entry points for both educators and their students of various age groups and courses. Through this process we will challenge educators to help identify what anti-oppressive education looks like, what resources can be drawn upon, and what curriculum connections can be made.

It is through pedagogical strategies and best practices that work to improve the cross-cultural relations that a number of classroom practices have been identified as being effective in preventing the reproduction and reinforcement of stereotypes and discrimination. The lessons in this module parallel these educational strategies. There exists a large body of research around unlearning prejudice, eradicating discrimination, and improving cross-cultural relations that tells us much about what does and does not work in schools and in teaching diverse groups. The notion of improving cross-cultural relations is designed to:

- reduce the frequency of and prevent behaviours that are discriminatory in nature, including oppressive name-calling, shunning, or bullying;
- increase frequency of positive interactions of people in diverse groups; and,
- enhance ones attitude and perception towards people who are different. It is important to note that for any of these lessons to be effective the educator's role as guide, facilitator, and role model is essential. As with any tool, its effectiveness is dependent upon the skills and commitment of the practitioner.

This resource is intended to support the practice of educators and school administration, but might also be a valuable resource for facilitators who do workshops for community-based organizations.

What's in the Module

OBJECTIVES:

- To provide opportunities for students to create and learn the ground rules that support safe and positive learning environments.
- To engage with appropriate language and terminology to use when referring to various aspects of diversity.
- To learn about diversity by recognizing that people are not only different, but that they share many similar traits and values.
- To encourage students to explore their roles and responsibilities as global citizens.
- To understand that in order to address poverty, repression and environmental destruction, we must take into account racism, sexism and global and historical perspectives.
- To identify ways that collective power can be a voice for those less privileged.
- To engage in self-reflection to deconstruct identity (racial location, sexual identity, position of dominance/non-dominance).
- To understand the importance of identity and the ways it affects how we engage with everything.
- To give students an understanding that oppression is created and that some people benefit from it - it is not naturally occurring.
- To increase students' capacity to analyze and recognize individual and cultural oppression.
- To increase students' understanding of systemic oppression locally and globally.
- To provide students with tools to disrupt and challenge systemic and individual oppression when they see it.

LESSONS:

Lesson 1: Creating Positive Spaces through Anti-Oppressive Practices

Lesson 2: Identifying Oppression

Lesson 3: Recognizing Individual Oppression, Power, and Privilege

Lesson 4: Challenging Personal Oppression

Lesson 5: Understanding the Effects of Privilege

Lesson 6: How to Recognize, Address, and Challenge Cultural Oppression

Lesson 7: Recognizing Systemic Oppression: Overt and Covert Examples

Lesson 8: Analyzing Systemic Oppression: Triangle of Oppression

Lesson 9: The Need to Challenge Racism

Lesson 10: Speaking Up! Role-Play

CURRICULUM OUTCOMES AND INDICATORS: (FOR GRADES 6, 7, 9, 10, 11 & 12)

SS6 – Dynamic Relationships; Power and Authority

SS7 – Power and Authority

SS9 – Power and Authority

SS10 – Unit 1: Political Decision Making

– Unit 3: Decision Making

SS20 – Unit 1: Human Rights;

– Unit 3: Environment;

– Unit 4: Wealth and Poverty

SS30 – Canadian Studies (all 5 units)

– Unit 1: Change

– Unit 2: Economic Development

– Unit 3: Culture

– Unit 4: Governance

– Unit 5: Globalization

BIG QUESTIONS:

- What is my relationship to local and global oppression?
- Do individuals have a responsibility to challenge oppression?
- What are some ways that I have reinforced or reproduced oppression?
- What are the differences and connections between development, aid, and foreign trade?
- How is justice related to equality and how is equality related to the distinctive identities and other circumstances of individuals such as age, race, sex, class, and disability?

TOPICS:

Oppression, anti-oppression, power, privilege, authority, colonization, slavery, migration, indigenous people, hierarchy, paradigm, economy, culture, poverty, justice, injustice, dominance, non-dominance, racism, sexism, identity, heteronormativity, heterogeneous, diversity, global citizenship, and worldview.

MATERIALS NEEDED:

- Whiteboard/Flipchart • Activity Sheets • Pens/pencils/markers • Journals and/or paper
- Open space • Tape • Activity Sheets/hand-outs • Computers/laptops • Internet • Projector • Screen

LESSON KEY:



Curriculum Outcomes



What You'll Need



Before Activities



During Activities



After Activities



Discussion



Question



Notes



Formative Assessment



French Activity



Quote

Education Theory and Methodology

Global Citizenship Theory suggests that all individuals have a global duty to contribute directly to human rights protections and to promote rights-enhancing political integration between states. Global Citizenship Education promotes learning that nurtures greater consciousness in and around real life issues. It offers a way to make changes at a local level that can influence the global level through participatory strategies and methods. All this is possible with transformative pedagogy, which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process.

