

Together We Thrive

AN INTERSECTIONAL CURRICULUM FOR ANTI-OPPRESSION LEARNING



AISHA KIANI in collaboration with:
Hope Inclusion Project and BC School District 78 Fraser-Cascade

K-4

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Free Rein Associates Training Ltd. gratefully acknowledges the financial support of BC School District 78 Fraser-Cascades, Resilience BC, Fraser Health Authority, Hope Inclusion Project, and I Dream Library Ltd. in publishing this curriculum.

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Together We Thrive: An Intersectional Curriculum for Anti-oppression

Learning, 1st edition

by Aisha Kiani in collaboration with Hope Inclusion Project and BC School District 78 Fraser-Cascade

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Together We Thrive: An Intersectional Curriculum for Anti-oppression

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Hope, British Columbia, CANADA

Traditional ancestral and unceded shared territory of the Chawathil people of the Tiyt Tribe. The Tiyt Tribes of the Stó:lō territory extend along the boundaries down both sides of the Fraser River from Yale to Seabird.

*We've been here before
gathered together
in respect
and love, of all we are.*

*Together, we become
a generation rooted
resilient
rebuilding.*

Together, we thrive.

- Aisha Kiani



ACKNOWLEDGEMENTS FROM THE AUTHOR

Thank you to the Hope Inclusion Project (HIP) curriculum committee, for your collaboration and trust in designing a curriculum for the future wellness of our world. HIP works from the traditional ancestral and unceded shared territory of the Chawathil people of the Tiyt Tribe. The Tiyt Tribes of the Stó:lō territory extend along the boundaries down both sides of the Fraser River from Yale to Seabird.

This curriculum is developed on the unceded ancestral lands and shared territories of the xʷməθkʷə́yəm, Skwxwú7mesh, and səlílwətaʔ Nations. With gratitude, we acknowledge our responsibility as guests to ongoing learning, this land and each other.

Thank you to the teachers, youth, friends and communities who inform and actualize this learning. Thank you Rakim for keeping me brave.

- Aisha Kiani (they/she)



*To the ones who came before us, thank you.
For who we meet today, may we continue to learn from each other.
For those we prepare a way for, may our teaching make you proud.*

Special acknowledgments to our ancestors of equitable education, who's praxis informed this teaching. In the order they appear:

Lee Maracle
Chief Dan George
Audre Lorde
bell hooks
James Baldwin
Grace Lee Boggs
Burnley "Rocky" Jones
Fred Hampton
and
Paulo Freire

THIS IS A LIVING DOCUMENT, IT WILL EVOLVE AS OUR LEARNING AND CAPACITY DOES.

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FOREWARD

“...My colleague Steeven Toor and I, have had the privilege to be part of a team developing a Kindergarten to Grade 4 Anti-Oppression Curriculum. Steeven and I bring a health, community, and lived experience lens to this work. The curriculum is a community-level collaborative project led by the Hope Inclusion Project, Aisha Kiani from I Dream Library is the curriculum developer, and representatives from School District 78 (both Board trustees and teachers), as well as community members round out our working group. The curriculum was the most recent recipient of a Macro Health Grant, which are awarded annually through Fraser Health’s Hope Health and Well-being Initiative. The purpose of this grant is to encourage greater community impact, foster partnerships, encourage expansion of activities and seek possible future funding opportunities. To this end, the Hope Inclusion Project has been in conversations with Resilience BC, an Anti-Racism Network that supports communities across the province, to potentially expand the curriculum’s reach province-wide.

The curriculum uses picture books as a way to begin conversations rooted in anti-oppression and its intersections. These conversations aim to explore the student’s understanding in terms of their awareness of their relationship to themselves, to the land, and to others. The curriculum is currently being piloted at Coquihalla Elementary and School District 78 provided the funds so each classroom could purchase the books included in the curriculum. Example: *Africville* by Shauntay Grant with pictures by Eva Campbell is a picture driven story about a young Black girl visiting Africville in Halifax, Nova Scotia, and reflecting on the stories she’s heard from her family as she imagines what the community was like many years ago. What you may not know, is that Africville was a vibrant Black community that thrived in the face of opposition for more than 150 years, before the city demolished it in the 1960s. Today it serves as an example of injustice and racial discrimination. From a health and community context this simple yet profound story can lead to conversations about how systemic racism is embedded as a normal practice in society creating disparities in health indicators.”

Tara Taggart: Municipal Community Health Specialist, District of Kent, Harrison Hot Springs, and Hope

FOREWARD

“Working with members of the Hope Inclusion Project to develop an anti-oppression curriculum has been a personal journey of learning and self-discovery while utilizing my talents as an elementary teacher and deep interest in social justice. I have taught and learned for thirty-three years with students and colleagues of School District #78, Fraser-Cascade. This curriculum focuses on early learners. It invests in our students’ learning for deeper understanding to value all in a growing diverse society. Celebrating our uniqueness and differences creates a stronger society. Deepening respect and value for all provides the groundwork for recognizing and understanding the systemic societal structures that need to be changed to eliminate racism, oppression and injustice. The literature in the curriculum is rich and highlights concepts of acceptance, consent, equity and unconditional love of others which young learners easily champion. I believe this curriculum will allow every child to be bold, and express their authentic selves with acceptance, appreciation and in celebration.

I am proud of this curriculum and honored to share space within this rural, grassroots organization, the Hope Inclusion Project. My appreciation and gratitude goes out to Aisha Kiani, for her expertise, skill and guidance to the project.”

- Linda Bailey, (retired) Teacher Librarian, BC School District 78, Fraser-Cascade

“I am excited to be a part of this wonderful project. I see that this work can bring learning to children about kindness and compassion. It is my hope that these lessons will help children to recognize how racism and other forms of oppression impact their fellow students and themselves.”

- Peter Bailey, Co-Founder Free Rein Training Associates Ltd.

FOREWARD

"My name is Marla Rosenberg and I am a primary teacher at Coquihalla School in Hope BC. I am also the Coordinator of the Hope Inclusion Project, and it has been my pleasure to work on the Together We Thrive curriculum with Aisha and our Curriculum committee. It has been an amazing journey, where I learned a lot about myself, my beliefs, my biases and my strengths. I am proud to have been a part of this project and am anxious and excited to be able to share it with educators and others. I hope you learn as much as I did, from this document. Thank you to Aisha and her guidance and knowledge in creating this curriculum.

- Marla Rosenberg, Teacher, BC School District 78, Fraser-Cascade

Working with others in the Hope Inclusion Project to conceptualize a set of topics to bring clarity and understanding to the umbrella idea of anti-racism in schools soon morphed into a curriculum on anti-oppression. With the great good fortune of finding Aisha, and her skill set of writing and refining, and her background of learning through literature, we met almost weekly. Her commitment to time spent with all of us for feedback, as the lessons took shape, provided the impetus needed to expand the original K-4 idea, so that students throughout 13 years of public education might develop the important "muscle memory for kindness" needed in this world. As a retired educator and currently a school trustee, I loved being part of this whole process, learning and expanding my own knowledge and understanding."

- Linda Kerr, Board Chairperson, BC School District 78 Fraser-Cascade

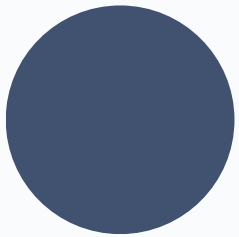
PREFACE

This curriculum is designed for all teachers and education support workers. *Together We Thrive (TWT) K - Gr.4* is the first of a 3 part *Intersectional Curriculum for Anti-Oppression Learning*, offering the integration of 2SLGBTQIA+ Black and Indigenous history, Canada and US Social Justice, Environmental Justice, Mental Health and Inclusivity. Each of the 8 Modules focus on various aspects of social justice through themes like Water, Family, Pride, and Canadian Black history. Each module includes BC Curriculum matched Lesson Plans inspired by a picture book. With 8 picture books in total, as well as a curated library of book and film resources, there is endless inspiration for social justice conversations in class and on your own time. Our collaborative element, *Truth and Reconciliation in the Classroom*, offers curriculum users a place to develop and share their own experiences, informing the final framework.

This is possible because of I Dream Library community partnerships that supported the research, development, and pilot phase of this work. Thank you Takeover Skateboarding, Antisocial Skateshop, Nations Skate Youth, Vancouver Art Gallery, Museum of Vancouver, and all those who donated to our campaign to bring skate mentors to Hope, British Columbia as part of our curriculum pilot's learning exchange. Thank you to everyone who drove our team back and forth from Vancouver to Hope for 2 years! To Massy Books, a social justice driven bookseller, thank you for your support since day one. Thank you to our friends at Resilience BC for creating space for our project to be introduced to communities invested in anti-racism throughout the province of British Columbia. Thank you to School District 78 leaders: Superintendent Balan Moorthy, District Principal of Indigenous Education Christine Seymour, School Principals from across the District, the Indigenous Education Council, School Board members, and so many teachers and support workers who shared time and conversations with us along the journey. I look forward to many more in the years ahead. Finally, Thank you to the incredible curriculum committee of the Hope Inclusion Project. What a powerful and inspirational group you are. Your determination changes lives. And to the students of School District 78, and everywhere this curriculum lands, we hope this work creates greater representation, care, and belonging in your early education journey. Thank you for all you teach us.

CURRICULUM COLOUR GUIDE

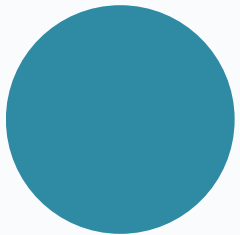
Together We Thrive | Anti-Oppression Curriculum K - Gr.4



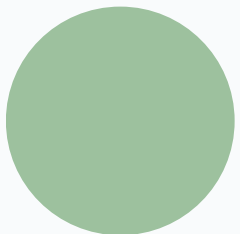
TEACHING RESOURCES - Curriculum guides including: Framework, Relationship Foundations, Anti-oppression Objectives, Glossary and introductions to Lesson Plans



TRUTH AND RECONCILIATION IN THE CLASSROOM - Module Introductions with Truth and Reconciliation in the Classroom teaching / learning prompts



EDUCATION DEVELOPERS - Together We Thrive (TWT) Curriculum developers, BC Curriculum Learning Outcomes, Ancestors of Equitable Education Praxis



LESSON PLANS - Teachers on Call, Support Workers, Teachers, Resource Teachers, Librarians everywhere, Home Educators, and learning centers.

FRAMEWORK

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ANTI-OPPRESSION FRAMEWORK

- **Consent** - Body autonomy, Indigenous land rights, displacement 2SLGBTQQIA+ BIPOC human rights, anti-miscegenation law /policy
- **Classism** - Systemic oppression, access, equity, human rights, racism, environmental racism
- **Foresight Education x Design Thinking** - Solving problems using lateral thinking, critical thinking, and collaborative praxis. Skills to meet equity needs of today and support emergent needs and innovation capacity of future generations.

BC CURRICULUM EQUITY INTERSECTIONS

- Sexual Orientation & Gender Identity (SOGI)
- Indigenous knowledge and perspective
- Anti-racism - anti-Blackness, anti-Indigenous racism, anti-Asian racism, Islamophobia, xenophobia
- Social Emotional Learning (SEL)
- ERASE
- Inclusive Education

LITERACY, ART, CRITICAL THINKING , ANTI-RACISM, SOGI, MENTAL WELLNESS, SOCIAL + ENVIRONMENTAL JUSTICE & MORE!

Your classroom library is a daily access point of equity learning. Your classrooms, learning spaces & teaching toolkits will bloom with opportunities of expanded awareness. Mix and match activities to engage these books in new ways all year!

ANTI-OPPRESSION OBJECTIVES

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

The objectives are integrated throughout the TWT Curriculum, Modules, and stories. They are identified in the *Objective* category of each Lesson Plan. This curriculum supports the [BC Ministry of Education's K-12 Anti Racism Action Plan](#)

- Recognizing relationship to environment
- Food security
- Truth and Reconciliation in the Classroom
- Recognizing environmental racism: the relationship between environmental crisis, racism and displacement
- Recognizing intersectionality in history, identity, experience, and impact
- Recognizing safe places / feelings
- Body autonomy
- Consent
- Setting boundaries
- Recognizing and building safe relationships
- Recognizing diversity
- Accessibility: D/deaf, disabled and neurodivergent inclusivity
- 2SQTI/BIPOC identity and families
- Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world.
- Classism
- Recognizing oppression - anti-miscegenation laws, Islamophobia, anti-Black racism, anti-Indigenous racism, anti-Asian racism xenophobia, transphobia, queerphobia
- Solving problems with future generations in mind
- Community inclusion
- Community building - architecture, design thinking: research, collaboration, consultation
- Activism: ways to create systemic change together and individually
- Addressing 2SQTI/BIPOC erasure in learning spaces / 2SQTI/BIPOC visibility in learning spaces

RELATIONSHIP FOUNDATIONS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



LAND - our interdependent relationship with the land and water, as stewards, caretakers and benefactors. Indigenous leadership and knowledge benefits all.



SELF - healthy relationships with personal identity, respect for boundaries with ourselves and others, valuing differences in ability and worldview



FAMILY - siblings, caregivers and ancestors that have stood up to oppression so that we may have life, freedom of choice, and greater safety day-to-day.



COMMUNITY - our responsibility to community, the benefit and learning we receive in right relationship with each other, building for future generations

TRUTH & RECONCILIATION IN THE CLASSROOM

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

What does Truth and Reconciliation in the classroom look like? Feel like? Sound like? Taste Like? Smell Like? What rhythm does it carry? Who is a part of it? Where do we find it? How do we build it?

K - Gr.4 is the first of 3 components of the TWT intersectional Curriculum For Anti-Oppression Learning. Educators, caregivers and community using this curriculum are invited to be a part of building the **TWT Truth and Reconciliation in the Classroom** framework. Your collaboration through reflection, response, and submission to the Free Rein team will inform the final framework. Build through conversations with colleagues and students.

EXAMPLES:

Indigenous language revitalization : integrated in lessons and environment

Teaching relationship with host nations in your territory and your class / school

Transformative justice responses in problem solving with Indigenous students.



GLOSSARY

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

Activism - action taken challenging those in power to bring about change in society and benefit the greater good. Examples of activism include: demonstrations and protests, strikes, boycotts, online campaigns, protest art, and civil disobedience.

Agender - an identity under the nonbinary and transgender umbrella terms. Agender people have no gender identity, or have a gender identity that is neutral.

Allyship - the act of supporting a marginalized person, group, or community. It's often used in the context of race, gender, sexuality, religion and other identities. Allyship is a continuous process, not a one-time event, identity, or status. It requires a commitment to learning, growth, and action, as well as a willingness to challenge one's own assumptions and biases. Allyship is about using one's privilege and influence to amplify the voices and needs of marginalized communities. It's a way to support and advocate for and with those who face systemic barriers and discrimination. It requires critical thinking, a commitment to learning, growth, and action, as well as a willingness to challenge one's own assumptions and biases.

Anti-Miscegenation Laws & Practices - Anti-miscegenation laws enforce racial segregation by criminalizing consensual marriage, sex, and relationships between members of different races. Virginia was the first US colony to enact an anti-miscegenation law, in 1691. In Canada there were no direct anti-miscegenation laws, but there were other laws that legalised the same oppression, as well as enforcement of this practice across the country in the 20th century by the citizen groups like the Klu Klux Klan.

Asylum Seeker - Someone who is also seeking international protection from dangers in their home country, but whose claim for refugee status hasn't been determined legally. Asylum seekers must apply for protection in the country of destination—meaning they must arrive at or cross a border in order to apply. Then, they must be able to prove to authorities there that they meet the criteria to be covered by refugee protections. Not every asylum seeker will be recognized as a refugee. (rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference)

Bill 21 (CANADA- Quebec) - Also known as laïcité or Quebec's secularism bill, Bill 21 prohibits Quebec citizens who work in public service from wearing religious symbols while fulfilling their civic duties. Bill 21 prohibits religious symbols such as the Jewish kippah, the Sikh dastar, and the Muslim hijab in public educational, government and law enforcement spaces.

BIPoC - Black Indigenous Person of Colour

Body Autonomy - Body autonomy is the right for a person to govern what happens to their body without external influence or coercion. Bodily autonomy means my body is for me; my body is my own. It's about power, and it's about agency. It's about choice, and it's about dignity. Body autonomy is a fundamental human right.

Boundaries - An invisible line that defines what behaviors are acceptable for an individual. A person with healthy boundaries says “no” to others when they want to, but they are also comfortable practicing trust and vulnerability in relationships that feel safe for them.

Classism - differential treatment based on perceived or actual social standing. Classism assigns value based on social standing. A form of systematic oppression of individuals and groups that are subordinated so that socially dominant individuals and groups can advance. Classism includes systems, policies, and practices that benefit higher classes at the expense of lower classes. Classism is maintained by a system of beliefs, laws, and cultural attitudes that rank people according to their race, culture, sexuality, economic status, job status, family status, level of education, legal status, and many other divisions.

Coalition - Two or more individuals or groups who combine influence, power, and resources to achieve a mutual goal.

Consent - An agreement to engage in an activity; it occurs when you ask, or give, permission to do something. People use consent in their daily life, including giving and asking for consent for food or drink, physical touch, to take a picture, or to participate in an activity. Consent is a freely given enthusiastic yes, is ongoing, continuously discussed, and can be taken away.

Colonization - the action or process of settling among and establishing control over the Indigenous people of an area, especially using force.

Disabled - a disability is any long-term physical, mental, intellectual or sensory impairment. Ideologies, systems, institutions and economic and sociocultural practices treat disabled people / bodies as inferior to non-disabled people. This results in dehumanizing practices, that segregates and restricts disabled people in society. In the social-model, the environment disables the individual and needs fixing, while the medical model assumes the individual needs fixing in order to adapt to the environment—either by therapy, medicine, surgery, or other.

Discrimination - Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, socio-economic status, or sexual orientation.

Displacement - denied access to traditional homes and territories as a result of occupation, war, economy, and / or laws. Forcibly removed under the threat of violence, imprisonment, starvation / actions resulting in death.

Diversity - Everything that makes us unique - such as our cognitive skills and personality traits - along with what shapes our identity (ex. race, age, gender, religion, sexual orientation, cultural background, physical abilities / disabilities, health, family, communities, histories, and worldview) as well as legal and socio-economic status.

Empowerment - the process of becoming more in control of one's life and claiming one's rights, or the process of giving a group of people more freedom or rights

Environment - The physical or social setting in which an organism lives. Includes the sum of all of its surroundings: natural forces and other living things. It defines the conditions of danger and damage to existence, as well as development and growth. (<https://thelawdictionary.org/environment/>)

Environmental Racism - a form of systemic racism that manifests in the form of unequal exposure to environmental hazards. The disproportionate burden of environmental hazards that communities of color and low-income communities face a form of discrimination that violates the right of these communities to a healthy environment.

Equity - a principle and process that promotes fair conditions for all persons to fully participate in society. It recognizes that while all people have the right to be treated equally, people do not experience equal access to resources, opportunities, benefits or protections. Equity is considering through addressing the social impact of historical and ongoing oppression.

Exploitation - to take unfair advantage of a person, community, environment, or other resource. To use another person's vulnerability through grooming, coercion, force, into doing something they don't want to do for someone else's gain or for one's own benefit.

Food security / insecurity - Food security is an experience, and one that exists when all people have what they need to eat well, all the time. This experience is unique to each person. The food security experience differs for everyone because, although we all eat, everyone has different expectations and relationships with food. We all have unique traditions and customs, varying connections to the land and where our food comes from, different financial situations, diverse preferences and physiological needs, different grocery resources, and so many other factors. This means there isn't any single definition of what food security looks like, or one ultimate strategy to make that a reality.

One way we can measure this food secure experience is a concept called the 5A's. According to Ryerson's Centre for Studies in Food Security, the 5A's can be characterized as:

- **Available:** There is always enough food for all people
- **Adequate:** All people can have nutritious food that meets their physical, emotional, and spiritual needs
- **Acceptable:** All food is produced and consumed in culturally-appropriate, sustainable, and dignified ways
- **Accessibility:** All people can eat well, free from physical, economic, social, or political barriers
- **Agency:** All people understand, benefit from, and can make changes to the food system.

<https://foodmattersmanitoba.ca/food-security/>

Gender - an identity — your personal sense of who you are. Socially constructed categories that relate to what it means to be female, male, both or neither. A person's sex is not the same as a person's gender. A person's sex assigned at birth may not match their inner experience.

Gender-fluid - Gender-fluid is an identity under the multigender, nonbinary, and transgender umbrellas. Genderfluid people have different gender identities at different times. A genderfluid person's gender identity could be multiple genders at once and then switch to none at all, or move between single gender identities, or some other combination therein. For some genderfluid people, these changes happen through a day and for others, less often. Some genderfluid people regularly move between only a few specific genders, perhaps as few as two (which could also fit under the label bigender), whereas other genderfluid people never know what they'll feel like next.

Some people with fluid genders use other labels and each person has the right to decide what to call their gender identity.

Gender neutral - Policy, programme or situation that has no differential positive or negative impact in terms of gender relations or equality between women and men. Gender neutral aka neutral gender is an identity under the nonbinary and transgender umbrellas. In addition to being a non-binary identity, "gender neutral" is often used as an adjective to mean "without regard to gender"/"inclusive of any gender".

Identity - a person's sense of self defined by a combination of physical, psychological, social and cultural traits that are unique to them. Group identity can be seen as an extension of personal self-concept because it is based on what we think of ourselves in relation to others. It can be formed by the shared experience, values, and beliefs.

Immigrants - An immigrant is someone who makes a conscious decision to leave his or her home and move to a foreign country with the intention of settling there. Immigrants often go through a lengthy vetting process to immigrate to a new country.

