



Appendix A: Learning Resources

This appendix is provided to help teachers in selecting resources to support the teaching of diversity and social justice in the classroom. The list contains some resources appropriate for teacher use, some for student use, and some for both. It is provided as a starting point only, and is by no means intended to be exhaustive or prescriptive.


Note that grade-level designations for these texts are suggestions only, and many can be applied at younger or older grades for different contexts and purposes (e.g., a children's storybook can be used at the secondary level to examine how value lessons can be presented in a simple way). In addition, a text that is recommended for one subject area can be used in other subjects (e.g., a social studies text can be used as the basis for drama explorations).

Texts that are designated as recommended as part of a particular Grade Collection are designated with the following icon: 





This list does not include any of the resources recommended for Social Justice 12, as any of those resources can be adapted for use in other subjects and grades. Please refer to the Social Justice 12 grade collection for a full listing and description of those recommended resources.

Note that Grade Collections are subject to change. Please check the ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm.






Teachers are reminded that any text not included in a ministry grade collection is subject to evaluation and approval through a local, board/authority-approved process. Teachers should use particular caution when selecting novels, poems, plays, and short stories. Because these texts often deal with the experiences of people who have faced various forms of social injustice, they may contain language and images that are difficult to read or hear (e.g., violence and abuse, sexual exploitation, experiences of racism, substance abuse, the residential school experience, criticisms of Christianity and church practices). This caution holds true for many texts that have long been studied in secondary school English classes (e.g., various Shakespeare works, *The Lord of the Flies*, *To Kill a Mockingbird*, *The Crucible*) as well as for more recent works (e.g., *The Handmaid's Tale*, *Monkey Beach*, *The Jade Peony*).

| Text | Format | Gr. | Context | Recommended for |
|--|---------------|-------|---|---|
| Appleseed, J. You and Me Series | print | K-7 | positive behaviours at school, home, and in the community |  HCE K-7 |
| Atwood, Margaret "It Is Dangerous to Read Newspapers" | print (poem) | 11-12 | our conscious and unconscious complicity in the truths of the modern world | N/A |
| Atwood, Margaret <i>The Handmaid's Tale</i> | print (novel) | 11-12 | totalitarianism, objectification of women | N/A |
| Auden, W.H. "Refugee Blues" | print (poem) | 8-10 | racism, the vulnerability of refugees, the power of the state vs. the powerlessness of the individual | N/A |

Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|--------|-------|--|---|
| BC Ministry of Attorney General <i>Make a Case Against Racism: A Guide for Teachers of Grades 4-7</i> available online at www.ag.gov.bc.ca/immigration/multicultural_initiatives.htm#makeacase | print | 4-7 | anti-racism, anti-bullying | N/A |
| BC Ministry of Education <i>BC First Nations Studies Teacher's Guide</i> available online at http://www.bced.gov.bc.ca/irp/resdocs/bcfns.htm | print | 11-12 | First Nations studies—including the legacy of colonialism, rights, self-government, treaties, justice, and moving beyond stereotypes |  BCFNS 12 |
| BC Ministry of Education <i>Canada and the Holocaust</i> | print | 10-12 | the Holocaust and Canada's role in the post-WWII Jewish refugee crisis |  Civic Studies 11, SS 11 |
| BC Ministry of Education <i>Environmental Learning and Experience: An Interdisciplinary Guide For Teachers</i> available online at: www.bced.gov.bc.ca/environment_ed/welcome.htm | print | K-12 | stewardship, sustainability, conservation, socially responsible and ethical economics | N/A |
| BC Ministry of Education <i>Evaluating, Selecting, and Managing Learning Resources: A Guide</i> (Revised) www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf | print | K-12 | selection of resources—in particular, the Social Considerations criteria provide useful guidance for considering diversity issues when selecting resources | N/A |
| BC Ministry of Education <i>Focus on Bullying: A Prevention Program for Elementary School Communities</i> | print | K-7 | teacher resource; includes activities for recognizing, responding to, and preventing bullying behaviour |  HCE K-7 |
| BC Ministry of Education <i>Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities</i> | print | 8-12 | teacher resource; includes activities for recognizing, responding to, and preventing harassment and intimidation |  HCE 8-9, Planning 10 |

Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|---------------------|-------|--|--|
| BC Ministry of Education <i>Human Rights in the Asia Pacific 1931-1945: Social Responsibility and Global Citizenship</i> | print | 10-12 | human rights, war crimes, international law, international relations, redress and reconciliation |  Civic Studies 11 |
| BC Ministry of Education <i>Internment and Redress: The Story of Japanese-Canadians</i> | print | 5-6 | internment of Japanese-Canadians |  SS 5-6 |
| BC Ministry of Education <i>Shared Learnings: Integrating BC Aboriginal Content K-10</i> www.bced.gov.bc.ca/abed/shared.pdf | print | K-10 | promoting understanding of BC Aboriginal peoples and their cultures, values, beliefs, traditions, history, and languages | N/A |
| BC Ministry of Education <i>Shaping the Future: The Treaty Process in BC</i> | print, video | 3-4 | First Nations treaty process |  SS 3-4 |
| BC Teachers' Federation "Teaching Controversial Issues" available online at http://bctf.ca/GlobalEd/TeachingResources/ClarkePat/TeachingControversialIssues.html | print (article) | K-12 | advice and suggestions for introducing controversial topics in the classroom | N/A |
| Benson, R. et al. <i>Collections 1, 2, and 3</i> | multi | 1-3 | relationships and identity |  ELA 1-3 |
| Bowden, R. <i>Food and Farming</i> | print | 4-6 | sustainability |  SS 5 |
| Brooks, Gwendolyn "Sadie and Maude" | print (poem) | 8-10 | social roles and expectations for women | N/A |
| Browning, Robert "My Last Duchess" | print (poem) | 11-12 | social roles for women and men, abuse of power and authority | N/A |
| Bunting, Eve and Ronald Himler <i>Fly Away Home</i> | print | K-3 | homelessness, characteristics common to all families | N/A |
| Camus, Albert "The Guest" | print (short story) | 11-12 | personal responsibility, acting in ways that benefit self and society | N/A |

Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|---|----------------|-------|--|--|
| CBC <i>CyberHate</i> | video | 10-12 | free speech and censorship on the Internet |  SS 11 |
| Choy, Wayson <i>The Jade Peony</i> | print | 11-12 | cultural tension, growing up in a minority culture | N/A |
| Combs, Bobbie <i>ABC: A Family Alphabet Book</i> | print | K | diversity—general | N/A |
| Committee for Children <i>Second Step</i> | multi-media | 1-5 | empathy, problem solving, anger management |  HCE 1-5 |
| Critical Thinking Consortium <i>Active Citizenship: Student Action Projects</i> | print | 10-12 | social/civic action |  Civic Studies 11 |
| Critical Thinking Consortium <i>Caring for Young People's Rights</i> | print | 10-12 | rights, action projects |  Civic Studies 11 |
| Ellis, Deborah <i>Breadwinner trilogy (The Breadwinner, Parvana's Journey, and Mud City)</i> | print (novels) | 6-7 | living in wartime, gender and family roles, socioeconomics, cultural empathy and understanding | N/A |
| Elwin, Rosamund and Michele Paulse <i>Asha's Mums</i> | print | K-3 | diverse family structures (same-sex parents), anti-homophobia | N/A |
| Ergo Entertainment <i>Paper Clips</i> (information about the film and the project is available at www.paperclipsmovie.com) | video | 6-11 | the Holocaust, the power of the individual to make a difference | N/A |
| First Nations Education Steering Committee <i>Anti-Racism Toolkit Activity Set</i> available online at www.fnesc.ca/publications/index.php | print | K-7 | anti-racism, combating stereotypes, rights and responsibilities, general diversity education | N/A |
| Ford, C. et al. <i>I Can Make a Difference</i> | print | 1-7 | how individuals can contribute to community well-being |  SS 1-7 |

Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|------------------------|-------|---|---|
| Gilman, Charlotte Perkins “The Yellow Wallpaper” | print (short story) | 11-12 | social roles and expectations for women and men; power and authority | N/A |
| Grewell, Erin <i>Freedom Writer’s Diary</i> | print | 10-12 | poverty, power of education | N/A |
| Historica Foundation of Canada <i>Historica Minutes</i> | video | 4-6 | contributions of individuals to Canadian society and culture |  SS 4-6 |
| Jackson, Shirley “The Lottery” | print (short story) | 11-12 | unquestioning observance of tradition and the status quo, scapegoats, mob violence | N/A |
| Jarrell, Randall “The State” | print (poem) | 11-12 | the power of the state, the loss of individuality | N/A |
| Jonas, George “I was Around Six” | print (poem) | 11-12 | social roles for women and men, the inevitability of violence | N/A |
| Lawson, Judy <i>White Jade Tiger</i> | print | 5-6 | ethnicity and racism (historical treatment of Chinese railroad workers) | N/A |
| Lowell, Amy “Patterns” | print (poem) | 11-12 | social roles and expectations for women and men | N/A |
| Magic Lantern Communications <i>Racism 4 Reel</i> | video, print | 9-10 | anti-racism |  Planning 10 |
| Maracle, Lee <i>Ravensong</i> | print (novel) | 10-12 | roles and expectations for girls/women; interactions between Aboriginal and non-Aboriginal cultures |  ELA 11-12 |
| Marlin Motion Pictures <i>A Common Goal</i> | video | 5-7 | the role of the United Nations in peace keeping and human rights |  SS 6 |


Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|---------------------|-------|---|--|
| Marlin Motion Pictures <i>Mesopotamia Series</i> | video | 7-8 | inter-relationship of the human and physical environment with economy, technology, society, and culture |  SS 7 |
| Martin, Anne M. <i>A Corner in the Universe</i> | print | 6-7 | people with mental disabilities | N/A |
| Masters, Olga <i>The Rages of Mrs. Torrens</i> | print (short story) | 8-10 | poverty, social status, status quo | N/A |
| Mayer, Mercer and Gina Mayer <i>A Very Special Critter</i> | print | K-2 | people with disabilities | N/A |
| McDermott, Barb and Gail McKeown <i>All About ... Famous Canadians.</i> | print | K-3 | diversity—general |  ELA K-3 |
| Miller, Arthur <i>The Crucible</i> | print (play) | 11-12 | fear mongering, witch-hunting and scapegoats | N/A |
| Munro, Alice “The Shining Houses “ | print (short story) | 11-12 | victimization, power and authority, the rule of law | N/A |
| National Film Board of Canada <i>Bronwen & Yaffa (Moving Towards Tolerance)</i> | video | 10-12 | anti-racism |  Civic Studies 11 |
| National Film Board of Canada <i>Discordia: When Netanyahu Came to Town...</i> | video | 10-12 | how student activism in Canada plays out when competing interests meet with existing laws on freedom of association, free speech, and freedom of assembly |  Civic Studies 11 |
| National Film Board of Canada <i>One of Them</i> | video, print | 9-10 | importance of respecting diversity |  Planning 10 |

Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|---------------|-------|---|--|
| National Film Board of Canada <i>Sticks and Stones</i> | video | 6 | diverse family structures, and the effects of bullying faced by children whose parents don't represent traditional gender roles |  HCE 6 |
| National Film Board of Canada <i>Time Immemorial</i> | print, video | 4-5 | effects of interactions between European explorers and Aboriginal cultures |  SS 4 |
| Oxford University Press <i>Ancient Worlds—Outlooks 7</i> | print | 7-8 | ancient civilizations and their connections to society today |  SS 7 |
| Parker, Dorothy “Song of Perfect Propriety” | print (poem) | 11-12 | social roles and expectations for women and men | N/A |
| Paterson, Deborah <i>Bridge to Terabithia</i> | print | 5-7 | bullying, self-esteem and identity, friendship, socioeconomics | N/A |
| Pearson Education Canada <i>Canadians in the Global Community</i> | multi-media | 11-12 | issues in Canadian identity, with a focus on war and peace, the impact of actions on the environment, and contributions to developing countries |  SS 11 |
| Purslow, F. et al. <i>Special Canadian Communities</i> | print | 2-5 | cultural diversity |  SS 2-5 |
| Robinson, Eden <i>Monkey Beach</i> | print (novel) | 11-12 | traditional and contemporary Aboriginal culture, role of Elders, loss and reclamation of identity, legacy of colonialism | N/A |






Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|---------------------|-------|--|--|
| Schniederwind, Nancy & Ellen Davidson <i>Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity</i> | print | K-12 | general diversity and equality education (including racism, sexism, heterosexism, religious oppression, and ableism) | N/A |
| Scholastic Canada <i>Canadian Governments—Complete Unit</i> | print, kit | 5-6 | Canadian government and the Charter; citizenship |  SS 5-6 |
| Senesi, Maruo “The Giraffe” | print (short story) | 11-12 | desire for individualism in the face of societal expectations; conformity and non-conformity | N/A |
| Seuss, Dr. <i>The Sneetches and Other Stories</i> | print | K-2 | “What Was I Scared Of”—fear of the unknown, acceptance, and understanding “The Sneetches”—the dangers of prejudice | N/A |
| Shakespeare, William <i>The Merchant of Venice</i> | print, video | 10-12 | anti-Semitism | N/A |
| Smith, David J. <i>If the World Were a Village</i> www.mapping.com/village.html | print, video | 4-7 | this cross-curricular resource (mathematics, social studies, ELA, fine arts) takes the globe and reduces it to village size that is a microcosm of current global demographics | N/A |
| Soyinka, Wole <i>Telephone Conversation</i> | print (poem) | 8-10 | racism | N/A |

Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|---------------------|-------|--|--|
| Sterling, S. <i>Our Beginnings: Outlooks 4</i> | print | 4-7 | effects of interactions between European explorers and Aboriginal cultures |  SS 4 |
| Sterling, S. et al. <i>Global Citizens—Outlooks 6</i> | print | 4-6 | responsible global citizenship |  SS 6 |
| Stocker, David <i>Math that Matters: A Teacher Resource Linking Math and Social Justice</i> | print | 4-12 | lesson plans for integrating mathematics and social justice | N/A |
| Storyteller Productions <i>Stories from the Seventh Fire</i> | video & print | 2-3 | Aboriginal education |  ELA 2-3 |
| Strasser, Todd <i>On the Bridge</i> (available for free download for classroom use at www.toddstrasser.com/html/OnABridge.htm) | print (short story) | 8-9 | identity and belonging, self-esteem, empathy | N/A |
| Sunburst Visual Media <i>Silent on the Sidelines: Why We Ignore Bullying</i> | video | 5-7 | recognizing, responding to, and preventing bullying behaviour |  HCE 6 |
| Tennyson, Alfred, Lord “The Lady of Shalott” | print (poem) | 11-12 | social roles for women, sexual power | N/A |
| Thomson Nelson <i>Canadian by Conviction: Asserting Our Citizenship</i> | print | 10-12 | the role of youth in effecting social change |  Civic Studies 11 |
| Thomson Nelson <i>Tapestry Level 4</i> | print | 4-5 | cultural identity and cultural diversity |  SS 4 |
| Thomson Nelson <i>Tapestry Level 4—Leaving Your Mark</i> | print | 5-7 | contributions of individuals and cultural groups to Canada and the world |  SS 6 |
| Thomson Nelson <i>Tapestry Level 4—Making Choices</i> | print | 5-7 | process of democracy; Canadian rules, regulations, and laws |  SS 6 |