Source: Council of Europe, 2012, Global Education Guidelines: concepts and methodologies on global education for educators and policy makers, Global Education Week Network in coordination with the North-South Centre of the Council of Europe.

Inquiry based learning - is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others. In classrooms where teachers emphasize inquiry-based learning, students are actively involved in solving authentic (real-life) problems within the context of the curriculum and/or community. These powerful learning experiences deeply engage all students. Research suggests that inquiry-based learning increases student creativity, independence, and problem solving skills, and it improves student achievement.

Constructivist learners are taught to question, challenge, and critically analyze information rather than blindly accept what is taught.

Peace education is the process of acquiring the values, the knowledge, and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.

Social Justice Education - engaging in social justice through education is to fight oppression by giving all groups the opportunity to receive resources more equally.

Adult Education - one of the most important differences is that adults have accumulated knowledge and work experience, which can add to the learning experience. Another difference is that most adult education is voluntary; therefore, the participants are generally self-motivated. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals.

Anti-Racist Education - is the active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices and attitudes, so that power is redistributed and shared equitably. Anti-Racist education works in conjunction with Anti-Oppression Pedagogy because it is education that works against various forms of oppression.



Teacher Notes

Being able to create a safer space for oneself, between two individuals, for a group, a community, an event, or a workshop makes it hard for oppression to thrive. It stifles stereotypes, shrinks bias, expands perspective, and opens communication.

Source: The Positive Space Network uses the following guidelines for creating safer spaces; these were developed by TransAction in 2010.

1. RESPECT YOUR OWN PHYSICAL, MENTAL AND EMOTIONAL BOUNDARIES.

- Stay attuned to your own needs and remember that you are welcome to take space away from the group should you feel that you need time alone, or away from the group.
- If something does not feel right to you, please speak up. You may not be the only one who feels that way.
- If you do not want to talk or answer a question, say so, do not wait for someone to “get the hint.” Try to vocalize what you need.
- Be assertive if possible. If you have a concern with someone, be direct.

2. RESPECT OTHERS' PHYSICAL, MENTAL AND EMOTIONAL BOUNDARIES.

- Always ask for explicit verbal consent before engaging or touching someone. Never assume consent. It is important to remember that consent is not always implied, even with individuals that one is typically very close to.
- Do not assume the race, ethnicity, culture, sexuality, gender, history with violence etc. of others. Instead, ask if someone is open to engaging in dialogue about identity. Do not take it personally if someone does not want to answer a question.
- If at all possible, find out what pronouns people prefer or use neutral pronouns such as “they” or “z.”
- Respect the confidentiality of others. Respect the privacy of information, narratives, and experiences that others share with you.

3. ASSUME POSITIVE INTENT

- We are all here to learn, and we all have something to offer.
- Clarifying questions are encouraged.
- Respect diverse opinions, beliefs, and points of view. Share ideas rather than judgments.
- Use ‘I’ statements as much as possible to state your reactions or your experiences to avoid attacking others when challenging them or engaging with them about mistakes that may have been made.
- Everyone (including you) will make unintentional mistakes.
- Be aware of the effects your behaviour has on others and accept responsibility for it.
- Expect to be challenged by others if you make a mistake.

Teaching controversial issues aims to provide students with opportunities to clarify their personal values, work out the consequences of those values, and decide for themselves what they will or will not accept. It provides students with learning experiences that will help them identify some of the fundamental value positions of society and how these arose. All of the activities in this module require that the learning environment be safe and that students feel comfortable talking about difference. Great care must be taken to ensure that the activities described are not used to reinforce stereotypes, to make fun of or belittle individuals and groups or to make people feel unsafe. By examining controversial issues, students have the opportunity to apply concepts and higher order thinking skills in organizing, interpreting, and communicating value positions and express and defend them meaningfully in open dialogue.

Teachers may choose to work through some, all, or none of the material in this resource. The material should be seen as an opportunity to individualize instruction for students with different levels of ability and motivation. Adaptations to lessons are based on the understanding that students learn in differing ways and at differing rates. These lessons allow instructional approaches to be modified to accommodate the varying needs found in the classroom.



SOCIAL STUDIES CURRICULUM OUTCOMES AND INDICATORS



SS6 – Dynamic Relations

DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

- b) Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples' relationships with colonizing peoples).