Inclusivity (CANADA Education) - Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Indigenous - Original people inhabiting a land prior to and during colonization. Self-identification as Indigenous peoples at the individual level and accepted by community as their member. Historical continuity with pre-colonial and/or pre-settler societies. Strong link to territories and surrounding natural resources. Distinct social, economic or political systems. Distinct language, culture and beliefs. Resolve to maintain and reproduce ancestral environments and systems as distinctive peoples and communities. -

https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

Intersectionality - A prism for understanding how different aspects of identity, such as race, gender, sexuality, class, and ability, intersect and compound to create unique experiences of marginalization and privilege. It acknowledges that a person's experiences are not solely determined by a single aspect of identity, but rather by the interplay of various factors. Coined by Black feminist legal scholar Kimberlé Crenshaw, intersectionality refers to the ways in which different forms of oppression and marginalization intersect and interact with one another. It is a framework that recognizes the complex and interconnected nature of social identities and experiences.

Migrants - a person moving from place to place within their country or across borders, usually for economic reasons such as seasonal work.

Miscegenation - Interracial marriage, cohabitation and sex have been termed "miscegenation" since the term was coined in 1863, when a pamphlet entitled "Miscegenation: The Theory of the Blending of the Races, Applied to the American White Man and Negro" began to circulate in New York. The pamphlet's anonymous author invented it, giving the reason that "amalgamation" (the common term for inter-racial relations) was a "poor word, since it properly refers to the union of metals with quicksilver." The term "miscegenation"—from the Latin *miscere* (to mix) and *genus* (race)—had only one definition.

Neurodiverse - Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits. The word neurodiversity is often used in the context of autism, as well as other as ADHD or learning disabilities. The neurodiversity movement emerged during the 1990s, aiming to increase acceptance and inclusion of *all* people while embracing neurological differences.

Nonbinary - any gender identity that is not strictly male or female all the time. For some people, "nonbinary" is not specific, for others, a specific label under the non-binary umbrella applies. Many people who call themselves nonbinary also consider themselves genderqueer, meaning any gender identity or expression which is, itself, queer. Nonbinary falls under the umbrella term of transgender (meaning a gender identity different than one's sex assigned at birth). Nonbinary people may or may not consider themselves transgender.

Oppression - "a combination of prejudice and institutional power that creates a system that regularly and severely discriminates against some groups and benefits other groups...A person of the non-dominant group can experience oppression in the form of limitations, disadvantages, or disapproval. They may suffer abuse from individuals, institutions, or cultural practices." "historical and organized patterns of mistreatment." Examples of systems of oppression are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. "Society's institutions, such as government, education, and culture, all contribute or reinforce the oppression of marginalized social groups while elevating dominant social groups." ([Smithsonian National Museum of African American History & Culture](#))

Phobia - a phobia is a persistent, excessive, and / or unrealistic fear of an object, person, animal, activity or situation. It is a type of anxiety disorder. A person with a phobia either tries to avoid the thing that triggers the fear, or endures it with great anxiety and distress.

- **Transphobia** - the fear of transgender people, trans awareness education, trans human rights and accompanying social considerations and protections.
- **Queerphobia** - the fear of 2S/LGBTQIA+ people, awareness education, human rights and the accompanying social considerations and protections for transgender people.
- **Homophobia** - the fear of gay, lesbian, bisexual and pansexual people, awareness education, human rights and the accompanying social considerations and protections.
- **Xenophobia** - the fear of people of different races, ethnicities, heritage, language, dress, religions, including those whose legal status is asylum seeker, refugee, immigrant, migrant, Indigenous, as well as the human rights and accompanying social considerations and protections.
- **Islamophobia** - the fear of Muslim people, Islam and the accompanying religious practice (language, names, food, dress, worship practices and spaces, family and relationship practices) as well as the accompanying social considerations and protections.

Prejudice - a negative attitude toward another person or group formed in advance of any experience with that person or group. Prejudices can include an affective component (e.g., nervousness, anger, contempt, pity, hatred) and a cognitive component (assumptions and beliefs about groups, including stereotypes). Prejudice is typically manifested through discriminatory behavior. Prejudicial attitudes distort our perception of information about targeted groups. Prejudice includes, racism, sexism, transphobia, ageism, ableism etc.

(<https://dictionary.apa.org/prejudice>)

Pronouns - a part of language used to refer to someone or something without using proper nouns. In English, common singular third-person pronouns are they, she, and he. Some languages only have gender-neutral pronouns, whereas other languages have difficulty establishing any that aren't gender-specific. People with nonbinary gender identities often choose or create third-person pronouns that are gender neutral / fluid.

Racism - a form of prejudice and discrimination towards people of colour based on their physical appearance, race, culture, and / or ethnicity. This form of discrimination is based on the Western European imperialist capitalist hetero-patriarchal social construct of race that legally and socially divided people into distinct groups based on their physical traits (skin colour, hair texture, body shape, dress) social behaviour, and innate abilities, then ranked these groups from inferior to superior. Racism includes negative beliefs and reactions toward members of a particular group, and systemic or individual acts of dehumanization through stereotypes, erasure, and violence. White people cannot experience racism, as the construct was designed to secure their economic and social privilege at the expense of Black, Indigenous and Asian People of Colour.

Reconciliation - the act of two or more people or groups to become friendly again after an act of harm. In the Canadian context the process of Reconciliation is tied to the federal government's relationship with, history of genocide enacted upon and ongoing harm towards Indigenous peoples. Reconciliation also refers to efforts made to address the harms caused by various policies and programs of colonization, such as residential schools. For some, the word represents an opportunity to reflect on the past, to heal and to make right. For others, however, current gestures of reconciliation are merely performative and lack meaningful action to address the harms done by colonization. - adapted from
<https://www.thecanadianencyclopedia.ca/en/article/reconciliation-in-canada-plain-language-summary>

Refugees - A refugee is someone who has been forced to flee his or her home because of war, violence or persecution, often without warning. They are unable to return home unless and until conditions in their native lands are safe for them again. An official entity such as a government or the United Nations Refugee Agency determines whether a person seeking international protection meets the definition of a refugee, based on well-founded fear. Those who obtain refugee status are given protections under international laws and conventions and lifesaving support from aid agencies. They also have the opportunity to become permanent residents and eventually citizens. (rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference)

Regenerative - a practice or act of healing and / or improvement of a system or living organism.

Reparations - A process of repairing, healing and restoring a people injured because of their group identity and in violation of their fundamental human rights by governments, corporations, institutions and families. Those groups that have been injured have the right to obtain from the government, corporation, institution or family responsible for the injuries that which they need to repair and heal themselves. In addition to being a demand for justice, it is a principle of international human rights law. [THE NATIONAL COALITION OF BLACKS FOR REPARATIONS IN AMERICA (N'COBRA)] <https://m4bl.org/wp-content/uploads/2020/11/defining-reparations.pdf>

The United Nations outlines five conditions that must be met for full reparations: Cessation/Assurance of Non-Repetition, Restitution and Repatriation, Compensation, Satisfaction, and Rehabilitation. Reparations are a concept rooted in international law that involves specific forms of repair to specific individuals, groups of people, or nations for specific harms they have experienced in violation of their human rights.

Therefore, reparations cannot be achieved simply through “acknowledgment or an apology” or “investment in underprivileged communities.”

Repatriation - Repatriation for museums and institutions like them is the process by which important cultural items and human remains are returned to lineal descendants or descendant communities.

(<https://repatriation.fieldmuseum.org/narrative/6525>)

Settlers - Settlers often come with the intention of claiming land and building homes, farms, or businesses, on territory that is not connected to their (recent) heritage. They bring their families or other members of their community with them, creating a new society and borders in the process, without consideration the rights of Indigenous nations and people of that land. Indigenous people are displaced and endure generational violence and forms of genocide including: death (disease, war, murder, starvation, exposure) forced re-education, family separation, settler laws restricting access to culture and community (gathering, dress, language, food, travel, and spiritual practices) in the process of making space for settlers.

Settler Colonialism - an ongoing occupation enacted through colonial systems that empower settlers and oppress and disenfranchise Indigenous nations, peoples, communities and cultures. Settler colonialism normalizes generational settler occupation, exploiting people, lands, and resources, that are central to Indigenous values, wellness, and life.

Sex - a label assigned to humans, plants and animals based on western medical interpretation of traits such as hormones, chromosomes, and genitals. Most people are assigned male or female, or intersex. However these traits are complex. The term 'sex traits', acknowledges these traits are not binary, and variations are part of natural human diversity.

SOGI - (studies related to) Sexual Orientation and Gender Identity

Stolen people - People who were / are kidnapped, trafficked, transported to another continent, country, or region. and sold: into slavery, sex trafficking, child trafficking, adoption. In cases of long-term systemic stealing of people (such as 400 years of the Transatlantic slave trade) descendants of those who were kidnapped, trafficked, and enslaved form community identities and ancestral connection to a new land based on unity through shared experiences.

Systemic Racism - racism that as the motivation behind the design and process of systems (such as education, health, justice, politics, land use, housing, agriculture, economic, etc.) in a way that is assumes an oppressive hierarchy as the natural, inevitable order of things. Systemic racism is enforced through racist, sexist queerphobic, transphobic, ableist, and ageist laws and policies. and refuses or de-prioritize BIPOC (pre-colonial) history, leadership, safety and representation. Contemporary racial oppression is embedded in normal operations of institutions, and are invisible to most people who are a part of the systems.

Examples include: political disempowerment, redlining, segregation, criminal justice, anti-Black racism in public education policy, environmental racism, policing, school-to-prison pipeline.

Transgender - Transgender or trans is an umbrella term covering all gender identities or expressions that transgress or transcend society's rules and concepts of gender. To be trans usually means to identify as a gender other than the gender one was assigned at birth. The category of transgender includes people who have the binary gender identities of women or man, and people with non-binary gender identities. but not all non-binary people consider themselves as transgender. A trans woman's gender is properly "woman", not "trans". However, some people do consider "trans" to be their gender.

Two-Spirit / 2S - Two-Spirit, a translation of the Anishinaabemowin term niizh manidoowag, refers to a person who embodies both a masculine and feminine spirit. Historically, two-spirit people did not so easily identify as either homosexual or heterosexual. Two-Spirit refers to a spiritual identity. They were / are great sources of knowledge, keepers of traditions, and tellers of creation stories. The concept of Two-Spirit was first introduced by Elder Myra Laramie. Activist Albert McLeod helped develop the term in 1990 to broadly reference Indigenous peoples in the lesbian, gay, bisexual, transgender and queer (LGBTQ) community. Two-spirit is used by some Indigenous peoples to describe their gender, sexual and spiritual identity. -
(<https://www.thecanadianencyclopedia.ca/en/article/two-spirit>)

Unceded - Stolen

White - is a racialized classification of people generally used for those of mostly European ancestry. It is also a skin color specifier. The definition can vary depending on context, nationality, ethnicity, point of view, appearance, etc. "European colonists' use of the word "white" to refer to people who looked like themselves, grew to become entangled with the word "race" and "slave" in the American colonies in the mid-1660's. These elites created "races" of "savage" Indians, "subhuman" Africans, and "white" men.

The social inventions succeeded in uniting the white colonists, dispossessing and marginalizing native people, and permanently enslaving most African-descended people for generations...American culture, from the very beginning, developed around the ideas of race and racism. The racial identity of “white” has evolved.. Initially, it referred only to Anglo-Saxon people...who belonged to the category of “white” would expand as european settlers wanted to push back against the increasing numbers of people of color due to emancipation and immigration.”

(<https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race>)

2SLGBTQQIA+ - Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and more (pansexual, etc.)

2SQTI/BIPoC - Two-Spirit, Queer, Transgender, Intersex, Black Indigenous Person of Colour

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MODULE 1: WATER

We've been here before...



Ancestor: Lee Maracle

Book: Nibi's Water Song by Sunshine Tenasco and Chief Lady Bird

Intersectional Learning: Rights of Indigenous People x Environment

HOW I TEACH TRUTH AND RECONCILIATION IN OUR CLASSROOM:

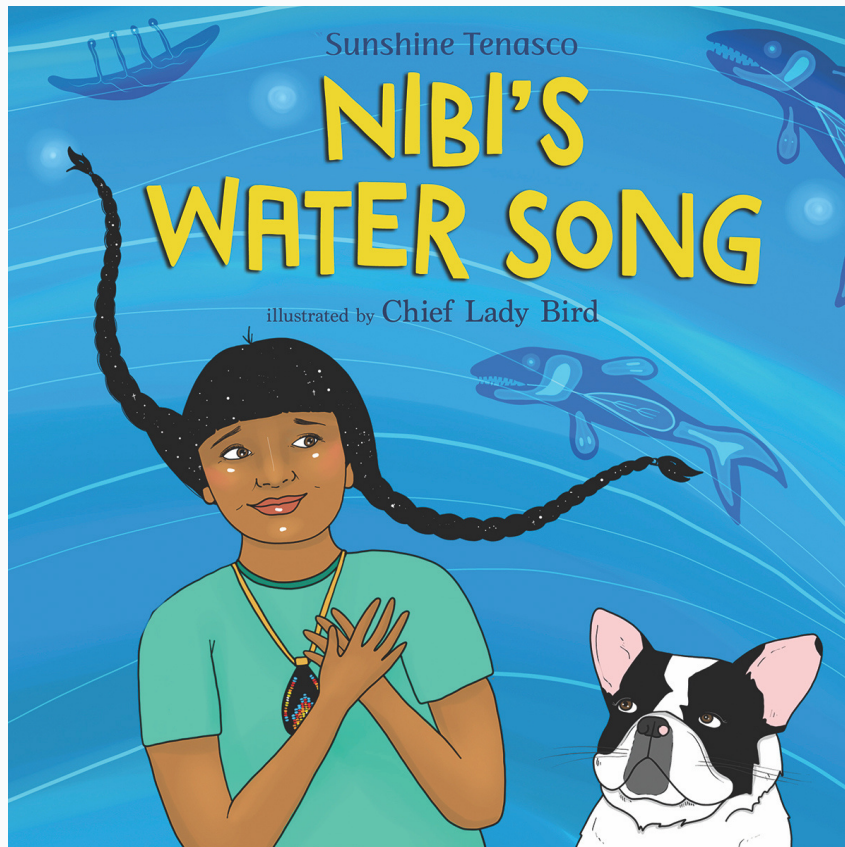


“Stories are our helpers; they lead us to right living, to the good mind, to relationship with one another and the land. Stories help us to be human. In that sense, they are an appeal to the human soul divine, to the spirit, and in this way are spiritual helpers.”

- from Lee Maracle's: My
Conversations With Canadians,
BookThug 2017

NIBI'S WATER SONG - LESSON PLANS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



1. MOVE LIKE WATER
2. STORYTIME: NIBI'S WATER SONG
3. WATER CARRIER
4. MAPPING: COMMUNITIES IN NEED OF CLEAN WATER

ANTI-OPPRESSION LEARNING OBJECTIVES

- **Recognizing environmental racism:** the relationship between environmental crisis, racism and displacement
- **Activism:** ways to create systemic change, together and individually
- **Solving problems** with the future generations in mind

INTERDEPENDENT RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 1: Move Like Water | Nibi's Water Song | Kindergarten - Gr. 4

PHYSICAL EDUCATION K - GR.1

Big Ideas: Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Core Competencies:

Communicating - Collaborating

Personal and Social - Personal Awareness and Responsibility

Curricular Competencies:

Physical Literacy: Describe the body's reaction to participating in physical activity in a variety of environments

Content:

relationships between food, hydration, and health

- water refreshes us and helps us grow, learn and play

PHYSICAL EDUCATION GR.2 - 4

Big Ideas: Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

Core Competencies:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Positive Personal and Cultural Identity

Curricular Competencies:

Physical Literacy: Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments

Content:

- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- different types of physical activities, including individual and dual activities, rhythmic activities, and games

NIBI'S WATER SONG | LESSON 1

Together We Thrive, Anti-oppression Curriculum | Kindergarten - Grade 4+

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Move Like Water	<ul style="list-style-type: none"> • None • Music / instruments <p>EXTENSIONS</p> <ul style="list-style-type: none"> • Invite a community member(s) to lead / participate in the session: drum, dance etc. • Critical thinking discussion. 	Recognizing relationship to environment	<ul style="list-style-type: none"> • Teacher will guide students through dance / movements that release and relax the the body. • Music can be light and rhythmic, or you can invite a community member to drum for this exercise. • Teacher will guide a follow-up discussion on the connections between water and all life on earth <ul style="list-style-type: none"> ◦ Trees / wood / paper ◦ Ocean / fish / food ◦ babies in amniotic fluid 	<ul style="list-style-type: none"> • Students will sit, stand or lie down in a circle or other shape. • Students close their eyes and imagine moving like water. • Students describe the water: a rushing river, gentle rain, a sleeping sea. • Students share movement prompts: swimming, dive in the lake, a tumbling rock 	15+ minutes

NIBI'S WATER SONG | LESSON 1

Together We Thrive, Anti-oppression Curriculum | Lesson Plans Kindergarten - Grade 4+

MOVE LIKE WATER

1. Have students stand with space between them, tell the class they will start today's lesson by connecting to the element of WATER. Water is so many things, quiet, and loud, powerful and gentle. To get ready for today's story we will move together like water,
2. Ask students to suggest ideas of water movements to do together.
3. Guide a follow-up discussion on the connections between water and all life on earth.

MOVEMENT PROMPTS:

- pounding rain
- gentle mist
- a lake as still as glass
- a rushing river
- a puddle
- swimming up to the surface of the water
- high tide, low tide - in this play, someone can be the moon and another the sun with the rest of the class playing the dance of the ocean.

EXTENSIONS:

- Invite a community member or elder to drum or add music to this activity. Invite a water protector / water rights activist to share their story.
- Discuss the responsibility to protect, share, and preserve access to water. Introduce Black and Indigenous youth who have inspired and led movements to protect the right to clean drinking water.



BC CURRICULUM LEARNING OUTCOMES

MODULE 1: Storytime | Nibi's Water Song | Kindergarten - Grade 4

ENGLISH LANGUAGE ARTS K - GR. 4

Big Ideas

K-Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Core Competencies:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

Curricular Competencies K - Gr. 4:

Comprehend and connect (reading, listening, viewing)

Content K - Gr. 4:

Story

Strategies and processes

NIBI'S WATER SONG | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Read: Nibi's Water Song	Storybook	Using story to teach a truthful history, share ancestral knowledge, and inspire a kinder world.	Teacher will read the story to the students, pausing to make connections between what the characters are doing, thinking, or feeling in the story and the student's knowledge or lived experience.	Students will listen to the story and respond as required.	10+ minutes



BC CURRICULUM LEARNING OUTCOMES

MODULE 1: Water Carrier | Nibi's Water Song | Kindergarten - Gr. 4

ARTS EDUCATION K- GR.4

Big Ideas:

K - Gr. 1: People create art to express who they are as individuals and community

Gr.2: People connect to the hearts and minds of others in a variety of places and times through the arts.

Gr.3: The arts connect our experiences to the experiences of others.

Gr.4: Creative expression is a means to explore and share one's identity within a community.

Core Competencies K- Gr.4:

Thinking - Creative Thinking

Personal and Social - Positive Personal and Cultural Identity

Curricular Competencies:

- Exploring and creating
- Communicating and documenting

Content:

- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
- traditional and contemporary Aboriginal arts and arts-making processes
- symbolism and metaphor create and represent meaning

NIBI'S WATER SONG | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
<p>Water Carrier</p> <ul style="list-style-type: none"> A response to the statement "Water is life." 	<p>Options:</p> <ul style="list-style-type: none"> a wooden gourd A shell A bucket animal hide other craft supplies 	<ul style="list-style-type: none"> Recognizing relationship to environment Using story to teach a truthful history, share ancestral knowledge, and inspire a kinder world. 	<ul style="list-style-type: none"> Teacher will prompt student in a conversation on the gifts of water. The role it plays in creation of all life on earth. Teacher will distribute water carriers or students bring, create, or choose their own. Teacher will explain the activity Teacher supports students in interpreting the statement "Water is life." 	<ul style="list-style-type: none"> Students will each make and / or decorate their own water carrier (from a gourd, etc.) as a symbol of this gift. Students will fill their water carrier and share it in a ceremony as they decide. Students answer: <ul style="list-style-type: none"> Who is water for? What is water for? What does "Water is life." mean to you? 	<p>45 minutes - 1hr+ (flexible)</p>

NIBI'S WATER SONG | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

WATER CARRIER

This activity will allow students to learn about connection to water through place based learning.

- Bring the students to a circle on the carpet and write the statement 'Water is life.' on the board.
- Begin a mindfulness activity informed by water. Students melt to the floor becoming a puddle. Ask students to close their eyes and silently think of ways that water is a part of their life. After 1 minute ask students to come back to a sitting position and offer their thoughts
 - prompts: rain, water balloon fight, human creation (amniotic fluid), drinking, bathing, making food, putting out a fire, watering a garden
- Explain that today's activity is about making a special gift to say thank you to water: for everything that it gives us, for how it is part of our bodies, and how water gives life to people places and things we use and care for:
 - prompts: animals, trees, fish, rain, rivers, cold drinks, tea
- Share out crafts to make the Water Carrier. These craft / carrier options can reflect the history and natural elements of the local territory, or the students own cultural representation. (such as: calabash gourd, clay pot, hide, woven carrier)
- When students have complete their Water Carrier, students partake in a ceremony to give thanks to water and speak to their creation.
 - prompts: plant a tree, each student offers water, celebrate with a local water protector, student pours a small cup of water for each class member to drink from their Water Carrier



BC CURRICULUM LEARNING OUTCOMES

MODULE 1: Mapping Communities | Nibi's Water Song | Kindergarten - Gr. 4

SOCIAL STUDIES K - GR. 4

Big Ideas:

K: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Gr.1: We shape the local environment, and the local environment shapes who we are and how we live.