Appendix A: Learning Resources (continued)

| Text | Format | Gr. | Context | Recommended for |
|--|------------------|-------|--|---|
| UN World Food Programme <i>Food Force</i> available online at www.food-force.com/ | computer game | 4-10 | global poverty and hunger | N/A |
| Visual Education Centre Ltd. <i>Understanding the Civil Rights Movement</i> | video | 10-12 | history of the American civil rights movement |  History 12 |
| Visual Media / Sunburst Silent on the Sidelines: Why We Ignore Bullying | video | 5-7 | recognizing, responding to, and preventing bullying behaviour |  HCE 6 |
| Wagamese, Richard <i>Keeper'n Me</i> | print | 10-12 | loss and reclamation of identity, role of Elders in traditional Aboriginal culture, imposition of majority values on minority cultures | N/A |
| Weigl Educational Publishers <i>Canadian Citizenship in Action</i> | print | 2-6 | citizenship; power; rights, roles, and responsibilities; resolving political differences |  SS 2-6 |
| Wieler, Diana J. "The Scream" (in Sightlines7) | print | 6-8 | response to bullying; how all individuals have strengths and something to contribute; empathy |  ELA 7 |
| Wood, Douglas and Cheng-Khee Chee <i>Old Turtle</i> | print | K-2 | universal acceptance and resolving conflicting ideas and views | N/A |
| Wordsworth, William <i>The World is Too Much With Us</i> | print (poem) | 8-10 | consumerism, seeing the value of nature/living an authentic life | N/A |
| World Vision <i>Working for Change: Active Global Citizenship</i> | video, print | 10-12 | social action |  Civic Studies 11, SS 11 |

Appendix B: Selected Web Sites

Although the following web sites do not have Recommended status, they have been provided as support for the teachers in planning instruction and assessment related to diversity and social justice. Some sites are appropriate for student use, while others are more appropriate for teacher use. As with all supplementary resources, local approval is required before use with students. Teachers should preview the sites in order to select those that are appropriate for use by their students, and must also ensure that students are aware of school district policies on Internet and computer use.

The selected web sites listed here are not intended to represent an exhaustive list; rather, these sites, current as of March 2008, represent a “starter set” of potentially useful sites relevant for teaching about diversity and social justice across a range of curricula. Many of the sites include sections related to resources or education materials that may complement many diversity and social justice topics.

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|---|--|
| Abolition 2000 | www.abolition2000.org/ |
| Action Group on Erosion, Technology and Concentration | www.etcgroup.org/en/about/ |
| Alliance for a New Humanity | www.anhglobal.org/ |
| Asia Pacific Forum on Women, Law and Development | www.apwld.org/ |
| Assembly of First Nations | www.afn.ca/ |
| Association for Women’s Rights in Development | www.awid.org/ |
| BC Archives | www.bcarchives.bc.ca/BC_Our_Collections/default.aspx |
| BC Civil Liberties Association | www.bccla.org/ |
| BC Human Rights Tribunal | www.bchrt.bc.ca |
| BC Ministry of Attorney General—Multiculturalism | www.ag.gov.bc.ca/immigration/multiculturalism.htm |
| BC Partners for Mental Health and Addictions | www.mentalhealthaddictions.bc.ca |
| BC Public Interest Advocacy Centre | www.bcpiac.com/ |
| BC Rural Network | www.bcruralnetwork.ca/ |
| BCTF Provincial Specialist Associations (links to all PSAs, including Aboriginal Education Association of BC, and BC Teachers for Peace and Global Education) | www.bctf.ca/PSAs/ |
| BCTF—Social Justice | http://bctf.ca/SocialJustice.aspx |
| Canadian Centre for Policy Alternatives | www.policyalternatives.ca |

Appendix B: Selected Web Sites (continued)