SS6 – Power & Authority

PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others. (All of the indicators apply though more deliberately indicators e and f.)

PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

- b) Suggest reasons for any economic differences among the regions in Canada and a selection of countries bordering the Atlantic Ocean, and speculate on the effects of those differences.
- c) Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.
- d) Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

(All of the indicators apply.)



SS7 – Power & Authority

PA7.1 Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries. (All of the indicators apply.)



SS9 – Power & Authority

PA9.3 Assess the relationship of the natural environment in the development of a society.

- g) Analyze the effects of colonization, territorial expansion, and empire-building on the natural environment.



SS10 – Social Organizations

Unit 1: Political Decision Making

Decision making is an inescapable part of life. Making decisions and carrying them out involves the use of power. Learning to use power is a critical life skill because we have to know how to get the things we want without making it impossible to live with others. Democratic societies have created social organizations, which encourage people to use the skills of bargaining, compromise, and conciliation to work out their relationships. For a free society to work well, individuals need to develop these political skills and use them effectively. In this unit students are introduced to the basic decision making organizations of society so that they can better understand and use them as citizens of a democracy.



Values What are legitimate constraints on human behaviour? Should the rights of the individual or the group have the higher priority? What areas of life are appropriate for society to control, through norms and sanctions? On what basis should groups be awarded power within the social contract? Should men and women be given the same access to power and privileges? Is the greatest good for the greatest number the fundamental value on which to base decision making in a democracy?

Equality Know that equality is the state of being equal in dignity, privileges, power, responsibility, etc. with others in society.

Hierarchy Know that hierarchy is any system of people ranked into levels in which the higher levels have more dignity, privilege, power, responsibility, etc. than do people in the lower levels.

Power Know that power is the ability to make and carry out decisions. Know that the sources of power are unequally distributed among the people of society. Know that individuals and groups within society concentrate on gaining and using power for their benefit. Know that power has been used in ways that abuse the rights of other people.

Unit 3: Decision Making

Decision making involves deciding what is important and worthwhile and what is not. This can only be done when there is some basis for making these judgments. Over time people develop patterns of basic beliefs about a variety of issues. These patterns of beliefs are ideologies, and they become the basis for deciding what is important and worthwhile in decision making.

Paradigms Know that paradigms are patterns of ideas, beliefs, and values selected out of a larger worldview. These ideas, beliefs, and values act as criteria for decision making.

Power Know that power is the ability to make and carry out decisions.



SS20 – World Issues

Unit 1: Human Rights

“First they came for the Jews, but I did nothing because I’m not a Jew. Then they came for the socialists, but I did nothing because I’m not a socialist. Then they came for the Catholics, but I did nothing because I’m not a Catholic. Finally, they came for me, but by then there was no one left to help me” (Martin Niemöller, post-war Germany).

Source: <https://www.quotetab.com/quote/by-martin-niemoller/first-they-arrested-the-communists-but-i-was-not-a-communist-so-i-did-nothing#2aRKc2HI228t90DK.97>

Many times people have pledged that the world must never again be allowed to reach a state where human rights can only be protected through war. Protection of human rights requires constant vigilance and renewal. Unless every generation renews its commitment to human rights, the social power of these rights will decline. The consequence of a weakened human rights code gives some groups within society permission to be arbitrary and irresponsible. The cost to society is social division and injustice.

World Issues Know that at this time, there are a number of issues that are global in nature both in their capacity to affect global environments and in the solutions to correct them.

Human Rights are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize. Know that the concept of human rights has a number of critical attributes:

- **Universality:** Know that human rights are universal and as such apply to everyone regardless of nationality, race, religion, political beliefs, age, or gender.
- **Morality:** Know that human rights are not simply demands for rights; they involve a moral entitlement to the right in question which other individuals and society must honour.



- **Humanity:** Know that the moral basis for human rights is the humanity and inherent dignity of the individual.
- **Obligations:** Know that a human rights claim by (an) individual(s) mean(s) that a set of responsibilities and obligations on the duty bearer(s) come into play governing the kinds of interactions that can occur within a particular situation.
- **Privilege:** Know that privileges are a special right that may be earned or given to an individual or a group as a favour or concession that can be taken away for some reason. Know that privileges cannot be equated with human rights because, morally, and ethically, human rights can neither be taken from nor surrendered by the individual.
- Know that the **declaration of human rights** was seen as a system of impartial criteria is not just a list of rights, but is, rather, a mutually supporting system of complementary rights.