Gr.2: Local actions have global consequences, and global actions have local consequences.

Gr. 3: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Gr.4: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Core Competencies:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

Curricular Competencies:

K-Gr. 3:

- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Gr. 4:

- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)

Content:

K-Gr.1: people, places, and events in the local community, and in local First Peoples communities

Gr. 2: how people's needs and wants are met in communities

Gr. 4: the impact of colonization on First Peoples societies in British Columbia and Canada

NIBI'S WATER SONG | LESSON 3

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Mapping: Communities in need of clean water	<ul style="list-style-type: none"> internet writing materials map of Canada 	<ul style="list-style-type: none"> Recognizing the relationship between environmental crisis, racism and displacement Recognizing diversity - Intersectionality in history, identity, experience, and impact of our actions Activism: ways to create systemic change, together and individually 	<ul style="list-style-type: none"> Teacher will prompt student in a conversation on the different communities that need water and why Teacher will explain the activity Teacher will support students in their research 	<ul style="list-style-type: none"> Students will work in groups to research communities in need of clean water locally and across Canada Students present their findings 	45 minutes - 1hr+ (flexible)

NIBI'S WATER SONG | LESSON 3

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

MAPPING: COMMUNITIES IN NEED OF CLEAN WATER

This activity introduces environmental racism through place based learning

- Bring students into a circle on the carpet and begin by sharing that today's research project is on something that we all need to survive on earth - clean, accessible water.
- Explain to students that many people and communities do not have access to clean water in North America, and that for many years people of all ages have been fighting governments, and industries to make sure everyone has safe water, wherever they live.
- Organize student into groups and share that each group will research: a Water Protector: their message, community, and impact.

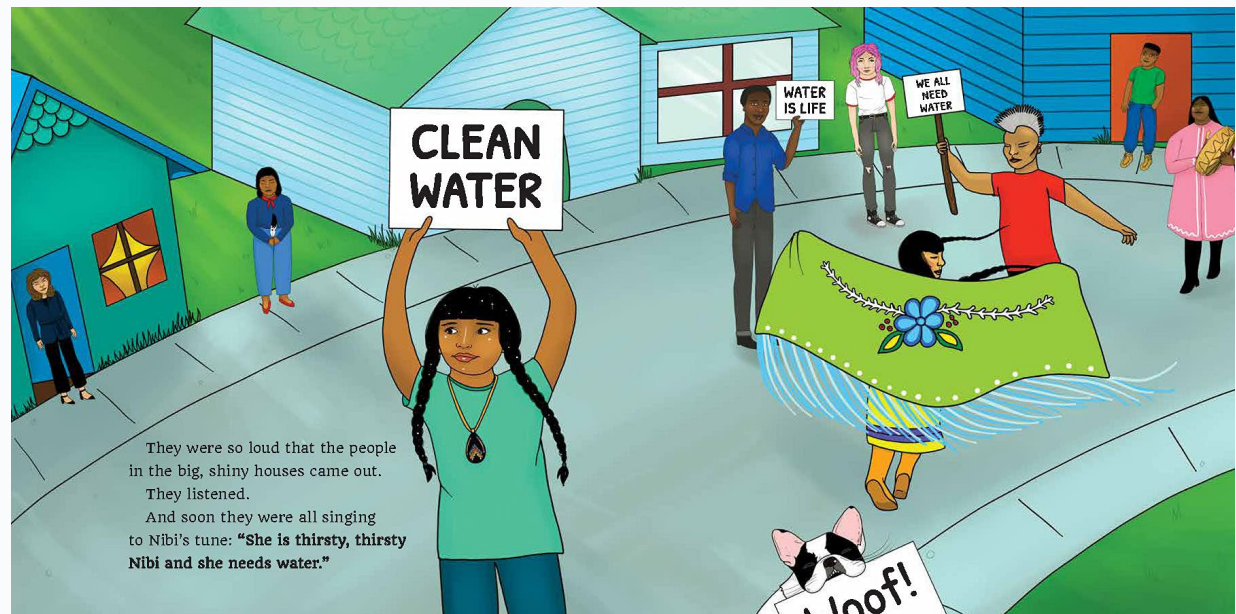


Illustration by Chief Lady Bird from Nibi's Water Song

NIBI'S WATER SONG | LESSON 3

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

MAPPING: COMMUNITIES IN NEED OF CLEAN WATER

Examples of Water Protectors to research:

- WINONA LADUKE
- AUTUMN PELTIER
- AMARIYANNA 'MARI' COPENY
- You, your family, your community!

For each person, research and write / draw / record:

- their message,
- their nation and community
- their lineage (are they the first water protector / activist in their family?)

Identify ways to protect land and community from being exploited: speaking, walking, blockades, laws and policies.

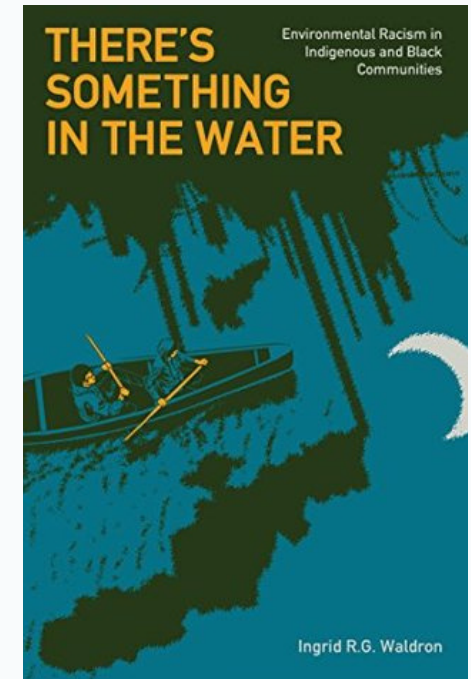
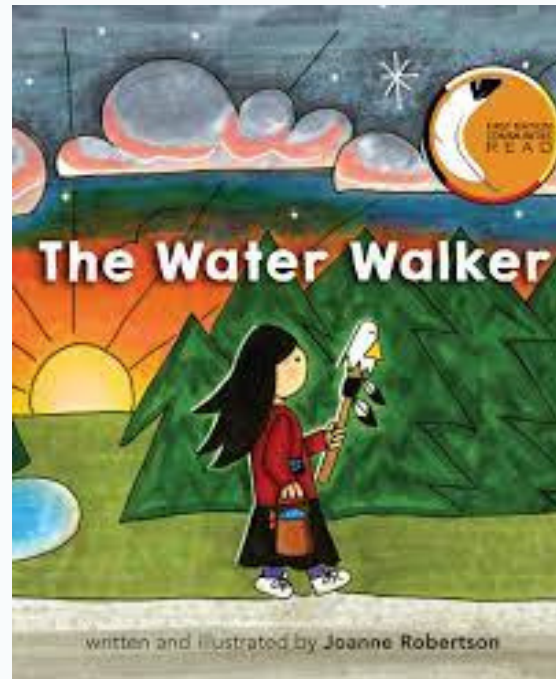


Winona LaDuke addresses a U.N. conference on discrimination against Indigenous populations in the Americas, Geneva, Switzerland, Sept. 1977.

MODULE 1: RECOMMENDED READING LIST

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

WATER ACTIVISM AND ENVIRONMENTAL RACISM IN CANADA



MODULE 2: LAND

...gathered together...



Ancestor: Chief Dan George

Book: A Day with Yayah - Nicola I. Campbell and Julie Flett

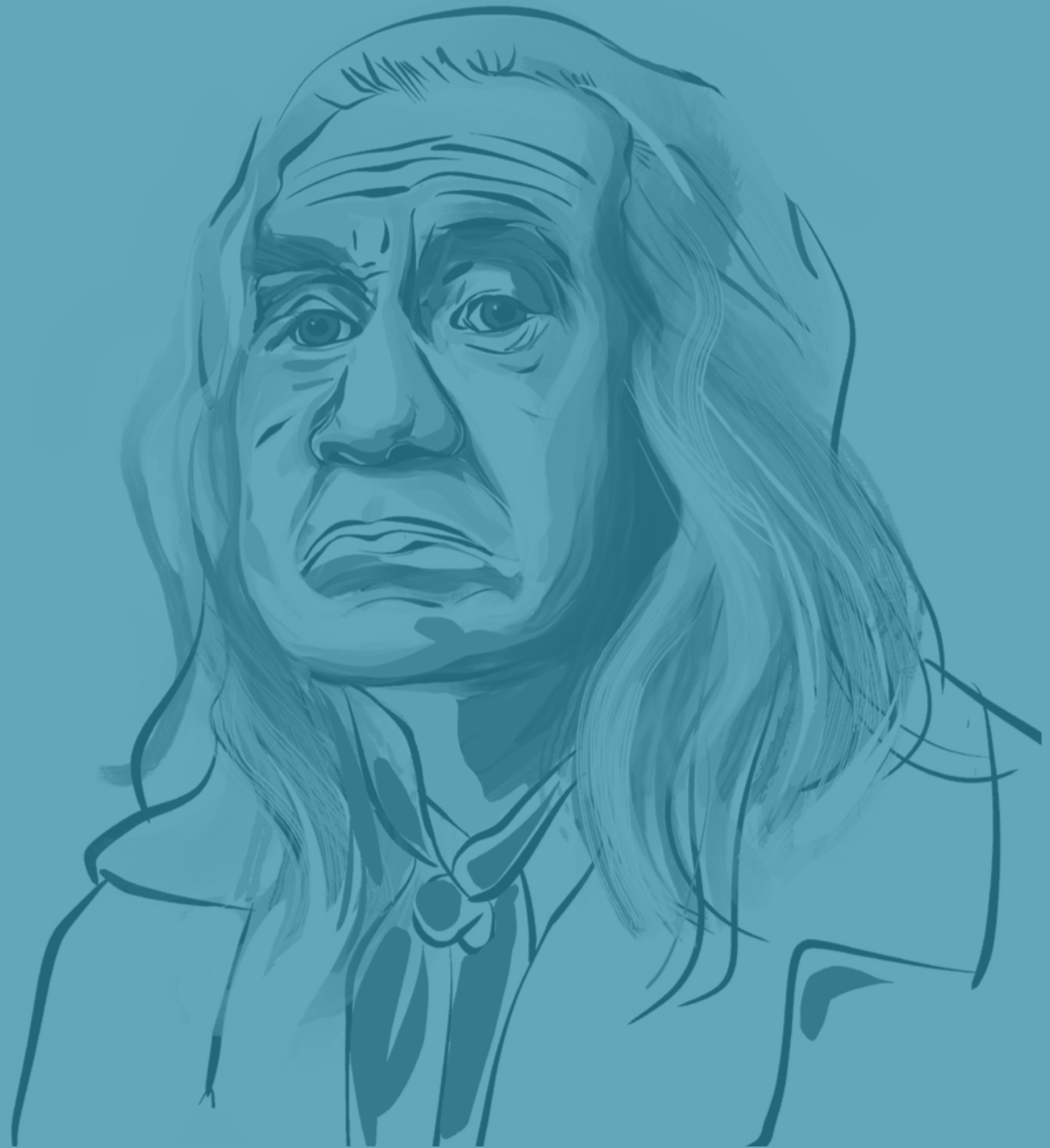
Intersectional Learning: Environment x Culture x Food x Ancestral Knowledge

HOW I TEACH TRUTH AND RECONCILIATION IN OUR CLASSROOM:

"How long have I known you, Oh Canada? A hundred years? Yes, a hundred years. And many, many seelanium more. And today, when you celebrate your hundred years, Oh Canada, I am sad for all the Indian people throughout the land.

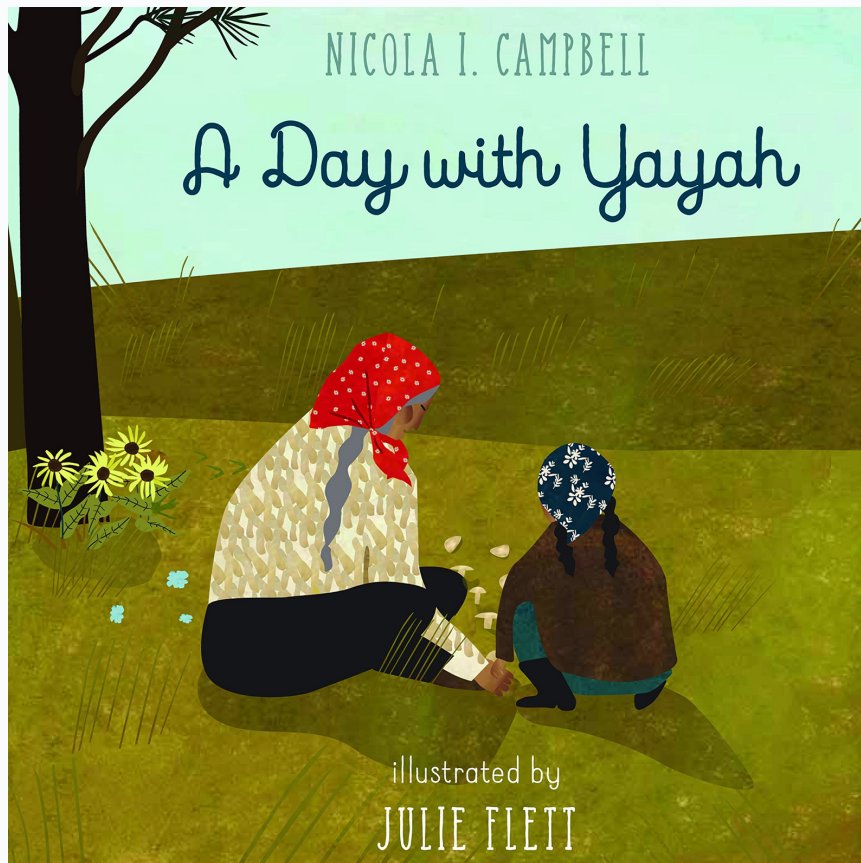
For I have known you when your forests were mine; when they gave me my meat and my clothing. I have known you in your streams and rivers where your fish flashed and danced in the sun, where the waters said 'come, come and eat of my abundance.' I have known you in the freedom of the winds. And my spirit, like the winds, once roamed your good lands."

- Chief Dan George, from his speech, Lament for Confederation, 1967



A DAY WITH YAYAH - LESSON PLANS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



- 1 GIVE AND TAKE CARE
2. STORYTIME: A DAY WITH YAYAH
3. FRIENDSHIP STEW

ANTI-OPPRESSION LEARNING OBJECTIVES

- Recognizing relationship to environment
- Food security
- **Using story to teach:** a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world.
- **Building together** collaboration, consultation

INTERDEPENDENT RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 2: Give and Take Care | A Day with Yayah | Kindergarten - Gr. 4

SOCIAL STUDIES K-GR. 4

Big Ideas:

K: Stories and traditions about ourselves and our families reflect who we are and where we are from.

Gr.1: We shape the local environment, and the local environment shapes who we are and how we live.

Gr.2.: Local actions have global consequences, and global actions have local consequences.

Gr.3: Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Gr. 4: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Core Competencies:

Communicating - Communication

Personal and Social - Positive Personal and Cultural Responsibility

Curricular Competencies:

K-Gr.3: Explain the significance of personal or local events, objects, people, or places (significance)

Gr. 4: Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)

Content:

K: people, places, and events in the local community, and in local First Peoples communities

Gr.1: relationships between a community and its environment

Gr.2: how people's needs and wants are met in communities

Gr.3: cultural characteristics and ways of life of local First Peoples and global indigenous peoples

Gr.4: the impact of colonization on First Peoples societies in British Columbia and Canada

A DAY WITH YAYAH | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Give Thanks and Take Care	<ul style="list-style-type: none"> harvesting supplies (gloves, scissors, basket) seeds starter planter pots, markers labels (popsicle stick / masking tape) <p>Indigenous community member leads walk, language, and knowledge exchange</p>	<ul style="list-style-type: none"> Food security Truth and Reconciliation in the Classroom - Place based learning, Indigenous language literacy: nle?kepmxcin Community building - research collaboration, consultation 	<ul style="list-style-type: none"> Teacher / student will guide class on a plant walk, identifying plants in English / French and nle?kepmxcin Teacher / student guides class in harvesting plants, naming in nle?kepmxcin, and giving thanks to the plants, and shares knowledge on the life cycle and use of the plant Teacher shares seeds with students to plant - posts the nle?kepmxcin names for the plant labels 	<ul style="list-style-type: none"> Students will prepare for time outdoors and bring gathering materials (basket / bag gloves, etc) Students will learn to identify, harvest, and plant local herbs / foods. Students create bilingual labels in nle?kepmxcin, English / French 	morning or all day activity

A DAY WITH YAYAH | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

GIVE THANKS AND TAKE CARE

1. Tell the class they will start today's lesson by learning about our relationship of give and take with the earth. To do this, we will learn about local plants and what plants share with us.
2. Ask students to name some of the gifts we receive: oxygen, food, medicine, building materials, paper and pencils, baskets, dyes, textiles
3. To get ready for today's story we will go (outside / to the park / on a field trip) to learn about the plants that are grow in our community.

PLANT WALK PROMPTS:

- As you move through the (forest, park, garden) name the trees, plants, and animals who live together in this space
- Call and response: use nê?kepmxcin and english / french words to name these things
- Share with students / students share information about the plants history, growing cycle, and use in Indigenous tradition and currently
- Give thanks to the plant before it is harvested

PLANTING SEEDS PROMPTS:

- Write the nê?kepmxcin names for the seeds you are planting somewhere visible (worksheet, chalkboard, poster)
- Support students in writing the nê?kepmxcin name on a popsicle stick and pronouncing the nê?kepmxcin names of the seeds they plant

EXTENSIONS:

- Invite an Indigenous community member / educator to lead the nê?kepmxcin language learning, plant walk and harvest



BC CURRICULUM LEARNING OUTCOMES

Storytime | A Day with Yayah | Kindergarten - Grade 4

ENGLISH LANGUAGE ARTS K - GR. 4

BIG IDEAS

K-Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

CORE COMPETENCIES:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES K - GR.4:

Comprehend and connect (reading, listening, viewing)

CONTENT K - GR.4:

Story

Strategies and processes

A DAY WITH YAYAH | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Read: A Day with Yayah	Storybook	Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world.	Teacher will read the story to the students, pausing to make connections between what the characters are doing, thinking, or feeling in the story and the student's knowledge or lived experience.	Students will listen to the story and respond as required.	15+ minutes



BC CURRICULUM LEARNING OUTCOMES

MODULE 2: Friendship Stew | A Day with Yayah | Kindergarten - Gr. 4

ENGLISH LANGUAGE ARTS K-GR.4

BIG IDEAS:

K - Gr.2: Through listening and speaking, we connect with others and share our world.

Gr.3 - Gr.4: Using language in creative and playful ways helps us understand how language works.