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| Canadian Council for Refugees | www.ccrweb.ca |
| Canadian International Development Agency—CIDA (Government of Canada) | www.acdi-cida.gc.ca/ |
| Canadian Olympic Values Education Program (Canadian Olympic Committee) | www.olympic.ca/EN/education/values_education.shtml |
| Canadian Peace Alliance | www.acp-cpa.ca |
| Center for International Studies and Cooperation | www.ceci.ca/ceci/en/index.html |
| The Centre (LGTB Community Centre) | www.lgtbcentrevancouver.com/ |
| Centre for Social Justice | www.socialjustice.org |
| Check Your Head: The Youth Global Education Network | www.checkyourhead.org/ |
| Charity Village—Nonprofit Neighbourhood | www.charityvillage.com/cv/nonpr/index.asp |
| Church Council on Justice and Corrections | www.ccjc.ca/ |
| The Civics Canada Textbook | www.civicschannel.com/textbook.php |
| The Coalition to Stop the Use of Child Soldiers | www.child-soldiers.org |
| Common Frontiers | www.commonfrontiers.ca/ |
| Critical Thinking Consortium | www.tc2.ca/ |
| Crosspoint Anti-Racism | www.magenta.nl/crosspoint |
| The Dalai Lama Center for Peace and Education | www.dalailamacenter.org/ |
| Department of Justice Canada | www.canada.justice.gc.ca |
| Downtown Eastside Abilities Link Society (DEALS) (Vancouver) | www.dealsociety.com/ |
| Diversity in BC (WelcomeBC) | www.welcomebc.ca/en/diversity/index.html |
| Earth Summit 2002 | www.earthsummit2002.org |
| Education for Peace | www.efpinternational.org |
| Education International | www.ei-ie.org/en/index.php |
| Egale Canada | www.egale.ca/ |
| Environmental Youth Alliance | www.eya.ca/ |
| EnviroZine (Environment Canada) | www.ec.gc.ca/envirozine/ |
| First Nations Education Steering Committee | www.fnesc.ca/ |

Appendix B: Selected Web Sites (continued)

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| Gay and Lesbian Educators of BC (GALEBC) | www.galebc.org |
| Gendercide Watch | www.gendercide.org |
| Global Alliance for Preserving the History of WWII in Asia | www.global-alliance.net/ |
| Global Peace Solution | www.globalpeacesolution.org/ |
| Global Stewardship Program (Capilano College) | www.capcollege.bc.ca/programs/global-stewardship/high-school.html |
| Global Warning (Knowledge Network) | www.knowledgenetwork.ca/globalwarning/ |
| Historica | www.histori.ca |
| Human Rights Watch | www.hrw.org |
| Human Security Program (Canadian Department of Foreign Affairs and International Trade) | www.humansecurity.gc.ca |
| IDEALS (Global Civil Society Development, Education and Information) | www.ideals.nu |
| Indigenous Environmental Network | www.ienearth.org |
| International Campaign to Ban Landmines | www.icbl.org |
| International Committee of the Red Cross | www.icrc.org |
| International Labour Organization | www.ilo.org |
| Law Courts Education Society of BC | www.lawcourtsed.ca |
| MATCH International Centre—Women Supporting Women around the World | www.matchinternational.org/ |
| Media Awareness Network | www.media-awareness.ca |
| The Memory Project | www.thememoryproject.com |
| Mines Action Canada | www.minesactioncanada.org |
| The North-South Institute | www.nsi-ins.ca |
| Our World | www.ourworld.ca |
| Partnership Africa Canada | www.pacweb.org |
| Planet Friendly | www.planetfriendly.net |
| Population Reference Bureau | www.prb.org |

Appendix B: Selected Web Sites (continued)