Race was an important consideration in slavery since it was believed that certain groups (races) deserved treatment different from other groups of people.

Racism Know that in societies where the emotional climate prevents a dialectic and fosters paranoia and scapegoating, racism can be perceived as a reasonable explanation for the problems facing society. Know that the dialectical process is critical in allowing an alternative viewpoint to be expressed as a way of controlling and correcting thinking which is illogical or based on false assumptions.

Right Know that a right is a claim which has a special force that overrides other claims based on privilege, social and economic agreements, or legal and political agreements.

Paradigm Shift Know that within any society there are individuals and groups that do not fully accept the ideas, values, and beliefs of the dominant paradigm and its underlying moral vision. Know that within society there will be a conflict between the different paradigms vying for acceptance and control of society's agenda.

Discrimination Know that discrimination is the inequitable treatment of one group by another group or individual who usually has power and advantages. The group or individual uses its power to discriminate in order to maintain or increase its power and advantage. Know that the concept of discrimination has a number of critical attributes:

- **Racism:** Know that racism is the belief that people can be categorized into different groups according to certain characteristics such as skin colour and that these characteristics will determine how people will behave and whether they will be morally good or bad.
- **Sexism:** Know that sexism is the belief that individuals should be assigned specific roles in society based on their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.
- **Prejudice:** Know that a prejudice is an attitude or belief (often negative) toward a group or person which is thoughtlessly accepted (learned by someone who either refuses to find out whether the attitude is justified or refuses to accept legitimate contrary evidence).

Empowerment Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.

Unit 4: Wealth and Poverty

This unit introduces students to the concept of the personal well-being of people. The unit begins by defining personal well-being and then examines various perceptions of it: the technological world view, the indigenous world view, and the traditional, feudal view. Students are given opportunities to discuss and evaluate issues and problems in changing the economic organization of society.

Racism Know that racism is the false notion that racial differences among people are a cause for social differences. Know that racism is a rationalization used to justify political, social, and economic discrimination against a group of people.

Sexism Know that sexism is a rationalization which discriminates against women based on the false notion that sexual differences are a cause for creating different social expectations and rewards for women and men.



SS30 – Canadian Studies

Unit 1: Change

Change means making choices and that means evaluating the alternatives available to come to a considered judgment about the best choice.

Worldview Know that a worldview is a description of reality providing “natural and believable” knowledge which is generally accepted by members of a cultural group, because it meets their needs, creates order and coherence, and provides a basis for predictions.

Unit 2: Economic Development

This unit is a discussion of the relationships that exist among the geography of Canada, the people of Canada, and the people's standard of living. The three factors are interrelated so that changes to one factor results in changes to the others.

Decision Making - decision making is affected by: the limitations and possibilities of the environment; economics with its costs and benefits; and, culture with its values, beliefs, and ideas.

Globalization - the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. Furthermore, advances in communication and transportation technology have made it possible to produce goods on a global basis.

Source: <https://en.wikipedia.org/wiki/Globalization>.

Unit 3: Culture

In this unit students will reflect on what it means to be a citizen in a democratic society, and what it means when citizenship is conferred upon an immigrant by a democratic state. Finally, students will be asked to consider the implications of cultural change on a democratic state.

Citizenship in effect, is a contract between the individual and the state in which the rights and duties of both are defined.

Identity - the feeling of being a member of a group that has certain characteristics. However, identity should not presuppose a feeling of superiority over those with a different identity.

Cultural Dominance - the belief that certain cultures are superior and have the responsibility to eliminate “inferior cultures.”

Marginalization - a form of rejection in which the individual is denied the opportunity to play a significant role or have a place in the affairs of a dominant group.

Cultural Diversity “... cultural diversity is possible when individuals accept, acknowledge and value the different ways in which people interact and live in the world. Cultural diversity is based on an understanding that even if people have cultural differences, they desire the same things: acceptance, well-being, security, esteem and equity.”

Source: <https://www.reference.com/world-view/cultural-diversity-ab9b7e77749b48dd>

Unit 4: Governance

A pluralistic, culturally diverse, regional nation is difficult to govern. Because of the problems related to regionality, Canadians have always been concerned about identity, unity, and the influence of American culture.

Justice Know that different conceptions of justice exist. These include: justice is concerned with maintaining law and order in ways that are consistent with a particular society's definition (criteria) of fairness and rightness; justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and, social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.



Unit 5: Globalization

Students will study the international community in its current context and the choices Canadian foreign policy makers face. They will be introduced to the idea that Canadians have to determine what is important to them and the protection of the well-being of its people and society. Students will examine how Canadians can protect their culture and way of life in a very homogenizing world and still remain active in international trade and politics. Finally, they will realize that this involves an interaction that Canadians will have to evaluate carefully.