CORE COMPETENCIES K- GR.4:

Communicating - Collaboration

Personal and Social - Positive Personal and Cultural Identity

CURRICULAR COMPETENCIES:

K - Gr.4: Create and communicate (writing, speaking, representing)

CONTENT:

Language features, structures, and conventions

Strategies and processes

A DAY WITH YAYAH | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Friendship Stew	<ul style="list-style-type: none"> pen and paper / collage materials / other art supplies computer / tablet online - menu crook pot, cooking utensils 	<ul style="list-style-type: none"> Food security Truth and Reconciliation in the Classroom Community building - architecture, design thinking: collaboration, consultation 	<ul style="list-style-type: none"> Teacher will provide the resources and instructions to build a recipe / menu - collage materials, pen, paper, tablet /computer Teacher will share the word list from the glossary in A Day with Yayah and any other words the class learned on their plant walk in Lesson 1 for students to use in their dish / menu Teacher will support students in preparing and serving their dish / menu 	<ul style="list-style-type: none"> Students will use the word list from the glossary in A Day with Yayah and other Indigenous language words they learned on their plant walk in the Lesson 1 to create the ingredients list for a dish or menu for a meal together Students will work as a class, in groups, or independently to make 1 or more dishes to share with each other 	Afternoon project

A DAY WITH YAYAH | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

FRIENDSHIP STEW

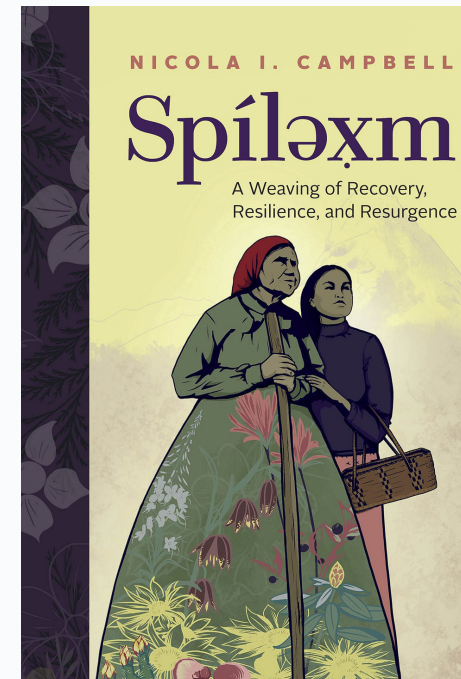
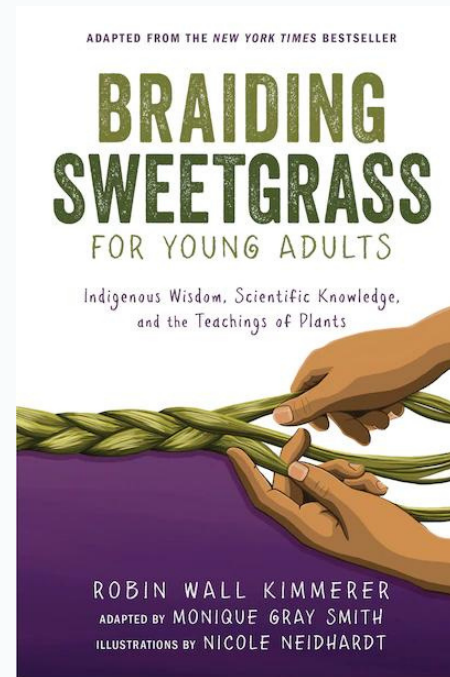
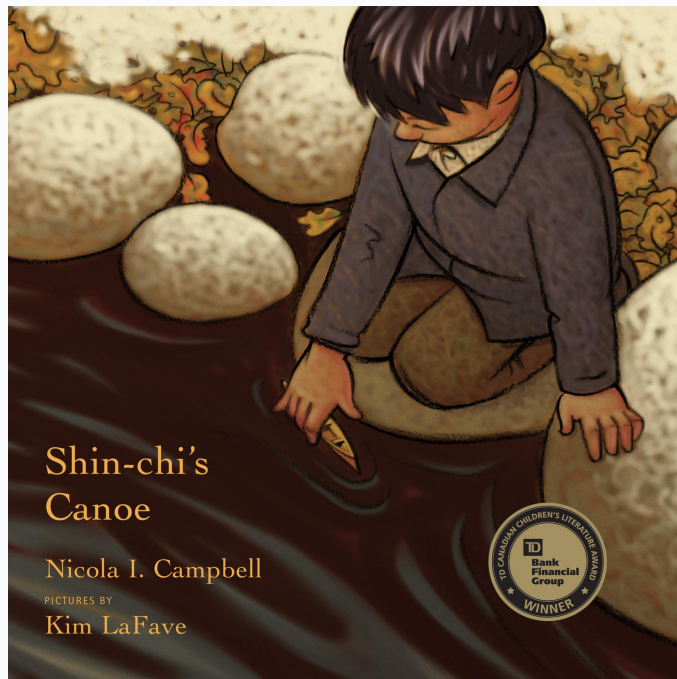
This activity will allow students to apply the nê?kepmxcin language learned in the pre-activity, and connect with the giving and receiving of nourishment from the earth. Place based learning and food security are topics you can engage:

- Bring the students to a circle on the carpet around the nê?kepmxcin word list they built in the Pre-Activity 'Give and Take'
- Begin an oral literacy activity, using the words out loud in sentences and context, ie: naming favourite dishes that have the ingredients
- Explain that today's activity is about connecting with the action of giving - learning how the earth and plants give us nourishment, and the importance of sharing that nourishment with others - Food Security, Food Justice, food as a human right
 - prompts: collage menu, menu written online (pages, canva, word), nê?kepmxcin literacy: writing
- Share out craft supplies to make a menu or ingredients list for a Friendship Stew. This stew / menu can include ingredients of the local territory, or the students own cultural representation.
- When students have complete their dish / menu, prepare one or more items together as a class. Students partake in a giving thanks to the food and each other as they share it out.
 - prompts: collaborate with a community member, the school kitchen, or buddy classes to create and share this meal together

MODULE 2: RECOMMENDED READING LIST

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

INDIGENOUS CONNECTION TO LAND, RESIDENTIAL SCHOOL HISTORY, HEALING THROUGH STORYTELLING



MODULE 3: CONSENT

...in respect...



Ancestor of Equitable Education Praxis: Audre Lorde

Book: Don't Touch My Hair! - Sharee Miller | Queens & Kings - Danielle Murrell Cox

Intersectional Learning: Environment x Culture x Food x Ancestral Knowledge

HOW I TEACH TRUTH AND RECONCILIATION IN OUR CLASSROOM:

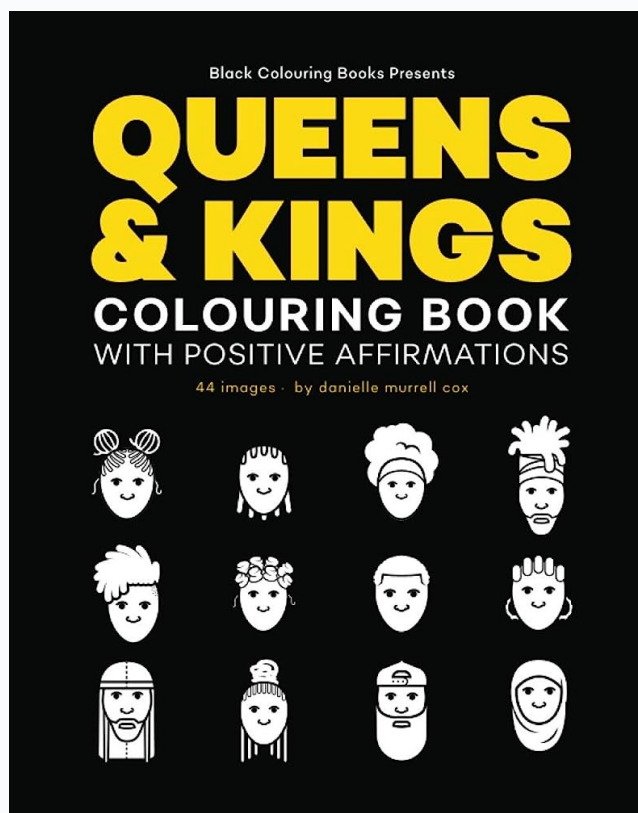
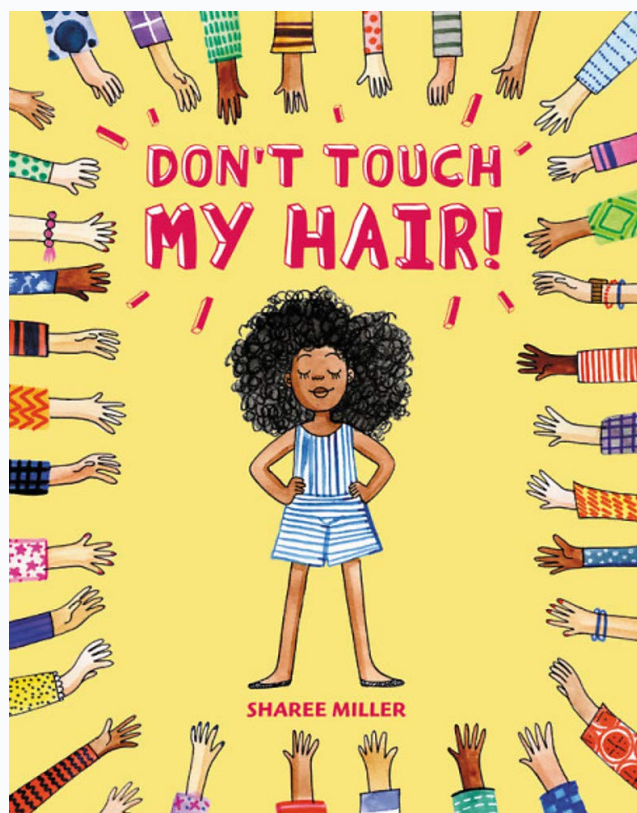


The learning process is something you
can incite, literally incite, like a riot.

- Audre Lorde

DON'T TOUCH MY HAIR! - LESSON PLANS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



1. CONSENT CONVERSATION
2. STORYTIME: DON'T TOUCH MY HAIR
3. COLOURING PAGES AND MURAL

ANTI-OPPRESSION LEARNING OBJECTIVES

- **Recognizing diversity -**
Intersectionality in history, identity, experience, and impact of our actions
- **Recognizing and building** safe relationships
- **Consent**
- **Body autonomy**
- **Solving problems** with future generations in mind

RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 2: Consent | Don't Touch My Hair | Together We Thrive, Anti-oppression Curriculum K-Gr.4

PHYSICAL EDUCATION K-GR.4

BIG IDEAS

- **K-Grade 1:** Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.
- **Gr. 2-3:** Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.
- **Gr. 4:** Developing healthy relationships helps us feel connected, supported, and valued.

CORE COMPETENCIES:

Communicating - Collaborating

Personal and Social - Personal Awareness and Responsibility

CURRICULAR COMPETENCIES:

Social and community health

Mental well-being

CONTENT:

- appropriate and inappropriate ways of being touched
- emotions and their causes and effects
- names for parts of the body
- caring behaviours in groups and families

DON'T TOUCH MY HAIR! | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Consent Conversation	None	<ul style="list-style-type: none"> • Consent • Body autonomy • Recognizing oppression: anti-Black racism • Recognizing and building safe relationships • Truth and Reconciliation in the Classroom 	<ul style="list-style-type: none"> • Teacher will engage students in discussion on consent and the natural human interest in what makes each of us unique / differences in humans • This can be differences we can see, on the outside, or hear with our ears, or invisible differences that make how we connect to the world (worldview, thoughts and feelings.) unique. 	Students will listen and respond as required	15 min

DON'T TOUCH MY HAIR! | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

CONSENT CONVERSATION

1. Have students sit comfortably in circle.
2. Have students close their eyes and take 4 deep (4 seconds in, 4 seconds out) breaths to settle their bodies.
3. Tell them that you will ask questions throughout this conversation and you would love to learn together by sharing stories and answers, and if they don't know, or choose to just consider the questions that is ok too. Students can ask questions and you will do your best to answer.
4. Begin by sharing an opening about consent. Examples of feeling safe and giving permission: "Yes, I'll play with you at recess", "Yes, you can have some of my snack." "Yes you can borrow my green shirt." "No, I don't want a hug." "Yes I would like to hold hands."
5. Connect the conversation to body autonomy - include hair and respecting boundaries. How does consent apply when meeting someone who looks different from you or most of the people you see in your day. How does consent apply to friends / family who look different than you?

You can ask the following :

- Do you have coily hair? Do you know someone with coily hair? Have you seen coily hair before?
- When you meet someone who looks different from you, or your friends or family, it is very interesting! If you see someone with coily hair in beautiful braids or curls rising high up off their head like a crown, you might want to touch it. But hair is part of a person's body, just like eyes, fingers, and legs!
- When might someone touch your hair in a safe and respectful way?
 - *Ex answers: brushing / combing hair, braiding hair, washing hair, getting a haircut, rubbing your head to comfort you when you are feeling sleepy, when someone asks permission and you feel safe to say yes*

DON'T TOUCH MY HAIR! | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

CONSENT CONVERSATION

Never touch someone's hair without them knowing, asking for consent, and hearing / understanding an emphatic / clear "Yes".

If the person looks unsure or says no ...

that makes total sense! Your want to learn through touch is natural, but it is not more important than a person's body autonomy.

The person should only have to say no once, and it's very important that this no is respected. This is how trust and friendships are built.

This is called a boundary - and respecting each other's boundaries makes people feel heard, valued, and builds trust between new friends

You might still want to touch coily hair ...

because it looks magical, and you're right, it is! Coily hair naturally grows up toward the sun instead of down toward the earth. All hair is magical because it is part of us, amazing magical humans!

Redirect your energy!

Take a deep breath, or 3 or 4. As many as is needed to shift any feelings of rejection toward recognition of the other person's boundary

Place your hands together and say "Thank you for telling me."



BC CURRICULUM LEARNING OUTCOMES

Storytime | Don't Touch My Hair! | Kindergarten - Grade 4

ENGLISH LANGUAGE ARTS K - GR. 4

Big Ideas

K-Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Core Competencies:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

Curricular Competencies K - Gr. 4:

Comprehend and connect (reading, listening, viewing)

Content K - Gr. 4:

Story

Strategies and processes

DON'T TOUCH MY HAIR! | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Read: Don't Touch My Hair!	Storybook	Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world.	Teacher will read the story to the students, pausing to make connections between what the characters are doing thinking, feeling in the story and lessons from the pre activity "Consent Conversation"	Students will listen to the story and respond as required.	15 min



BC CURRICULUM LEARNING OUTCOMES

Module 2: Colouring Pages / Mural | Don't Touch My Hair | Kindergarten - Gr.4

ARTS EDUCATION K - GR. 4

BIG IDEAS:

K - Gr.1: People create art to express who they are as individuals and community

Gr. 2: People connect to others and share ideas through the arts.
Elaborations

Gr. 3: People connect to the hearts and minds of others in a variety of places and times through the arts.

Gr.4: Creative expression is a means to explore and share one's identity within a community.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Positive Personal and Cultural Identity

CURRICULAR COMPETENCIES:

- Exploring and creating
- Reasoning and reflecting

CONTENT:

- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
- processes, materials, technologies, tools and techniques to support arts activities

DON'T TOUCH MY HAIR! | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Colouring Pages & Mural	<ul style="list-style-type: none"> Queens & Kings colouring pages the decorated colouring pages 	<ul style="list-style-type: none"> Addressing 2SQTBIPOC erasure in learning spaces Activism: ways to create systemic change, together and individually 	<ul style="list-style-type: none"> Teacher will give students options of which colouring sheet to choose. Support students, by turning on playing music that is upbeat and joyful, music / poetry by Black artists Teacher will help students arrange picture layout Teacher will make a connection to Black representation, respect and pride. 	<ul style="list-style-type: none"> Students will colour and decorate the pages Students will work together to arrange placement and mural location in or outside the classroom 	45 minutes

DON'T TOUCH MY HAIR! | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

COLOURING PAGES & MURAL

This activity will allow students to take an active role in adding visible BIPOC representation to their learning environment. The colouring pages highlight Black hairstyles and positive affirmations that support representation of healthy relationship between Black identity and visibility in public learning spaces. Whether or not there are Black people in your class or faculty, this is important.

1. Students come together to arrange their pictures for display.
2. Students share with the teacher / respond to prompts from the teacher, where and how they would like to display the mural inside or outside the classroom.
3. Make the connection to local landscape by asking where else students see murals or advertising of Black children or families in their community?
4. Put up the mural together
5. Play music from Black artists while you do this. This is to encourage creating / taking up space to include Black culture, history, and identity.

DON'T TOUCH MY HAIR! | EXTENSIONS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

COLOURING PAGES & MURAL

EXTENSIONS:

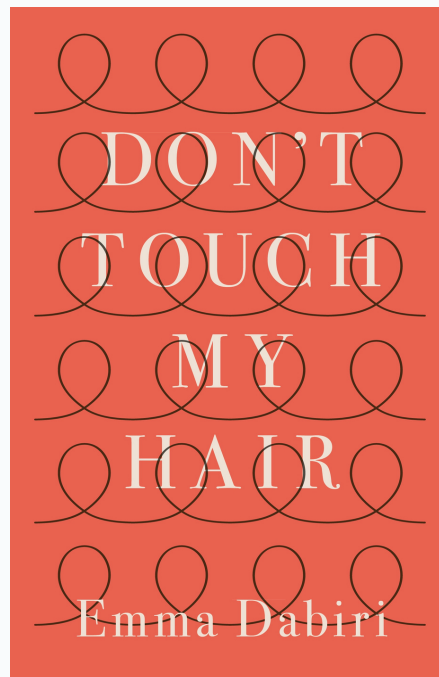
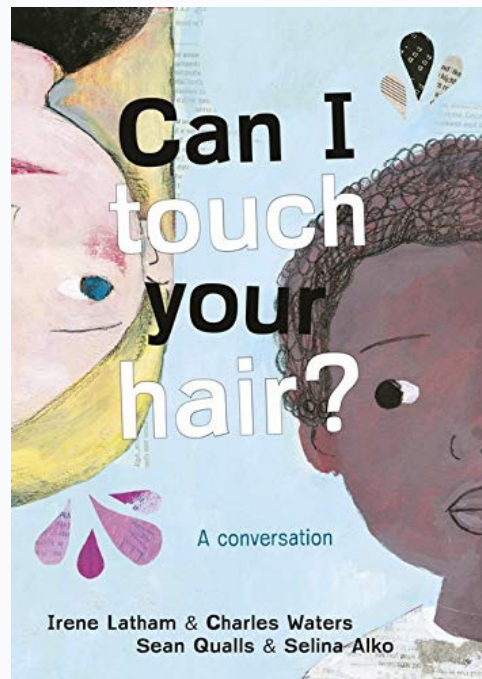
- Meet the Illustrator! <https://www.dmcox.co/about/>
 - Have follow-up discussion on why representation is important in creating a kinder world
- **English Language Arts, Social Studies and Critical Race Thinking skills development**
 - learn the names of hairstyles and hair texture featured in the colouring pages
 - Write a paragraph, essay, or create another literary response to the following:
- **Research**
 - Identify racist anti-Black hair laws used to subjugate Black people specifically in the last 10, 100, 200, 300, 400 years in North America. What anti-Black hair laws or policies exist in schools today and how do they impact Black students.
- **Make connections** Black people's hair is highly politicised, severely policed, and visible symbols of pride, history, culture, and identity.
 - How were protective hairstyles like cornrows / canerows a means of survival and pathways to freedom during enslavement?
 - Afro's became a visible sign of pride and self love in the modern civil rights era. How did this scare white people, and what was the political and legal impact of this white fear
 - How did dreadlocks / locks showcased spirituality, Pan-Africanism, and resistance to colonialism in countries like Jamaica and England?



MODULE 3: RECOMMENDED READING LIST

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

BLACK HAIR, HISTORY, FRIENDSHIP, LEARNING



MODULE 4: PRIDE

...and love, of all we are.



Ancestor: bell hooks

Book: Juliàn is a Mermaid - Jessica Love

Intersectional Learning: Gender Identity x Family x BIPOC Cultures in North America

HOW I TEACH TRUTH AND RECONCILIATION IN OUR CLASSROOM:



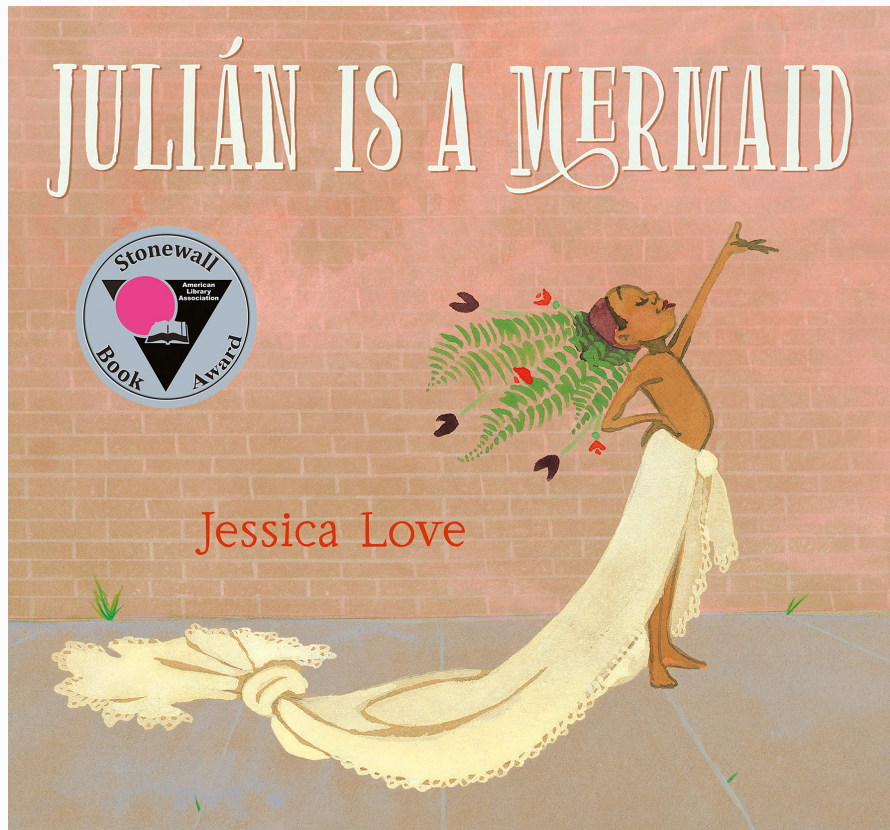
Love is a combination of care, commitment, knowledge, responsibility, respect, and trust.

In what way does my action that I am taking reflect these traits, these characteristics, these values?

- bell hooks

JULIÁN IS A MERMAID - LESSON PLANS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



1. PRONOUNS
2. STORYTIME: JULIÁN IS A MERMAID
3. NECKLACE
4. CLOTHES ARE FOR PEOPLE

ANTI-OPPRESSION LEARNING OBJECTIVES

- Recognizing and building safe relationships
- 2SQTBIPOC Identity and families
- Addressing 2SQTBIPOC erasure in learning spaces // 2SQTBIPOC visibility in learning spaces
- Community inclusion
- Recognizing safe places / feelings
- Recognizing diversity - Intersectionality in history, identity, experiences

INTERDEPENDENT RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 4: Pronouns | Julián is a Mermaid | Together We Thrive, Anti-oppression Curriculum K-Gr.4

ENGLISH LANGUAGE ARTS K - GR.4

BIG IDEAS:

K - Gr.1: Playing with language helps us discover how language works.

Gr.3 - Gr.4: Using language in creative and playful ways helps us understand how language works.

CORE COMPETENCIES:

Communicating - Collaborating

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

Comprehend and connect (reading, listening, viewing)

CONTENT:

- Language features, structures, and conventions

JULIÁN IS A MERMAID | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Pronouns	<p>One item transferred between groups in the activity "gift"</p> <ul style="list-style-type: none"> • ball • pencil • gift box w/ a bow 	<ul style="list-style-type: none"> • Community inclusion • Recognizing and building safe relationships • Recognizing diversity - Intersectionality in history, identity, experience, and impact of our actions • Addressing 2SQTBIPOC erasure in learning spaces 	<ul style="list-style-type: none"> • Teacher will guide students on conversation that includes the (gender neutral / fluid / trans / agender) pronoun THEY/THEM • Explain the use of pronouns and options to use a person's name instead of a pronoun • Explain that pronouns are firm for some, change for some, and change often / regularly for others - this is all valid 	<ul style="list-style-type: none"> • Students will sit in a circle, during the pronoun introduction conversation. • Students will stand and divide themselves into 4 groups • Each group will be given a pronoun to act out during the activity • Each group is a mix of gender identities and pronouns 	15 minutes

JULIÁN IS A MERMAID | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

PRONOUNS

This activity supports real life application of inclusive pronouns, they / them singular, and differentiates the practical application from they/them plural. This supports visual and embodied learning of SOGI inclusive language, and literacy. When mistakes are made the practice of correcting with respect takes the fear out of learning inclusive language.