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| Power of One Humane Education (Vancouver Humane Society) | www.powerofonehumaneeducation.org/ |
| Project Ploughshares | www.ploughshares.ca/ |
| RESULTS Canada | www.results-resultats.ca/ |
| Rights and Democracy | www.ichrdd.ca |
| The Safe Schools Coalition | www.safeschoolscoalition.org/sitemap.html |
| Saputnik: Human Rights Documentaries | www.saputnik.net/ |
| Statistics Canada | www.statcan.ca/start.html |
| Statistics Canada—Ethnic Diversity and Immigration | http://cansim2.statcan.ca/cgi-win/cnsmcgi.pgm?Lang=E&SP_Action=Theme&SPID=30000 |
| Status of Women Canada | www.swc-cfc.gc.ca/index_e.html |
| The Stephen Lewis Foundation | www.stephenlewisfoundation.org/ |
| TakingITGlobal | www.takingitglobal.org |
| TransFair Canada | www.transfair.ca |
| UN Millennium Project | www.unmillenniumproject.org/ |
| The UN Refugee Agency | www.unhcr.org/ |
| United Nations (UN) | www.un.org |
| United Nations—Human Rights | www.un.org/rights/ |
| United Nations Development Fund for Women | www.undp.org/unifem |
| United Nations Universal Declaration of Human Rights | www.un.org/Overview/rights.html |
| Vancouver Holocaust Education Centre | www.vhec.org/ |
| Vancouver Women's Health Collective | www.womenshealthcollective.ca/ |
| West Coast Women's League Education and Action Fund | www.leaf.ca/ |
| Without Prejudice: Resources for Change | www.accesstomedia.org/rfc/ |
| WomenWatch | www.un.org/womenwatch |
| Women's Human Rights Net | www.whrnet.org/ |

Appendix B: Selected Web Sites (continued)

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| Women's International League for Peace and Freedom | www.wilpf.org/ |
| World Health Organization (WHO) | www.who.int |
| World Views Collaborative | www.worldviewscollaborative.org/index.html |
| Young People Connecting with the Commonwealth (Royal Commonwealth Society) | www.rcsint.org/youthchogm/ |
| Youth for Human Rights International | www.youthforhumanrights.org |
| Youth Canada Association (YOU CAN) | www.youcan.ca |
| Youth Challenge International | www.yci.org |
| Youth Link (Human Resources and Social Development Canada) | www.youth.gc.ca |



Appendix C: Glossary

This glossary defines selected terms used in this resource. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to diversity and social justice topics.



ableism

discriminatory attitudes or behaviours on the basis of physical or mental ability or disability.

Aboriginal

refers to all indigenous peoples in Canada, including First Nations, Métis, and Inuit.



culture

the way of life (attitudes, behaviours, etc.) of a group of people and how they interact with their natural and manufactured environments. Culture is generally understood to embrace characteristics beyond race or ethnicity; for example, “Canadian culture” encompasses elements and influences of a range of ethnic groups and nationalities. Culture may also be based on individual or social characteristics other than ethnicity (e.g., deaf culture, gay culture, corporate culture, hip-hop culture, culture of peace). Although cultural characteristics are considered together as being distinguishing features of a particular group, it is also understood that there is diversity among individuals within any culture.



discrimination

occurs when a person—on the basis of characteristics such as her or his sex, age, sexual orientation, race, religion, or physical or mental ability—suffers disadvantages or is denied opportunities available to other members of society.

diversity

refers to the ways in which people within a society differ from each other. Some of these differences may be visible (e.g., race, ethnicity, sex, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background). Honouring diversity is based on the principle that, if these differences are acknowledged and utilized in a positive way, it is of benefit to the quality of life for all in society.



equality

a social justice value, achieved when all groups and individuals receive the same treatment, have the same opportunities, and are able to attain the same achievements, and where any differences are not based on prejudice or forms of oppression. Included in this concept is “equality of opportunity,” where the same standards and requirements are applied to individuals in relation to access to education or other advancement. “Equality of outcome” refers to ensuring that all groups are able to attain the status and benefits possible in society, which usually requires action to address historical and systemic disadvantages. See also *equity*.

Appendix C: Glossary (continued)

equity

equality while accommodating individual and group differences. An example of equality would be basketball team tryouts where boys and girls compete against each other; a parallel example of *equity* would be separate basketball teams for girls and boys, each receiving equal financial and time resources. Equity also describes those practices and policies that seek to remove and prevent traditional discriminatory barriers to services and resources.