Development - the prosperity of nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.

Colonization - a method of absorbing and assimilating original peoples into the culture of a forceful invading power. This process attempts to and many times destroys any remnants of the cultures the invading power sees as a threat. Rules and regulations are created and imposed to make sure original people's cultures are erased.

Decolonization - the process of becoming free from colonial status. It is an important process to people and in Saskatchewan and Canada for Indigenous Peoples in particular. The return to Indigenous being and doing is the act of decolonization. It ensures that Indigenous Peoples make changes in the way they live and govern themselves.

- Decolonization includes the re-evaluation of political, social, economic and judicial structures. It needs to reflect Indigenous social and legal culture and not those imposed through colonialism. Indigenous Peoples are the ones who must structure and guide the decolonization process.

Source: Sue Deranger, Youth Leadership Workshop Facilitation Guide, 2017. *Multicultural Council of Saskatchewan*. P. 20.

- Decolonization is as much a process as a goal. It requires a profound re-centring of Indigenous worldviews in our movements for political liberation, social transformation, renewed cultural kinships, and the development of an economic system that serves rather than threatens our collective life on this planet. As stated by Toronto-based activist Syed Hussan "Decolonization is a dramatic re-imagining of relationships with land, people and the state. Much of this requires study, it requires conversation, it is a practice, it is an unlearning."

Source: <http://www.coloursofresistance.org/769/moving-beyond-a-politics-of-solidarity-towards-a-practice-of-decolonization/>

Historically, in the decades following World War II, many colonial nations found that: the nineteenth-century colonial empires were no longer able to maintain their control; their people were caught up in powerful feelings of nationalism that demanded self-determination; and, one or the other of the superpowers was prepared to support their independence in return for loyalty to a particular ideology.



NOTE: *This module may cover outcomes and indicators of other subject areas.*



Assessment and Evaluation:

Formative and summative assessment tools are employed in this module to both monitor and evaluate student learning. The Exit/Entrance Slip strategy is an informal assessment method which helps both educators differentiate their lessons, and helps students process, reflect on, and express their thoughts about information learned.



1

Creating Positive Spaces through Anti-Oppressive Practices

A global classroom starts here! Use the following activities to foster a classroom climate of trust and respect among learners and to build a foundation that supports and enhances future learning. For students to engage with and seriously consider concepts that are designed to reduce prejudice, unlearn stereotypes and prevent discrimination, schools and classrooms must have policies in place that specifically propose respect, fairness, and honouring differences.

In your classroom or school, design your own anti-oppressive anti-racist policy. Follow the brainstorming process outlined in this lesson to create your criteria.

Curriculum Outcomes	16
What You'll Need	16
Before Activities	16
• Group Norms	
During Activities	18
• Same and Different Activity	
After Activities	19
• Debrief	
• Exit Slip	
• Formative Assessment	

SOCIAL STUDIES OUTCOMES AND INDICATORS IN LESSON 1**SS6 – Power & Authority**

PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others. (All of the indicators apply though more deliberately indicators e and f.)

**WHAT YOU'LL NEED**

• flipchart paper • markers • Journals and/or paper

**BEFORE ACTIVITIES****Group Norms****1. Introduce students to the concept of group norms, or in other words, classroom rights and responsibilities.**

In order to facilitate the best learning environment for everyone, individually brainstorm what sort of things would be important to consider in creating and ensuring a positive/safe space for learning? Once students have a few ideas listed ask them to share them with the whole group.

2. Brainstorm what it means to treat people fairly and with respect.

Some of the attributes and characteristics of fair play and respect put forward by students may be:

Active listening. wait your turn. Share resources.

Be open-minded. Don't prejudge. Listen before talking.

Do not use words that hurt. No name calling. Be courteous.

3. Additionally, students should brainstorm their rights as students and the corresponding responsibility.

- I have the right to learn; it is my responsibility to help myself and my classmates learn and not interfere with the learning of others.
- I have the right to hear and to be heard; it is my responsibility to communicate and listen to others and not interrupt when others are speaking.
- I have the right to be treated and referred to with respect when others are speaking.
- I have the right to be treated with respect; it is my responsibility to treat myself and others with respect.
- I have the right to be safe from physical and verbal violence; it is my responsibility to keep safe and not to physically or verbally hurt anyone.
- I have the right to be different and to be treated fairly; it is my responsibility to honour differences and to treat people fairly.