- Group students into 4 groups
 1. THEY / THEM
 2. person's NAME
 3. SHE / HER
 4. HE / HIM

Groups will engage with each other based off a sentence on the board written in the singular and plural form and a picture . The sentence is repeated by the teacher and the group in a call and response format. Toss / kick a ball from group to group to signify the person coming forward.

- **Example: Singular (each person):**
 - They have a gift for her. / She has a gift for them. / Sofia has a gift for him
- **Example: Plural (the group):**
 - They have a gift for them / She has gifts for them
- As the pronoun is said one person from the group / the group steps forward
 - When the plural form they/them is acted out, the whole THEY / THEM group will come forward together to signify plural.
 - When the singular pronouns are used in the sentence, one person from the THEY / THEM group moves forward.



BC CURRICULUM LEARNING OUTCOMES

Storytime | Julián is a Mermaid | Kindergarten - Grade 4

ENGLISH LANGUAGE ARTS K - GR. 4

Big Ideas

K-Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Core Competencies:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

Curricular Competencies K - Gr. 4:

Comprehend and connect (reading, listening, viewing)

Content K - Gr. 4:

Story

Strategies and processes

JULIÁN IS A MERMAID | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
<p>Read Julián is a Mermaid</p> <p>EXTENSION Discuss the author's perspective in describing Julián's gender identity - further discuss safe practices relative to a child claiming / changing and sharing their gender identity</p>	Storybook	Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world	<ul style="list-style-type: none"> Teacher will read the story to the students, pausing to make connections: What season is it? What are the characters doing? What do students do in the summer? 1. public transportation 2. festivals 3. swimming Making connections to the pre-activity: Julián's gender identity / pronouns in the story and 4. What perspective is Julian's story being told from? (narrative perspective) 	<ul style="list-style-type: none"> Students will listen to the story and respond as required. 	15 minutes



BC CURRICULUM LEARNING OUTCOMES

MODULE 4: Necklace | Juliàn is a Mermaid | Kindergarten - Gr.4

ARTS EDUCATION K - GR. 4

BIG IDEAS:

K - Gr.1: People connect to others and share ideas through the arts.

Gr.2: People connect to the hearts and minds of others in a variety of places and times through the arts.

Gr.3: The arts connect our experiences to the experiences of others.

Gr.4: Creative expression is a means to explore and share one's identity within a community.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Positive Personal and Cultural Identity

CURRICULAR COMPETENCIES:

- Exploring and creating
- Reasoning and reflecting
- Communicating and documenting

CONTENT:

- elements in the arts
- symbolism as expressions of meaning
- traditional and contemporary Aboriginal arts and arts-making processes
- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

JULIÁN IS A MERMAID | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Necklace	<ul style="list-style-type: none"> • beads (blank wooden, pony beads) • alphabet beads • string / elastic • clasp <p>EXTENSION</p> <ul style="list-style-type: none"> • glass beads • felt • hide • needle • thread 	<ul style="list-style-type: none"> • Recognizing and building safe relationships • Body autonomy • Truth and Reconciliation in the Classroom 	<ul style="list-style-type: none"> • Teacher will explain the activity • Teacher will guide students through making their necklace • Teacher will engage discussions on / encourage students to share the cultural or personal significance of the necklace or beadwork 	<ul style="list-style-type: none"> • Students will follow instructions and share stories or ask questions as needed • This piece of jewelry symbolizes the presence of a supportive person in the student's life 	<p>30 minutes</p> <p>Beading workshop: 2 hours</p>

JULIÁN IS A MERMAID | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

NECKLACE

This activity will allow students to learn about identity, culture, family, and community relationships. The story highlights how supportive relationships with elders in your family can give you the permission to learn about yourself and your interests without shame.

1. At their desks, or on the carpet, ask students to highlight how they saw the characters travelling, and spending their time together. What season is it? What were some of the events that were happening that suggests this time of year? If students are struggling with recall, return to the book and re-read pertinent pages.
2. Make the connection to local gatherings, and community or family activities that take place for them during this season.
3. Who is one of their favourite people to spend time with or someone they feel safe with the similar to the way Julian feels with Abuela?
4. If there is not an elder person, it might be a friend (real or imaginary), a puppy, a toy, or activity.
5. Remind the students of the necklace Abuela gave Julián. It's important to remember that at all ages we are learning, and part of learning is trying new things and being creative. Expressing how we feel or want to look is a natural part of learning about ourselves.
6. Explain to the students they will be making a necklace or bracelet today that has the name of someone or something that makes them feel safe and supported in learning about themselves.
 - a. You can ask: For Julián, how might the necklace make them feel safe and supported?
7. Distribute letter beads and other materials. Blank wooden beads can be used to create letters for names / words in Indigenous, Asian, African, and European languages.

EXTENSION: This activity can be done in conjunction with Indigenous support team and or community who co-facilitate a beading workshop.



BC CURRICULUM LEARNING OUTCOMES

MODULE 3: Clothes Are For People | Juliàn is a Mermaid | Kindergarten - Gr.4

ARTS EDUCATION K - GR. 4

BIG IDEAS:

K: Our communities are diverse and made of individuals who have a lot in common.

Gr. 1: Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Elaborations

Gr. 2: Canada is made up of many diverse regions and communities.

Gr. 3: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Gr.4: Demographic changes in North America created shifts in economic and political power.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)
- Explain the significance of personal or local events, objects, people, or places (significance)

CONTENT:

K: people, places, and events in the local community, and in local First Peoples communities

Gr.1: diverse cultures, backgrounds, and perspectives within the local and other communities

Gr.2: diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture

Gr.3: aspects of life shared by and common to peoples and cultures

Gr.4: the history of the local community and of local First Peoples communities

JULIÁN IS A MERMAID | LESSON 3

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Clothes are for People	<ul style="list-style-type: none"> • Research: library and/or access to the internet • Computer, tablet • Writing materials 	<ul style="list-style-type: none"> • Recognizing safe relationships • 2SQTBIPOC identity and families • Recognizing oppression - anti-Black racism, anti-Indigenous racism, anti-Asian racism xenophobia transphobia, queerphobia • Recognizing intersectionality 	<ul style="list-style-type: none"> • Teacher will explain the activity: the first questions may be conversational or discussed in groups and written down. • Teacher introduces research activity • Teacher supports the students in the research process 	<ul style="list-style-type: none"> • Students will listen and respond as necessary • Students use the library and or devices such as tablet or computer (if available) to answer questions for the research activity 	45 minutes

JULIÁN IS A MERMAID | LESSON 3 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

CLOTHES ARE FOR PEOPLE

This activity will allow students to learn about identity, culture, family, and community relationships. The story highlights how supportive relationships with elders in your family can give someone the permission to learn about themselves and their interests without shame.

- In this story, Julián sees himself as someone different than he currently is
 - When Julián feels most magical and happy, what do they look like? How do they see or imagine themselves?
- Julián sees some people throughout the day that catch his attention what are some of these moments?

Examples:

- Abuela and her friends at the pool
- The mermaids on the train
- The people in the parade / festival
- **RESEARCH TOPICS:** In Black, Indigenous, and Asian cultures and communities there are festivals where everyone dresses up in their best and brightest to connect with their culture and history. There are often days of dance, performance, parades and celebration.
 - What are some of these festivals in Canada and which culture and community do they come from?
 - Powwow - First Nations / Indigenous hosted celebration
 - Pride - Two-Spirit, Queer, Trans, LGBTQIA+ (lesbian, gay, bisexual, questioning, intersex, ace/aro, pansexual, +) community
 - Caribana (Canada), Carnival - Caribbean and South American community celebration,
 - Diwali - the Hindu Festival of Lights

JULIÁN IS A MERMAID | LESSON 3 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

CLOTHES ARE FOR PEOPLE

- Many of these outfits challenge eurocentric colonial rules of fashion (the connection between clothes, gender identity, and human value)
What are some of these differences?
 - gendered fashion (skirts for girls only), modesty, makeup, feathers

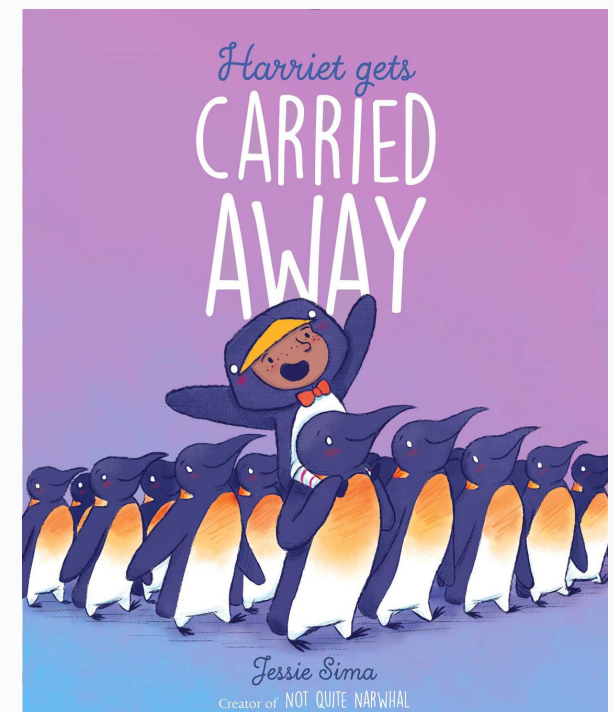
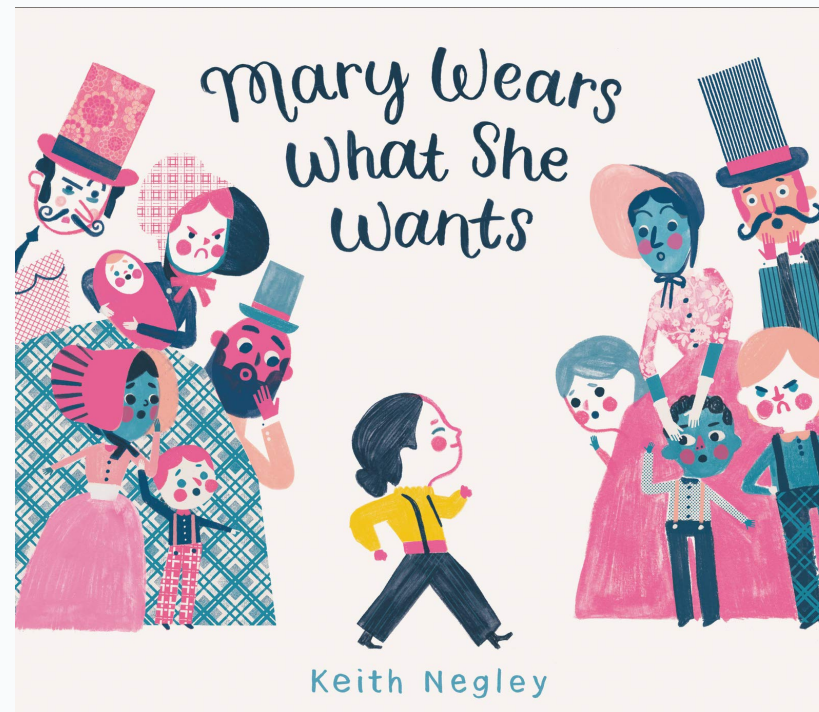
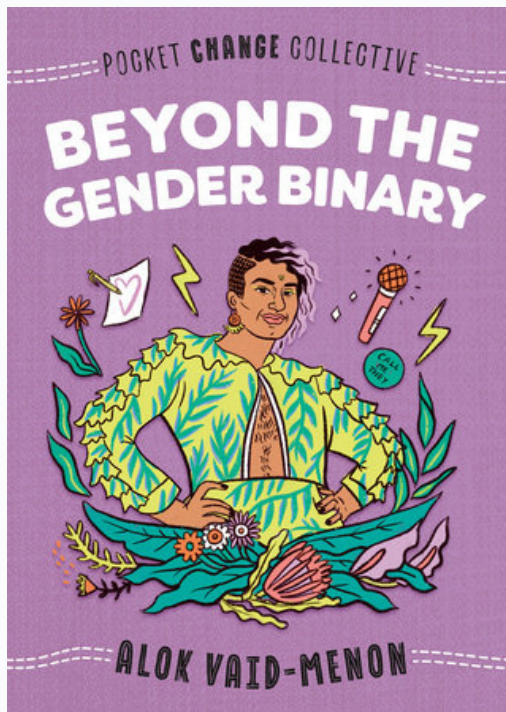
EXTENSIONS:

1. Have a dress up day and put on a fashion show!
- Read the suggested stories at the end of this Lesson Plan, take inspiration from the child characters that learn about themselves and the world around them through play and fashion.
2. Ask students to research and share their findings to the following questions:
- Research how North American colonial fashion has been enforced as gender identity markers.
 - How this has been challenged over the past 100 years.
 - How has this affected those who are Two-Spirit, trans, nonbinary, queer (they / them, she / he, other) ?
 - bullying: sexism, queerphobia and transphobia, violence, being disowned from their families, criminalized, imprisonment, murder
 - How does this affect those who are cisgender (male / female, boy / girl, man / woman, he / she) ?
 - fashion restrictions
 - bullying: sexism, queerphobia and transphobia, violence

RECOMMENDED READING LIST

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

IMPACT OF FASHION RULES ON FEMME, QUEER, TRANS AND GENDER FLUID PEOPLE | QUEER FAMILIES | HISTORY



MODULE 5: FAMILY

... Together we become...



Ancestor: James Baldwin

Book: The Case for Loving - Selina Alko, Sean Qualls and Selina Alko

Intersectional Learning: Segregation x Family x Civil Rights

HOW I TEACH TRUTH AND RECONCILIATION IN THE CLASSROOM:

“The purpose of education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions... What societies really, ideally, want is a citizenry which will simply obey the rules of society. If a society succeeds in this, that society is about to perish.

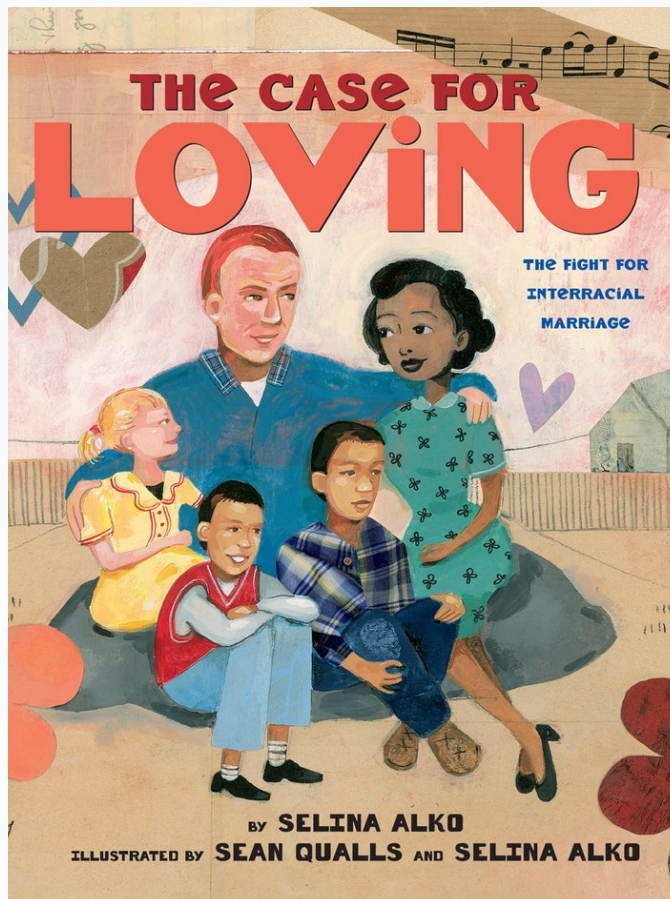
The obligation of anyone who thinks of himself as responsible is to examine society and try to change and fight it – at no matter what risk. This is the only hope that society has. This is the only way societies change.”

— James Baldwin, “A Talk to Teachers,” 1963



THE CASE FOR LOVING - LESSON PLANS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



1. CONVERSATIONS ON LAW
2. STORYTIME: THE CASE FOR LOVING
3. KINDNESS LAW LETTERS

ANTI-OPPRESSION LEARNING OBJECTIVES

- **Recognizing diversity** - intersectionality in history, identity, experience, and impact of our actions
- **Recognizing oppression** - anti-miscegenation laws, anti-Black racism,
- **Solving problems with the future generations in mind**
- **Activism:** ways to create systemic change, together and individually
- **Body autonomy**
- **Setting boundaries**

INTERDEPENDENT RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 5: Conversations on Law | The Case For Loving| Kindergarten - Gr.4

SOCIAL STUDIES K - GR. 4

BIG IDEAS:

K: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Gr. 1: Our rights, roles, and responsibilities are important for building strong communities.

Gr. 2: Local actions have global consequences, and global actions have local consequences.

Gr. 4: Demographic changes in North America created shifts in economic and political power.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)

CONTENT:

K: rights, roles, and responsibilities of individuals and groups

Gr.1: key events and developments in the local community, and in local First Peoples communities

Gr.2: rights and responsibilities of individuals regionally and globally

Gr.3: governance and social organization in local and global indigenous societies

Gr.4: economic and political factors that influenced the colonization of British Columbia and its entry into Confederation

LOVING | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Conversation on Laws	None	<ul style="list-style-type: none"> Recognizing oppression: anti-miscegenation laws, anti-Black racism, anti-Indigenous racism, anti-Asian Activism: ways to create systemic change, together and individually Truth and Reconciliation in the Classroom 	<ul style="list-style-type: none"> Teacher will begin by sharing examples of rules and laws that govern how we live, play, and work together in our society. Explain that laws are created by those with power and are not always fair for those with less political representation, but there are ways to change laws Today we will meet two people who's love for each other changed an unfair / racist law 	Students will sit in a circle, close their eyes and visualize what the teacher is saying.	10 minutes

LOVING | LESSON 1 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

CONVERSATION ON LAWS

1. Have students sit comfortably in a circle. They are going to meet two very special people who ended anti-miscegenation laws. "Today's story will introduce two people who took bold action, inspired by their love for each other, to change the laws for everyone."
2. Define, find examples and discuss anti-miscegenation (laws, policies, beliefs) and how it functions as a tool of racism and oppression.

Context and Connecting questions:

Begin by telling the students about rules and laws that govern how we live, play, and work together in our society.

- Laws are rules that a small group of people elected to represent a large group of people, decide are best for the whole country to live by.
 - What are some examples of laws?
- Laws are made based on a shared worldview of elected officials and those in positions of power. These laws are often unfair and harmful to those with less systemic power and representation.
- Laws are changed all the time, there are laws that used to exist to keep people apart. These laws meant people who looked different and came from different cultural backgrounds could not live in the same neighbourhood, eat and drink in separate restaurants use separate bathrooms and even were not allowed to date or marry each other. Words used to describe these laws were: segregation laws, redlining, and anti-miscegenation laws
 - How has changing these laws impacted your life today?



BC CURRICULUM LEARNING OUTCOMES

Storytime | The Case For Loving | Kindergarten - Grade 4

ENGLISH LANGUAGE ARTS K - GR. 4

Big Ideas

K-Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Core Competencies:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

Curricular Competencies K - Gr. 4:

Comprehend and connect (reading, listening, viewing)

Content K - Gr. 4:

Story

Strategies and processes

LOVING | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Read The Case for Loving	Storybook	Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world	Teacher will read the story to the students, pausing to make connections between the story and the pre activity 'Conversation on Laws'	Students will listen to the story and respond as required ask questions, or share connected stories	15 minutes



BC CURRICULUM LEARNING OUTCOMES

MODULE 5: Kindness Law Letters | The Case for Loving | Kindergarten - Gr.4

ENGLISH LANGUAGE ARTS K-4

BIG IDEAS:

K - Gr.1: Stories and other texts can be shared through pictures and words.

Gr. 2 - Gr. 3: Stories and other texts connect us to ourselves, our families, and our communities.

Gr. 4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

CORE COMPETENCIES:

Communication - Communicating

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

K - Gr. 4: Create and communicate (writing, speaking, representing)

Content:

K - Gr.4:

- Story/text
- Strategies and processes
- Language features, structures, and conventions

LOVING | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
<p>Kindness Law Letters</p> <ul style="list-style-type: none"> Writing a letter to your local city council member, MLA, or MP for a new Kindness Law! 	<ul style="list-style-type: none"> paper or construction paper collage items 	<ul style="list-style-type: none"> Activism: ways to create systemic change, together and individually Recognizing diversity - Intersectionality in history, identity, experience, and impact of our actions Solving problems with the future generations in mind Truth and Reconciliation in the Classroom 	<ul style="list-style-type: none"> Teacher will discuss how the Loving's impacted the freedom of many with a law that would make their life together legal. Teacher student dialogue: how did this new law impact the US and influenced Canada? Teacher will ask how what the Lovings did impacts families today? Teacher will prepare the materials and support student groups in writing their Kindness Laws 	<ul style="list-style-type: none"> Students will think about laws that will make life better today and for many generations to come Students will decide in groups what kindness laws would make their world more fair and safer Students will create their letters, this might be collage and written. 	<p>45 minutes - 1hr (flexible)</p>

LOVING | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

KINDNESS LAW LETTERS

This activity will allow students to learn about local changes made by engaging political process. This offers insight into challenging governing systems that uphold oppression of certain people and values.

1. At their desks, or on the carpet, ask students to highlight the motivation for the Lovings to change the law.
2. Ask students about their ideas for laws that will make their lives better today and will also make life better for those in the future.
3. Make connections to Indigenous host nations and ways of knowing
4. Organize students into smaller groups
 - a. identify an example of longstanding systemic oppression
 - b. does this oppression affect humans, animals, the environment, or all three?
 - c. come up with an idea or solution to end it
 - d. identify and share reasons why this law will make life better for themselves and / or others (this process may be adapted to take place over the course of 1 week or more, for students to engage in larger circles that include community, family, other classes, and school faculty)
5. When the small groups are done, bring everyone together to sit in a circle and share with each other the law/s they have decided on.
6. The larger group can decide which they think is the best law/s to change or create for the benefit of their lives and those to come
7. Invite 1 or more community elders into this process decision making process
8. Teacher will prepare the materials and support students in writing their Kindness Law Letters to local government representatives

LOVING | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

KINDNESS LAW LETTERS

EXTENSIONS:

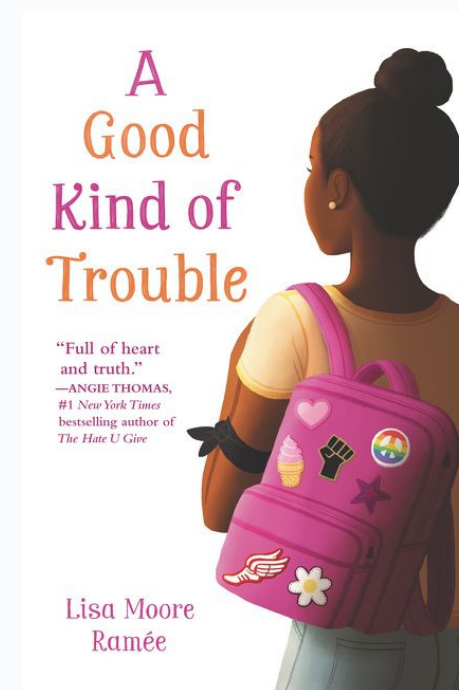
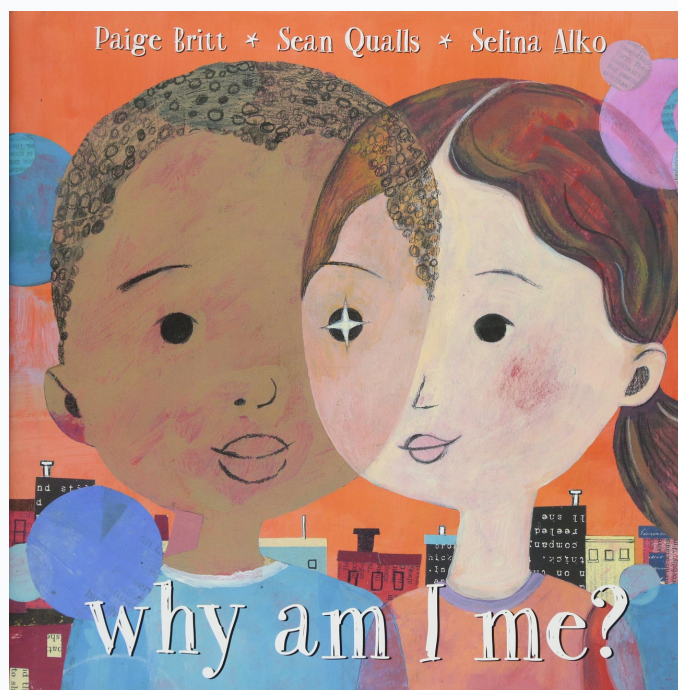
- Introduce students to local representatives that can make their letters a reality
 - Bring local representatives into the classroom conversation
- Research other people who fought to changed oppressive laws
 - How do these changes impact the students today?
- Research governance and jurisdiction.
 - What does the word "unceded" mean?
 - Ideas for a more inclusive and collaborative decision making process
- Discuss land acknowledgements
 - In what ways can we go beyond land acknowledgements to include Indigenous leadership & ways of knowing in our daily life, decision making process?
- Create a classroom Kindness Policy
 - Come together to decide what's important to each student in creating a safe and accountable space to learn in



RECOMMENDED READING LIST

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

IDENTITY | FAMILY | ACTIVISM





Love isn't just something you feel. It's something you do everyday when you go out and pick the paper and bottles scattered the night before on the corner, when you stop and talk to a neighbor, when you argue passionately for what you believe in with whoever will listen, when you call a friend to see how they're doing, when you write a letter to the newspaper, when you give a speech and give 'em hell, when you never stop believing that we can all be more than what we are. In other words, Love isn't about what we did yesterday; it's about what we do today and tomorrow and the day after.”

— Grace Lee Boggs, *The Next American Revolution: Sustainable Activism for the Twenty-First Century*

MODULE 6: RELIGIOUS FREEDOM

...a generation rooted...



Ancestor: Grace Lee Boggs

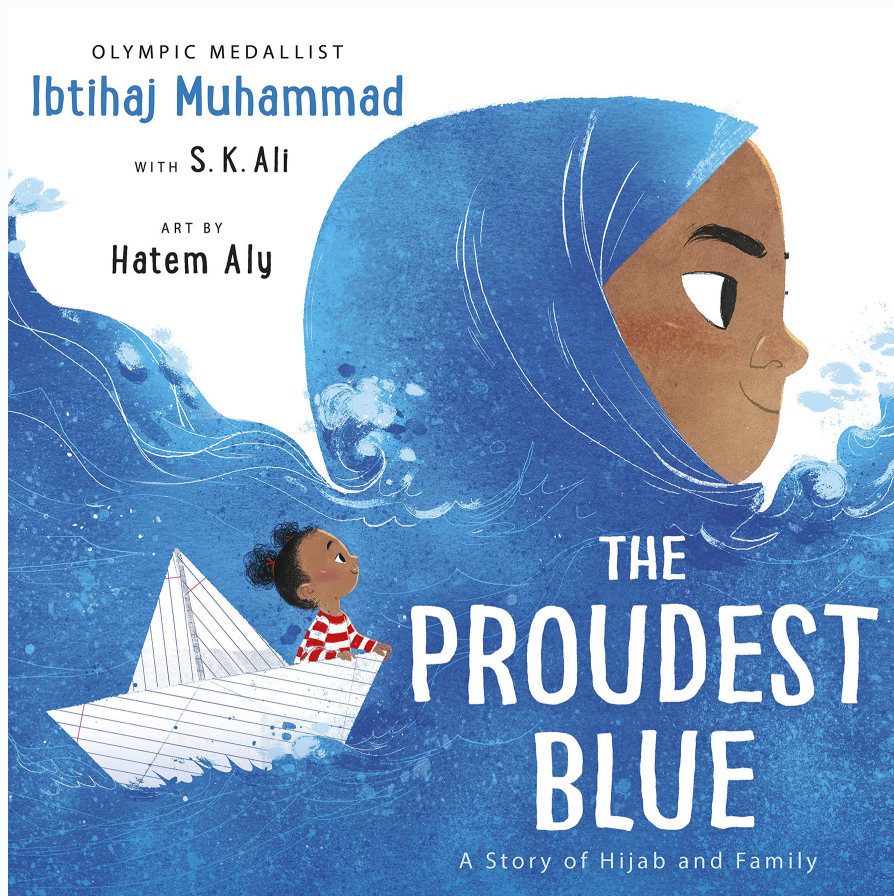
Book: The Proudest Blue | Ibtihaj Muhammad, S.K. Ali and Hatem Ali

Intersectional Learning: Islamaphobia in Canada x Family x Social Justice

HOW I TEACH TRUTH AND RECONCILIATION IN THE CLASSROOM:

THE PROUDEST BLUE - LESSON PLANS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



1. SPIRITUAL AND CULTURAL VISIBILITY
2. STORYTIME: THE PROUDEST BLUE
3. NAMING OPPRESSION

ANTI-OPPRESSION LEARNING OBJECTIVES

- **Recognizing oppression:** Islamophobia anti-Black racism, anti-Asian racism, xenophobia
- **Activism:** ways to create systemic change, together and individually
- **Community inclusion**

INTERDEPENDENT RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 6: Spiritual and Cultural Visibility | The Proudest Blue | Kindergarten - Gr.4

SOCIAL STUDIES K - GR. 4

BIG IDEAS:

K: Our communities are diverse and made of individuals who have a lot in common.

Gr. 1: Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Gr. 2: Canada is made up of many diverse regions and communities.

Gr. 3: People from diverse cultures and societies share some common experiences and aspects of life.

Gr.4: Demographic changes in North America created shifts in economic and political power.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)
- Explain the significance of personal or local events, objects, people, or places (significance)

CONTENT:

K: people, places, and events in the local community, and in local First Peoples communities

Gr.1: diverse cultures, backgrounds, and perspectives within the local and other communities

Gr.2: diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture

Gr.3: aspects of life shared by and common to peoples and cultures

Gr.4: the history of the local community and of local First Peoples communities

PROUDEST BLUE | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Spiritual and cultural visibility.	None	<ul style="list-style-type: none"> Recognizing diversity Community inclusion Recognizing oppression - anti-miscegenation laws, Islamophobia, anti-Black racism, anti-Indigenous racism, anti-Asian racism xenophobia, transphobia, queerphobia Intersectionality 	<p>Teacher will begin a conversation with students on ways that our spiritual / religious beliefs and culture connect to our daily lifestyle</p> <ul style="list-style-type: none"> hairstyle clothing daily schedule (prayers) diet (halal, kosher, etc) <p>Make connections: students find examples in the school and community.</p>	<ul style="list-style-type: none"> Students will sit in a circle listen and respond to the questions Students ask their own questions to clarify 	10 minutes

PROUDEST BLUE | LESSON 1 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

SPIRITUAL & CULTURAL VISIBILITY

1. Have students sit comfortably on a carpet in a circle, or at their desks.
2. Have students close their eyes and take a few deep breaths to settle themselves.
3. Begin a conversation on unique ways that individuals and groups express their culture and their spiritual beliefs.
4. Expand on spiritual beliefs as needed. You can ask class to identify places of worship in their community or ways and places of gathering in their cultural community where it differs from the prominent community worldview.

You can begin with the following:

There are many ways our clothing shows where we come from, and often this is also connected to our spiritual or religious beliefs and practices. In this story, we are meeting Muslim family. One way the family shows the world their spiritual and cultural beliefs is through how they dress.

Connecting Questions:

- Is anyone here Muslim? Do you know any Muslims?
- Muslims are part of a religion Islam. Some Muslims practice their faith through protocols related to hair and clothing.
- Is there anyone in your community who wears special clothing, hairstyle, head covering, headpiece, or jewellery to show their culture or faith?
- It can be difficult to be the only one from a religious, ancestral or cultural group at school. When we meet others that are excited to learn about who we are, we can feel like it's safe to be unique, like we matter. What are some ways that you have made someone feel comfortable at school? Were they new to school? New to your community? Having a hard moment? Nervous about something?
- People often reflect the values of the society they live in. Are there laws in Canada today against religious / cultural clothing like hijab?



BC CURRICULUM LEARNING OUTCOMES

Storytime | The Proudest Blue | Kindergarten - Grade 4

ENGLISH LANGUAGE ARTS K - GR. 4

Big Ideas

K-Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Core Competencies:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

Curricular Competencies K - Gr. 4:

Comprehend and connect (reading, listening, viewing)

Content K - Gr. 4:

Story

Strategies and processes

PROUDEST BLUE | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Read The Proudest Blue	Storybook	Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world	Teacher will read the story to the students, pausing to make connections between what the characters are doing, thinking, or feeling in the story and the student's knowledge or lived experience	<ul style="list-style-type: none"> Students will listen to the story and respond as required. Students make connections between the story and the 'Spiritual and Cultural Visibility' Lesson Plan outcomes 	15 minutes



BC CURRICULUM LEARNING OUTCOMES

MODULE 6: Naming Oppression | The Proudest Blue | Kindergarten - Gr.4

ENGLISH LANGUAGE ARTS K - GR. 4

BIG IDEAS:

K - Gr.2: Playing with language helps us discover how language works.

Gr. 3: Stories and other texts help us learn about ourselves, our families, and our communities.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

CONTENT:

K - Gr.4: Language features, structures, and conventions

PROUDEST BLUE | LESSON 2

Together We Thrive | K-4 Anti-oppression Curriculum

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
<p>Naming Oppression</p> <p>EXTENSION: Discussion, research and project Quebec's Bill 21</p> <p>NPR podcast</p> <p>Global News Articles</p>	<ul style="list-style-type: none"> Writing materials <ul style="list-style-type: none"> pen / pencil paper computer / tablet Internet connection Library 	<ul style="list-style-type: none"> Recognizing oppression Recognizing intersectionality in history, identity, experience, and impact 	<ul style="list-style-type: none"> Teacher will discuss the importance of language in recognizing oppression Teacher will ask students to highlight some examples in the story of behaviour that they felt or thought or saw as oppressive / harmful Teacher will explain the activity <p>EXTENSION: A project on Islamophobic laws in Canada affecting schools today.</p>	<ul style="list-style-type: none"> Students will listen and respond as required. Students will ask questions to clarify. Students will do the mapping activity. <p>EXTENSION: Students reflect, discuss, and create work to reflect their understanding of systemic oppression in classrooms under Bill 21</p>	<p>45 minutes - 1hr (flexible)</p>

PROUDEST BLUE | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

NAMING OPPRESSION

This activity allows students to learn about connections between language systemic oppression.

1. Organize students into groups of 3 to research and write definitions for words in their WORD GROUP
2. Students will then write the connections between the words in their WORD GROUP
3. Students then present in a visual and text, or spoken format their word list definitions and word connections findings

Develop a set of questions to begin the definition design process of each word. Definitions can be long, short, and / or include questions. or be unfinished - if unfinished the group must explain why.

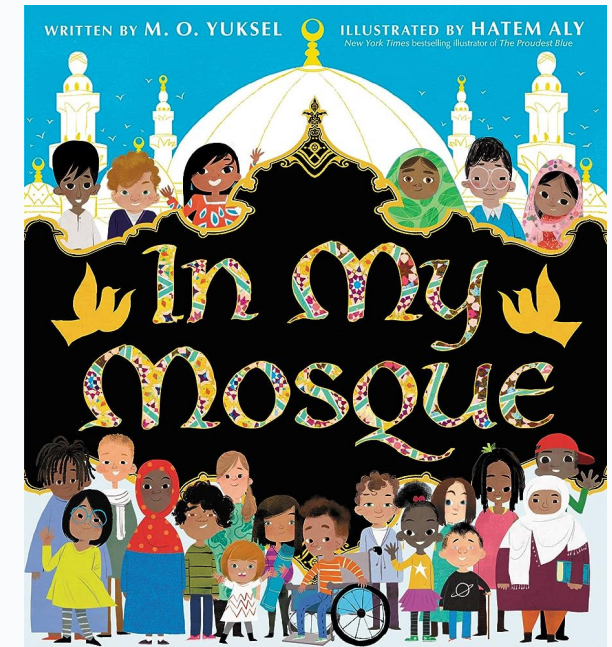
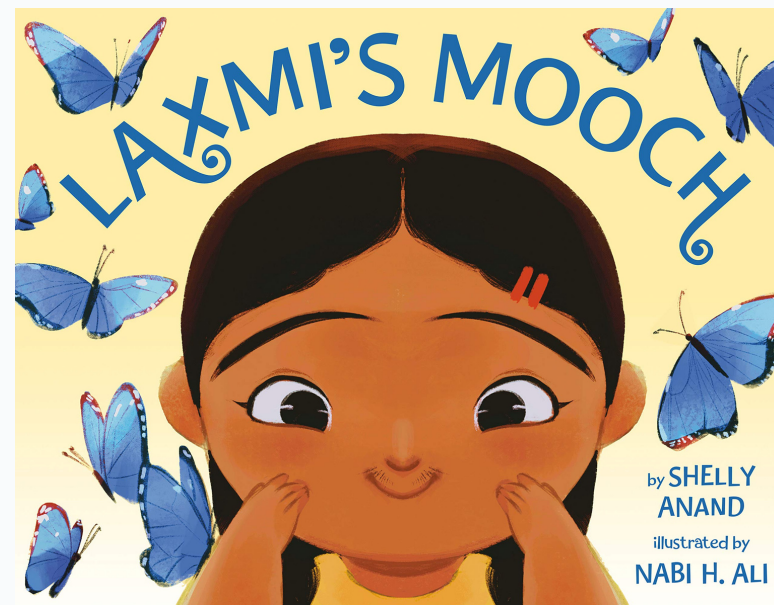
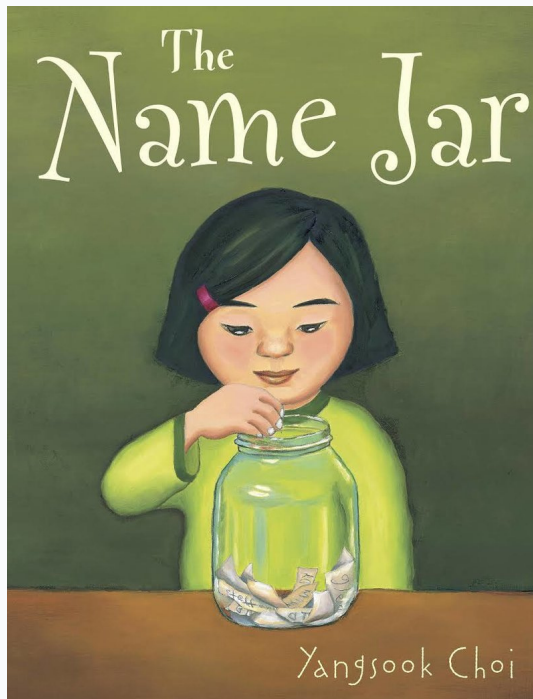
WORD GROUPS

1. identity - nationality - religion
2. Islam - Muslim - Islamophobia
3. First Nations - Metis - Inuk - settler - stolen people on stolen land - migrant - asylum-seeker - refugee - immigrant - border
4. Indigenous - Black - person of colour - white - BIPOC
5. Two-Spirit - Indigiqueer - trans - gender fluid - non-binary - intersex
6. positionality - privilege - power - oppression - intersectionality
7. bias - prejudice - racism - anti-Indigenous racism - anti-Black racism - anti-Asian racism - xenophobia

RECOMMENDED READING LIST

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

PEOPLE OF COLOUR & ASIAN IMMIGRANT EXPERIENCES IN NORTH AMERICAN CLASSROOMS



MODULE 7: CANADIAN BLACK HISTORY

...resilient...



Ancestor: Burnley “Rocky” Jones

Book: Africville - Shauntay Grant and Eva Campbell

Intersectional Learning: Environmental Racism x Canadian Black History x Mental Health

HOW I TEACH TRUTH AND RECONCILIATION IN THE CLASSROOM:

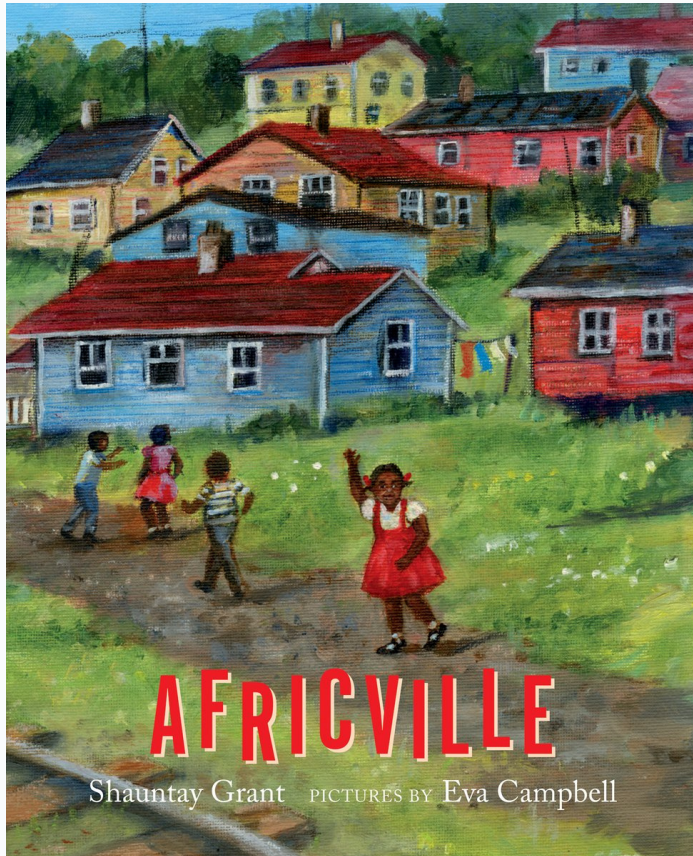
“The prejudice and the discrimination and the racism that I have faced over my lifetime could have made me a hater, but my beginnings growing up in a small Black community... filled me with such love and compassion for others that hate was impossible for me to internalize.”

- Burnley “Rocky” Jones



AFRICVILLE - LESSON PLANS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4



- 1 IMAGINARY PLANE RIDE TO NOVA SCOTIA
2. STORYTIME: AFRICVILLE
3. MAPPING: BLACK COMMUNITIES IN BRITISH COLUMBIA
4. SACRED PLACE

ANTI-OPPRESSION LEARNING OBJECTIVES

- **Recognizing safe places / feelings**
- **Recognizing environmental racism:** the relationship between environmental crisis, racism and displacement
- **Recognizing diversity** - intersectionality in history, identity, experience, and impact of our actions
- **Classism**
- **Recognizing oppression** - systemic anti-Black racism,
- **Consent**

INTERDEPENDENT RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 7: Imaginary Plane Ride to Nova Scotia | Africville | Kindergarten - Gr.4

ENGLISH LANGUAGE ARTS K - GR.4

BIG IDEAS:

K - Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Using language in creative and playful ways helps us understand how language works.

CORE COMPETENCIES:

Communication - Communicating

CURRICULAR COMPETENCIES:

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

CONTENT:

K - Gr. 4: Strategies and processes

AFRICVILLE | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Imaginary plane ride to Nova Scotia*	None	<ul style="list-style-type: none"> Recognizing Safe Places / Feelings Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world. 	<ul style="list-style-type: none"> Teacher will guide students through an imaginary plane ride to Nova Scotia* Call and Response storytelling 	<ul style="list-style-type: none"> Students will sit in a circle, close their eyes and visualize what the teacher is saying Students respond to add to the story building as prompted 	15 minutes

AFRICVILLE | LESSON 1 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

IMAGINARY PLANE RIDE TO NOVA SCOTIA

1. Have students sit comfortably on a carpet or at their desks and tell them that they are going to go on a plane ride (ex: across the country) to Nova Scotia. Tell them that they are going to take this trip using their imaginations. Tell them that you will ask them questions as they go on this trip but they don't have to say their answers, just think them.
2. Have students close their eyes and take a few deep breaths to settle themselves.
3. Begin by placing students at the airport.

You can say the following :

"You have just entered the airport and in one hand you have your brand new rolling suitcase. *What colour is it?*

You also have a backpack with some toys and snacks. *What toys did you bring with you for your plane ride?* Your (mom / dad / grandparent / cousin / aunty / caregiver) is traveling with you and you are holding their hand. You've never seen so many people in one place before. You are feeling a little nervous, so you hold their hand tighter. You walk up to the ticket booth and the service agent takes your suitcase and puts on a grey belt. She weighs it, pushes a button, and it zooms away. You look up at _____ and they tell you that your suitcase is going to go onto the plane and you'll see it in Nova Scotia.

You get your ticket, tuck it into your pocket, and start walking with _____ towards the security line. The line up is the longest line you have ever seen. It winds and bends and goes on and on. It kind of reminds you of a snake. You look up to _____ and they tell you not to worry, the wait will be over soon. But It seems like you are in this line forever.

AFRICVILLE | LESSON 1 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

IMAGINARY PLANE RIDE TO NOVA SCOTIA

Once you reach the end of the line, the security agent takes your ticket and tells you to put all your belongings in a bin and to take off your shoes. You walk towards this tall machine and you stand inside with your hands above your head. A window circles one way around you and then the opposite way. The security agent tells you to walk through, you're A-OK! You put on your shoes and look back as _____ does the same. Now that you're both through security, it's time to find your gate. On your ticket it says E-13. You look up and see signs that say E 1-7 right and E 8-13 left. You walk towards the left.

Finally, you arrive at your gate. There are some families sitting down. You see people by themselves as well. You see a person sleeping with their headphones on and you see someone else working on their computer. You find two seats for you and _____. They are right in front of the biggest window you have ever seen. Outside, you see the runway, with big planes landing and pulling into the airport. It reminds you of a driveway. You reach into your bag and pull out a snack. *What did you choose?*

Once you have finished your snack you hear *"Flight AB 37 to Halifax, now boarding! Passengers with small children and those who need assistance please come up to the ticket agent."* You and _____ grab your carry-on luggage and finally you get to board the plane.

Now that you're in the plane you need to find your seats. Your ticket says 12F. You walk slowly down the aisle looking up at all the rows waiting to see your spot. Finally you get to row 12 and you see that seat F is by the window! You settle in and watch as all the other passengers find their seats and settle down.

AFRICVILLE | LESSON 1 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

IMAGINARY PLANE RIDE TO NOVA SCOTIA

An announcement comes on asking the flight attendants to begin their preflight check. You notice the flight attendants walking up and down telling people to put their bags under their seats and to sit their chairs up. At the front, middle and back of the plane there are flight attendants who begin explaining how to stay safe during the flight. They show you how to buckle your seatbelt and where the safety exits are.

You notice that while they are talking the plane has started to move. You look out the window and see that you are quite far from the airport building. The flight attendants finish speaking but are still standing going through the seatbelt motions, you notice that a voice is speaking in another language. You look at your _____ and they tell you that they are speaking French.

The flight attendants sit down and you feel the plane start to pick up speed, you lean back in your chair and look out your window and realize you are actually beginning to fly. You are further and further away from the ground and the clouds seem so close you could touch them.

Soon a voice comes on the speaker, it's the Captain! They tell you that your flight is going to be 5 hours long. You seem surprised. 5 hours is a really long time. You reach into your bag and grab a toy. **What did you take out of your bag?**

You make yourself busy and the flight attendant comes along with a cart, he introduces himself and offers you a drink and cookies or chips. You say, _____ ("Cookies please!"), and he gives you _____. Your _____ shows you how the tv works, and you pick a movie to watch. What movie did you choose?

AFRICVILLE | LESSON 1 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

IMAGINARY PLANE RIDE TO NOVA SCOTIA

You wake up to a beeping noise and the flight attendants are collecting the passengers' garbage. The flight attendant tells you to put your seat upright as we are going to land soon. You look out your window and can make out the airport and landing strip as the plane begins its descent. You hold on tight to your armrests waiting for the plane to hit the ground. You are surprised that the landing isn't that rough. The seat belt button sign goes off and slowly passengers start to deboard the plane.

You hold _____'s hand as we walk towards this round belt where your luggage will come down. Finally, you see yours! You try and grab it but the belt is moving too fast. A person beside you lifts it and hands it to you. You turn to your _____ who has their suitcase and you walk hand-in-hand out of the airport, taking in your first big breath of Halifax air....*it smells like*_____?

**This lesson plan was developed for I Dream Library Ltd. by VSB 39 educator Nikitha Fester in 2020, and is used with permission from I Dream Library Ltd.*

AFRICVILLE | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Read Africville	Storybook	Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world	Teacher will read the story to the students, pausing to make connections between what characters are doing in the story and what activities students do in the summer / free time in their community	Students will listen to the story and respond as required.	15 minutes



BC CURRICULUM LEARNING OUTCOMES

MODULE 7: Sacred Place | Africville | Kindergarten - Gr.4

PHYSICAL AND HEALTH EDUCATION

BIG IDEAS:

K - Gr.1: Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Gr. 2. - Gr.3: Our physical, emotional, and mental health are interconnected.

Gr.4: Developing healthy relationships helps us feel connected, supported, and valued.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Personal Awareness and Responsibility

CURRICULAR COMPETENCIES:

K - Gr.1: practices that promote health and well-being

Gr.2: caring behaviours in groups and families

Gr.3 - Gr.4: factors that influence self-identity, including body image and social media

AFRICVILLE | LESSON 3

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Sacred Place	<ul style="list-style-type: none"> • Canvas • Paint • Paint brushes • TWT Worksheets 	Recognizing safe places / feelings	<ul style="list-style-type: none"> • Teacher will facilitate dialogue on the meaning of sacred places • Teacher will ask students to recall how Africville is a special place for the characters in the book. • Teacher will guide students through a mindfulness activity, calling to mind sacred spaces for the students. • Teacher will explain the painting activity to students 	<ul style="list-style-type: none"> • Students will engage in dialogue, listen, ask questions, and respond to prompts as necessary • Students paint / draw their sacred place • adaptations welcome - collage, voice recording, video, written story / poem photography, etc. 	30+ minutes

AFRICVILLE | LESSON 3 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

SACRED PLACE

This activity will ask students to think about a place or space in which they feel safe and welcome. As we see in the book, the characters are strongly attached to their community. *What place or space feels like that you?*

1. Have students sit at their desks and close their eyes.
2. Have students take 5 deep breaths to settle themselves
3. Lead students through a set of guided reflection questions:
 - a. Where do you feel most safe?
 - i. In your room? Spending time with your friends? In the garden with your (grandparent)? Cooking with your (big brother)?
 - b. What are you doing?
 - c. Who are you with?
 - d. What does it feel like? - Are you hot from playing in the sun? Or cozy in a big winter coat?
 - e. Are you smiling? Laughing? Being quiet?
4. Tell the students to hold that image in their minds like a photograph.
5. Show them the example of the art activity and tell them they are now going to create a painting of their safe space or feeling.
6. Explain the rules that you have established for working with paint/craft supplies.
7. Let students create.
8. Check in periodically to see how students are progressing.
9. Ask more guided questions to the students who are having trouble starting - if it's supportive, connect them with other students.

AFRICVILLE | LESSON 3 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

SACRED PLACE

EXTENSIONS:

- Have students share in small groups about their special place
- Have students write in their journal about their special place

ADAPTATIONS:

- If a student is struggling to identify a safe space, ask them about their favourite place or activity to do.
- Provide scaffolding for students who are struggling to paint:
 - by encouraging them to start with small parts and then add to the bigger picture.
 - remind them that it is their space, so it can look however they want it to.
 - maybe painting their favourite colours across the canvas is joyful.
 - offer other entry points to this activity - sculpture, collage, video, written story / poem, photography
- If a student is excelling with the activity, encourage them to add details, making their image more specific. Ask them to blend and mix the colours to create the exact shades that they need.



BC CURRICULUM LEARNING OUTCOMES

MODULE 7: Mapping Black Communities | Africville | Kindergarten - Gr.4

SOCIAL STUDIES K - GR. 4

BIG IDEAS:

K: Our communities are diverse and made of individuals who have a lot in common.

Gr. 1: Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Gr. 2: Canada is made up of many diverse regions and communities.

Gr. 3: People from diverse cultures and societies share some common experiences and aspects of life.

Gr.4: Demographic changes in North America created shifts in economic and political power.

CORE COMPETENCIES:

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)
- Explain the significance of personal or local events, objects, people, or places (significance)

CONTENT:

K: people, places, and events in the local community, and in local First Peoples communities

Gr.1: diverse cultures, backgrounds, and perspectives within the local and other communities

Gr.2: diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture

Gr.3: aspects of life shared by and common to peoples and cultures

Gr.4: the history of the local community and of local First Peoples communities

AFRICVILLE | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Mapping: Black Communities in British Columbia	<ul style="list-style-type: none"> • Map of BC • Stickers • Writing materials • internet / library 	<ul style="list-style-type: none"> • Recognizing relationship to environment • Truth and Reconciliation in the Classroom • Food security 	<ul style="list-style-type: none"> • Teacher will discuss with students what makes a community. • Teacher will ask students to highlight what they saw in the book that showed Africville as a thriving community • Teacher will make a connection to living in their community. • Teacher will explain the mapping activity 	<ul style="list-style-type: none"> • Students will listen and respond as required. • Students will ask questions to clarify. • Students will do the mapping activity. 	45 minutes - (flexible)

AFRICVILLE | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

MAPPING: BLACK COMMUNITIES IN BRITISH COLUMBIA

This activity will allow students to learn about land based connections. The story highlights the community of Africville's local food sources.

1. At their desks, or on the carpet, ask students to highlight what they saw the characters gathering and eating in the story. If students are struggling with recall, return to the book and re-read pertinent pages.
2. Make the connection to local land by asking students what foods we can gather here in BC. If students are struggling provide scaffolding by discussing what food we can get from rivers and the oceans, what grows on trees that we eat, etc.
3. Hand out a map of BC (TWT Worksheets)
4. Distribute stamps and have students stamp their maps with the resources and where they were found.
5. Explain to students that the stars on the maps indicate where Black communities settled in BC.
6. Discuss the migration story of the Black settlers.
7. Add stickers to places where students are from / friends and families are from across the province.
8. Ask students what they thought these communities ate during the spring and summer season, based off natural resources that were nearby / Ask students to guess what sorts of activities the kids would do for fun (like what they saw in Africville and what they themselves do for fun)
9. For students who are quickly moving through the exercise, you can have them label the food sources on their maps and challenge them to be as specific as possible. (I.e. Salmon → Sockeye Salmon) or write the names of food sources in Indigenous languages (of the territory or their family)

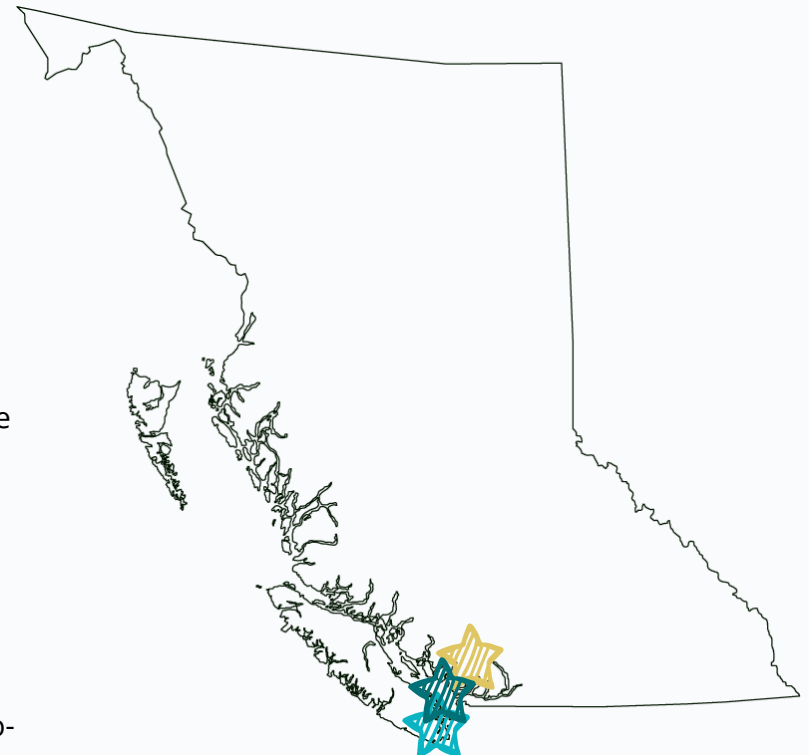
AFRICVILLE | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

MAPPING: BLACK COMMUNITIES IN BRITISH COLUMBIA

EXTENSIONS:

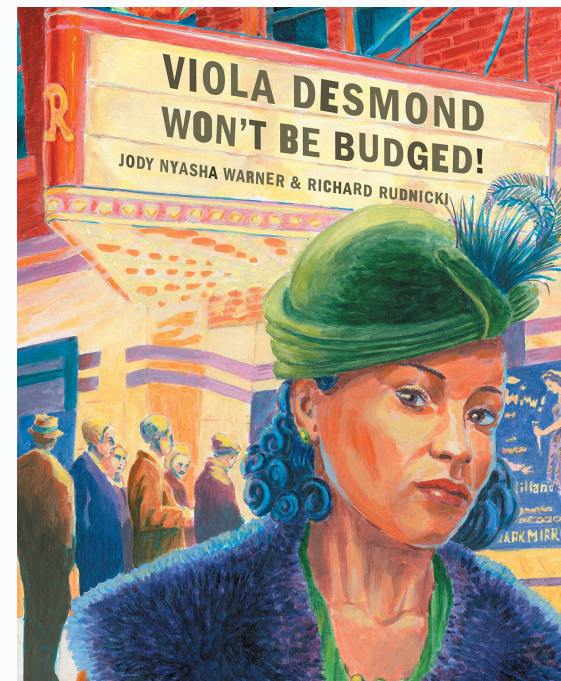
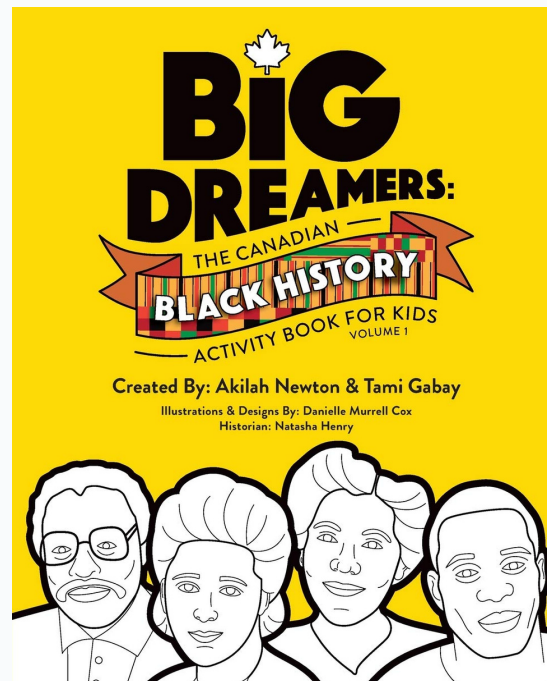
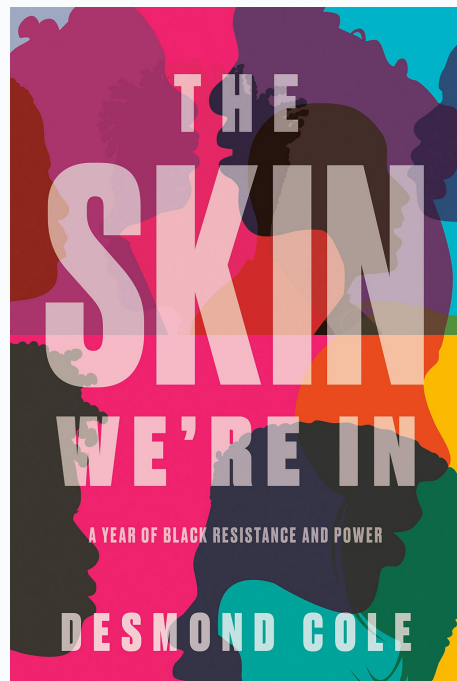
- Research to learn more about Black communities in British Columbia
 - When were they founded?
 - Why aren't they there anymore?
- Research what happened to the Africville community
 - What laws were passed that impacted the end of Africville?
 - What replaced the community of Africville?
- Make connections with traditional or current Indigenous land use and our land use
 - Which Indigenous nations that are the traditional stewards of the land that is your community, town, or city? Which Indigenous languages are spoken in this territory?
- Discuss the land acknowledgement.
 - Why do we do this?
 - What are other ways to include and collaborate with Indigenous nations day-to-day?



RECOMMENDED READING LIST

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

CANADIAN BLACK HISTORY AND THE IMPACTS OF SYSTEMIC ANTI-BLACKNESS FROM BLACK CANADIAN STORYTELLERS



MODULE 8: COMMUNITY CARE

...rebuilding.



Ancestor: Fred Hampton

Book: Last Stop on Market Street - Matt de la Peña, Christian Robinson

Intersectional Learning: Classism x Food Security x Design Thinking x Activism

HOW I TEACH TRUTH AND RECONCILIATION IN THE CLASSROOM:



“A lot of people think the Breakfast for Children program is charity. But what does it do?

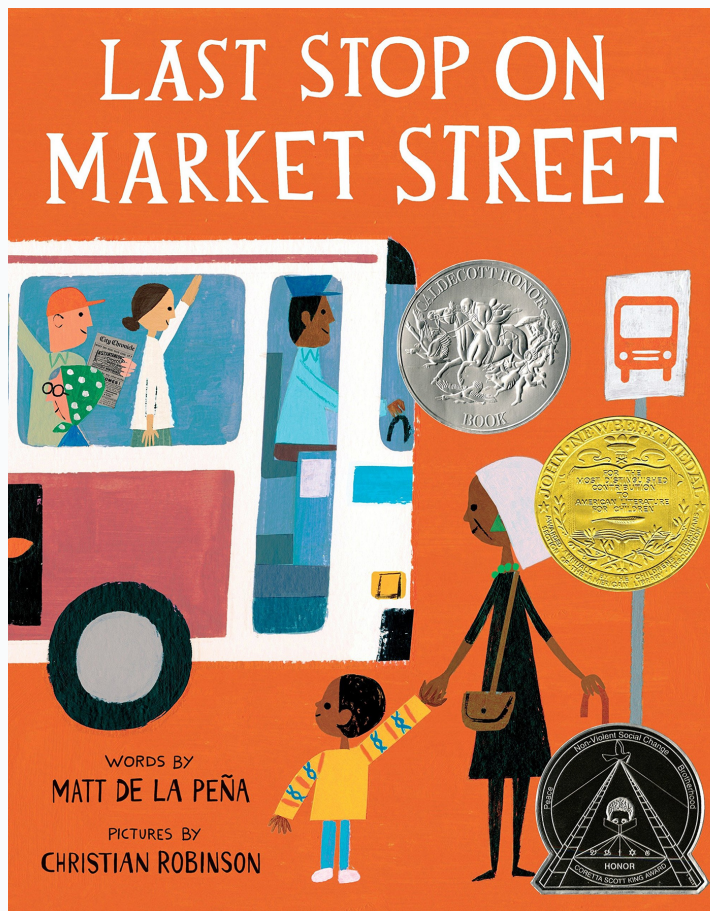
It takes the people from a stage to another stage. Any program that's revolutionary is an advancing program.

Revolution is change.”

- Fred Hampton

LAST STOP ON MARKET STREET - LESSON PLANS

Together We Thrive | K-4 Anti-oppression



1. NOTICING
2. STORYTIME: LAST STOP ON MARKET STREET
3. COMMUNITY BREAD
4. COMMUNITY FOOD SHARING ARCHITECTURAL MODEL

ANTI-OPPRESSION LEARNING OBJECTIVES:

- **Classism**
- **Food security**
- **Community inclusion**
- **Accessibility:** D/deaf, disabled and neurodivergent inclusivity
- **Solving problems** with the future generations in mind
- **Community building** - architecture, design thinking: research collaboration, consultation

INTERDEPENDENT RELATIONSHIP FOUNDATIONS





BC CURRICULUM LEARNING OUTCOMES

MODULE 8: Noticing | Last Stop on Market Street | Kindergarten - Gr.4

PHYSICAL AND HEALTH EDUCATION K - GR.4

BIG IDEAS:

K - Gr.1: Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Gr. 2: Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.

Gr.3 - Gr.4: Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.

CORE COMPETENCIES:

Communication - Collaboration

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

Physical literacy

Social and community health

CONTENT:

K - Gr.4: how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games

MARKET STREET | LESSON 1

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Noticing: A Mindfulness Activity	<ul style="list-style-type: none"> Map of the neighbourhood Journaling materials Camera (optional) 	<ul style="list-style-type: none"> Accessibility: D/deaf, disabled and neurodivergent inclusivity 	<ul style="list-style-type: none"> Teacher and students go on a community walk. Teacher may plan the route or support students to plan the route Teacher will prompt students to observe their surroundings in new ways - observe with their senses: sight, smell, touch, and sound Teacher supports students in recording their observations 	<ul style="list-style-type: none"> Students and teacher go on a community walk Students will prompt the Teacher to observe their surrounding in new ways - observe with their senses: sight, smell, touch, and sound Students will record their observations: notes, mental, written, drawn, or photographs 	30 minutes

MARKET STREET | LESSON 1 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

NOTICING

Teacher and students decide on a short exploring route and begin a walk through their community, This is a mindfulness activity that reflects what CJ noticed as he travelled from church to the community kitchen. These sights, smells, sounds, and people are all part of what makes a community unique and special.

NOTICING: Students and teacher go on a walk in their community.

Who is leading your walk - elder, community leader, teacher, student?

This walk should introduce new perspectives by valuing the perspective of those who are neurodiverse, disabled, community leaders, elders. This should also include students.

How do you walk - Jump, run, sideways, in pairs, slowly?

What do you notice as you walk? (colours, sights, smells, sounds)

- Heighten your senses:
 - Cover your ears to better notice with your sense of smell and sight
 - Cover your eyes to better notice with your sense of hearing and smell

Students can write (notes or journal) and draw or take pictures (polaroid) of what they see.



BC CURRICULUM LEARNING OUTCOMES

Storytime | Last Stop On Market Street | Kindergarten - Grade 4

ENGLISH LANGUAGE ARTS K - GR. 4

Big Ideas

K-Gr.3: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Gr.4: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Core Competencies:

Thinking - Critical and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

Curricular Competencies K - Gr. 4:

Comprehend and connect (reading, listening, viewing)

Content K - Gr. 4:

Story

Strategies and processes

MARKET STREET | STORYTIME

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Read Last Stop on Market Street	Storybook	Using story to teach: a truthful history, share ancestral knowledge, culture, language, and inspire a kinder world	Teacher will read the story to the students, pausing to make connections between what characters are doing, thinking, feeling in the story and the students own lived experience	Students will listen to the story and respond as required.	15 minutes



BC CURRICULUM LEARNING OUTCOMES

MODULE 8: Community Bread | Last Stop on Market Street | Kindergarten - Gr.4

PHYSICAL AND HEALTH EDUCATION K - GR. 4

BIG IDEAS:

K - Gr.1: Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Gr. 2 - Gr.3: Our physical, emotional, and mental health are interconnected.

Gr.4: Personal choices and social and environmental factors influence our health and well-being.

CORE COMPETENCIES:

Communication - Collaborating

Personal and Social - Positive Personal and Cultural Identity

CURRICULAR COMPETENCIES:

- Healthy and active living
- Social and community health
- Mental well-being

CONTENT:

K - Gr.4: practices that promote health and well-being including those relating to physical activity, nutrition, and illness prevention

MARKET STREET | LESSON 2

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
Community Bread	<ul style="list-style-type: none"> Bread making ingredients Baking tools Oven, stove, pans <p>EXTENSION: Community Mentors</p>	<ul style="list-style-type: none"> Community inclusion Classism Food security Recognizing diversity - history, identity, experiences 	<ul style="list-style-type: none"> Teacher will begin a discussion on essential needs for human health and wellness: (food, shelter, water, community, friendship) Teacher will guide students in making connections to a recent example of community coming together to support the basic needs of many who were stranded and displaced by the storms, fire, war, development, etc. Teacher will explain the bread making activity 	<ul style="list-style-type: none"> Students will listen and respond as required. Students will ask questions to clarify. Students will work in groups to make their bread Students share their bread with the other groups / another class <p>EXTENSION: Community mentors support each group in a traditional recipe</p>	45 minutes - 2hrs / 1 day (flexible)

MARKET STREET | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

COMMUNITY BREAD

This activity will allow students to learn about community care and wellness through sharing food. CJ's community works in participation with each other and highlights how different perspectives and acts of service within the community are a benefit to the worldview of a child.

- At their desks, or on the carpet, ask students to highlight how they saw CJ learning to shift his focus throughout the story from wanting and judging to finding and valuing . Return to pages in the book or share these images on a projector as you have the discussion.
 - Prompt:
 - Wanting more: CJ asks Nana why they don't have a car
 - Finding more: Nana shows him all the new people in your community you meet when you travel together on a bus
 - Wanting more: CJ gives up his seat to a blind man and asks why the man on the bus can't see
 - Finding more: Nana and the man share that some people see the world differently, with their other senses (ears and smell)
- Begin a conversation on how sharing food is an important way to build trust, connections, and show care in community. It's also something that is inaccessible to many people because of cost. One way to share food in community happens at the place that CJ and Nana go after church - soup kitchen. There, people of all ages prepare and eat food together for little to no cost.

Making Connections

- What recent event brought your community together to support hundreds of displaced and stranded people? How was food made, distributed and shared during this time?

MARKET STREET | LESSON 2 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

COMMUNITY BREAD

- Every culture and community shares in their own way, One thing that is unique yet vital to all cultures is bread. Today we will make and share bread together.
- Organize children into groups and offer each the ingredients for their type of bread: examples - chapati, naan, bannock, soda bread, cornbread, milk bread, challah, baguette, fufu, fried bakes, sangak

EXTENSION: Community inclusion

- Include a mentor from different communities to teach each group their traditional bread making.
- Who has a right to healthy accessible food?
- How is food sharing offered in your community? (school, church, community center)
- If not what can you do to change that?



West African Foo Foo



BC CURRICULUM LEARNING OUTCOMES

MODULE 8: Designing a Food Sharing Space | Last Stop on Market Street | Kindergarten - Gr.4

APPLIED DESIGN, SKILLS, AND TECHNOLOGY K - GR.4

BIG IDEAS:

K - Gr.3: Designs grow out of natural curiosity.

Gr.4: Designs can be improved with prototyping and testing.

CORE COMPETENCIES:

Communication: Collaborating

Thinking - Critical Thinking and Reflective Thinking

Personal and Social - Social Awareness and Responsibility

CURRICULAR COMPETENCIES:

- Applied Design
- Applied Skills
- Applied Technologies

CONTENT:

Cross Curricular

MARKET STREET | LESSON 3

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

ACTIVITY	RESOURCES	OBJECTIVE	TEACHER WILL DO	STUDENT WILL DO	TIME
<p>Designing a Food Sharing Space</p> <ul style="list-style-type: none"> Architectural Model 	<ul style="list-style-type: none"> Architecture crafts such as popsicle sticks, paper rolls, clay, plastic, lego pieces, moss, straws, fabric, ribbon, yarn 	<ul style="list-style-type: none"> Building together - architecture, design thinking: collaboration, consultation Solving problems with the future generations in mind Food security Disability and neurodiverse inclusivity & accessibility Community inclusion 	<ul style="list-style-type: none"> Making connections: What did CJ notice as he travelled from church to the community kitchen? What did the students noticed in their Lesson 1? Imagining: what does a community look like that offered places and spaces to grow, gather, cook and eat food together Guide students in a discussion about inclusion: who can access this community and how? 	<ul style="list-style-type: none"> Students will listen and respond as necessary .Students will share their area of interest and decide or be put into groups of about 4 based on their interest. Students will help map our ideas of for sustainable and inclusive food systems in their community - on poster board or a wall in the classroom 	1 week +

MARKET STREET | LESSON 3 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

DESIGNING A FOOD SHARING SPACE

MAKING CONNECTIONS

- What did CJ notice as he travelled from church to the community kitchen?
- Have the students share what they noticed in their pre activity.

Begin a discussion that prepares students for designing an inclusive community food sharing space.

- What makes a community food sharing space accessible?
- What community needs does this space serve? What values kindness values guide make this space welcoming and safe?
- Who is included and how are they included in the design process?
- Who is missing and why? How do we create a welcoming space for those not currently represented?
- How can notes, or pictures from Lesson 1 'Noticing' inspire your design? (ie: A community food sharing space built in a garden so we can hear and see the birds that sing in the morning while you eat breakfast with friends. a see-through roof to watch the rain fall)

INCLUSIVE + ACCESSIBLE DESIGN:

1. Students work in group and focus on 4 areas of the design process:
 - a. VISION - What human / community needs does this space and service support?
 - b. USE - How is it used?
 - c. ACCESS - Who uses the space?
 - d. REGENERATIVE DESIGN - Does the space consider environment, community use, and economic needs today and for future generations?

MARKET STREET | LESSON 3 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

DESIGNING A FOOD SHARING SPACE

You can prompt students with the following questions:

- What is necessary in gathering food (ie: car or truck, basket, people, knowledge of how and what to gather)
- What is necessary to prepare and share food? (a kitchen, bowls, spoons,)
- What is necessary to include all people? (ie: no cost, free & supported transport, different types of seating areas, different types of food - halal, kosher, vegan, gluten free, etc.)
- How many days of the week would this community food sharing space be open? (ie: every day, 6 days and one day for fasting, only at night and in the morning)
- How would people share in creating this space? (some would offer money, some would offer service and skill, some would offer transport, some would offer product, some would offer organizational knowledge, some would offer childcare)
- Who would benefit from this space and why? (ie: busy people, people that don't always have enough money to eat regularly, people who can't cook for themselves - disability / age / medical recovery / mental health, lonely people, kids, elders)
- Do we eat inside or outside? Does where we eat together change relative to the season?

2. Students begin drawing, writing or collaging ideas for their inclusive and accessible community food sharing model.

3. Students Build the model using various processes according to ability, interest, and grade level: found objects, 3D printing, metaverse world building

MARKET STREET | LESSON 3 CONT'D

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

DESIGNING A FOOD SHARING SPACE

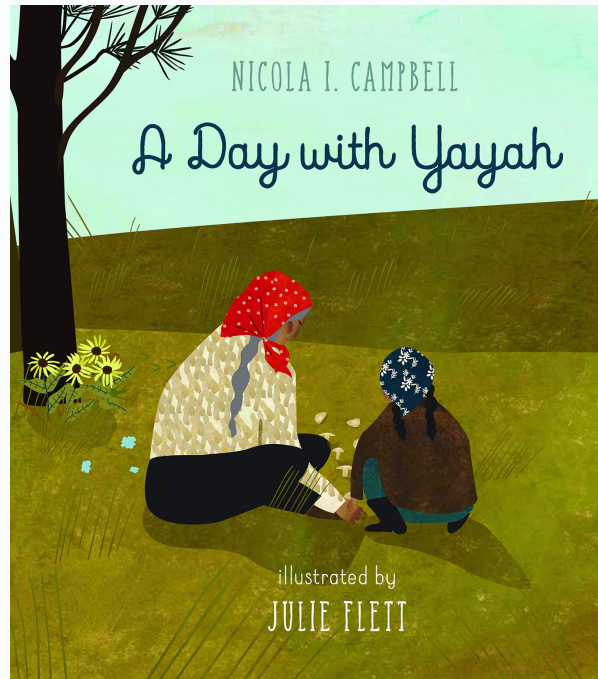
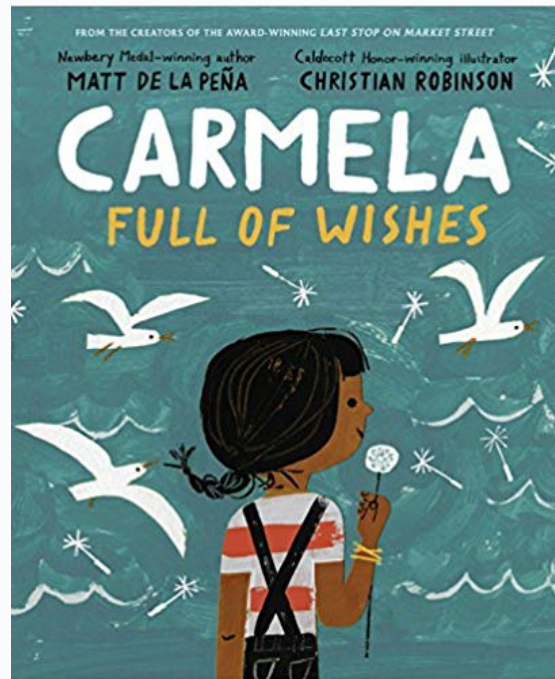
EXTENSIONS:

- **Groups:**
 - Students can be in groups where everyone has the same focus of interest
 - Students can be organized into groups where each person has a different area of interest
- **Group Consultation Process (if each group is made of students with the same interest ie: all builders)**
 - Each group is made up of students who are interested in a particular area such as: food gathering and menu, building design & construction, services: (transportation, childcare)
 - Each Group must consults with the others at the beginning, middle and before completing their phase.of the project. (ie: The builders consult with service providers, etc
- **Community Consultation Process**
 - Students connect with 3 people to ask what service or feature would make a community food sharing space welcoming for them.
- **Design**
 - This could be a sculpture, digital model, or be created using a 3D printer
 - collaborate with an architectural firm, STEM studio, or Art Gallery / Art educator, etc. to develop modalities and prototype

RECOMMENDED READING LIST

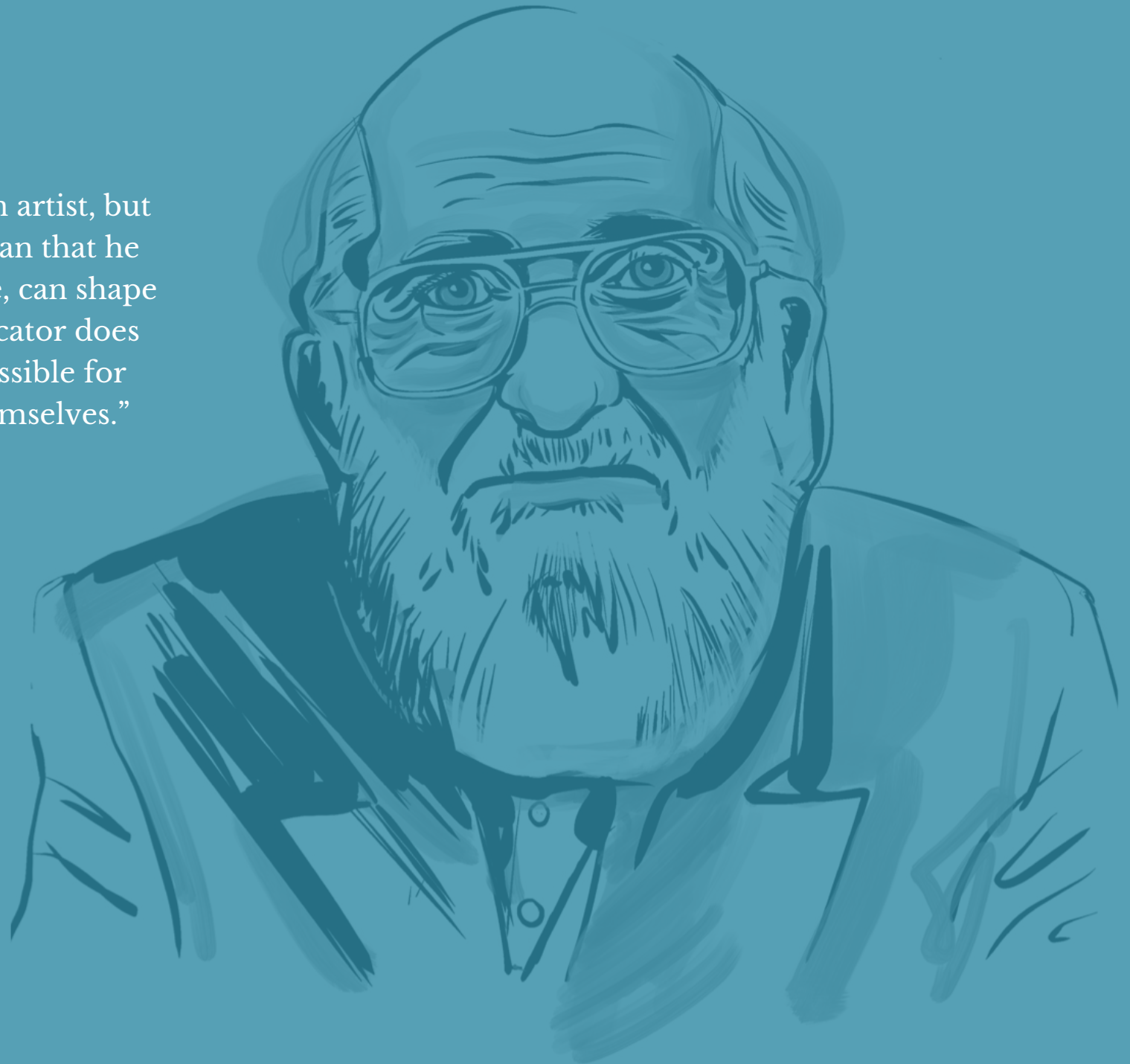
Together We Thrive | Anti-Oppression Curriculum K - Gr.4

FAMILY, COMMUNITY, FOOD GATHERING, MIGRANTS, UNDOCUMENTED FARM WORKERS



“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

- Paolo Freire



TEACHING RESOURCE - A MUSCLE MEMORY FOR KINDNESS | I DREAM LIBRARY



[I Dream Library](#) shares how educators and students can work together to identify, discuss, and include traditionally underrepresented stories in a school library or childcare center.

[A Muscle Memory for Kindness](#), features equity education designed for grades 3-6. We used a student centered approach inclusive of kinesthetic learning and inquiry based learning principles.

This library equity assessment is easily adaptable for Pre-K to Grade 12.

Educators, caregivers and home learners can apply this methodology in distance / home learning groups or on trips to the local public library.

CURRICULUM TEAM INTRODUCTIONS



Aisha Kiani is the founder of I Dream Library, a literary curator, education and spatial designer, interdisciplinary artist, and DEI consultant. They are among Canada's emerging leaders in anti-oppression education design with a focus on transformative justice and equity for 2SLGBTQQIA+ BIPOC, disabled, ill, neurodiverse people and communities. Aisha's curriculum and evaluation frameworks are used by individuals, teams, and organizations across the public and private sectors. Their broader practice supports K-12 educators, school districts, government, post-secondary institutions, libraries, galleries museums, unions, non-profit and for profit organizations, publishers, and community groups. Aisha's current research and work explores the intersectional and fluid roles of coalition building, access, community, history, activism, art, language, environment, justice, and design toward an anti-oppressive future in public education.



Hope Inclusion Project (HIP) was founded in 2010 and is a grassroots organization working to promote diversity and inclusivity in Hope, British Columbia. Hosted by Free Rein Associates Training Ltd., HIP is made up of local community organizations, municipal government, and individuals. These Include School District #78 Fraser-Cascade, Fraser Health Authority, Hope and Area Transition Society, Read Right Society, Hope and District Arts Council and the District of Hope. Over the past 14 years, HIP has developed numerous community projects, supporting local initiatives in art and culture, community events and mobilizations. HIP is committed to responding to the Truth and Reconciliation Commission of Canada: Calls to Action. Over the past four years, HIP has been developing an anti-oppression curriculum with Aisha Kiani of I Dream Library. This project is the most significant piece of work undertaken by HIP. It is our hope that this work will be utilized throughout BC and the rest of Canada.

CURRICULUM TEAM INTRODUCTIONS



The artist, Bon Graham [b.wyse] of Stó:lō (Chilliwack) and Snunéymuxw (Nanaimo) ancestry, is from Hope B.C. Her art can be seen at UFV, School Districts throughout the territory, Stó:lō Resource Centre, BC Parks, Chilliwack Primary Care, ER room, and Vedder Roundabout public art piece. She produces Halq'eméylem educational products, logos, social awareness images including Anti-bullying and Every Child Matters designs. She has also created a Coast Salish inspired font and has devoted her art and designs to preserve language, culture and traditions of the Indigenous peoples, working closely with respected elders for guidance and inspiration. Creating with an appreciation of the languages historical, spiritual and cultural significance. She is an award-winning graphic artist and designer and continues to develop and share her art and designs through gift products, prints, original paintings and educational programs and products.



The Fraser-Cascade School District includes Harrison Hot Springs, the District of Kent, including Agassiz. It extends up the Fraser River from there to the town of Hope and up the southern section of the Fraser Canyon along Highway 1 to the communities of Yale and Boston Bar.

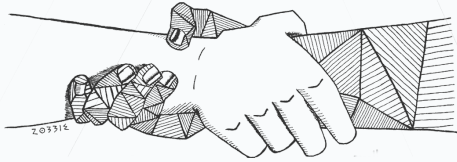
We are honoured to have thirteen bands as part of our School District including: Boothroyd Indian Band, Boston Bar First Nations, Chawathil First Nations Cheam First Nations, Peters Indian Band, Seabird Island Indian Band, Shwx'owhamel First Nation, Spuzzum First Nation, Sq'ewa:lxw First Nation, Sq'ewlets First Nation, Sts'ailes, Union Bar Band, Yale First Nation. Our district motto is "Everyone Pulling Together to Improve the Achievement of all Learners."

- Balan Moorthy, Superintendent of Schools

CURRICULUM SUPPORTERS

Together We Thrive | Anti-Oppression Curriculum K - Gr.4

PARTNERS IN THIS PROJECT



The Hope Inclusion Project



SCHOOL DISTRICT 78
FRASER-CASCADE
EVERYONE PULLING TOGETHER



ResilienceBC