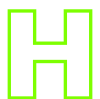
ethics

a set of concepts or principles that guide people in determining what behaviour helps or harms others; perceptions of right and wrong; the rightness or wrongness of actions, the virtue or vice of the motives that promote them, and the goodness or badness of the consequences of those actions.



gender identity

refers to the gender with which a person identifies (i.e., whether one perceives oneself to be a man, a woman, or describes oneself in some less conventional way), but can also be used to refer to the gender that other people attribute to the individual on the basis of what they know from gender role indications (e.g., social behaviour, likes and interests, clothing, hair style). Gender identity may be affected by a variety of social structures, including the person's ethnic group, employment status, religion, and family.



harassment

repeated, objectionable conduct or comment, directed toward a specific person or persons, with the effect of creating an intimidating, humiliating, hostile, or offensive working or learning environment. Harassment may be physical, verbal, or social.

heterosexism

the assumption that heterosexual orientation is better than other sexual orientations and therefore deserving of public acceptance and legal privilege. See also *homophobia*.

homophobia

a fear, dislike, or hatred of homosexuality or homosexuals, or of people or behaviours perceived to be homosexual. Homophobia manifests itself as prejudice, discrimination, harassment, and/or acts of violence. Homophobia can exist at personal, institutional, and societal levels. Also transphobia: fear, dislike, or hatred of transgendered or transsexual people. See also *heterosexism*.



Appendix C: Glossary (continued)

human rights

the provision for every individual to have the right to live, work, and learn in an environment free from fear, discrimination, and harassment. Human rights emphasizes the rights of the individual, the responsibilities of employers and service providers, and the need for preventive action. Human rights policy goals generally focus on prevention, remedial action, and correction, and are guided by the principle that human rights violations are harmful to an entire organization and community, and not simply to those who are oppressed.

Goals or purposes of human rights include, but are not limited to, the following:

- preventing discrimination
- redressing discrimination against individuals
- correcting persistent patterns of inequality affecting groups
- providing a fair process to achieve an effective, efficient, and timely remedy for incidents or situations in which human rights are threatened.

In BC, human rights are primarily defined by the *Canadian Charter of Rights and Freedoms* (laws.justice.gc.ca/en/charter/index.html) and the *BC Human Rights Code* (www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm).

L

LGBT

an acronym for lesbian, gay, bisexual, and transgendered. As a collective term, LGBT is also used to avoid specific sexual orientation labels, and to recognize that issues of harassment and discrimination are common to all sexual minorities. The acronym also sometimes appears as LGBTQ, with the Q standing for “queer” and/or “questioning.”

O

oppression

refers to the injustices some individuals or groups suffer or are disadvantaged as a consequence of intentional or unintentional practices within a society. Oppression can take on many forms including, but not limited to, exploitation, marginalization, powerlessness, cultural imperialism, and violence.

P

pluralism

a condition of society in which a number of diverse cultural, religious, or racial groups maintain their diversity within a single nation or civilization.

power

the real or perceived ability or potential to make choices and to bring about significant change in a society or in people’s lives. Power can be based on a dominance of sex, age, race or ethnicity, sexual orientation, mental or physical ability, socioeconomic class, geography, etc. Power can also be conferred on an individual by a group, and can be used for the benefit of others. An inequity of power is one of the most common causes of social injustice.

Appendix C: Glossary (continued)

R

racism

a belief or set of assumptions about the superiority of one ethnic group, usually accompanied by prejudice against members of all other ethnic groups.

restorative justice

a theory of justice that emphasizes repairing the harm rather than on punishing the perpetrator. Restorative justice solutions are usually arrived at via dialogue and co-operation among all affected parties.

S

sex

the biological determination of female or male. See also *gender identity*.

sexism

discriminatory attitudes or behaviours against one sex; the belief in the superiority of one's own sex.

sexual orientation

refers to a person's feelings of sexual or romantic attraction. There are many labels that individuals use to describe their sexual orientation, including, but not limited to, "lesbian," "gay," "bisexual," "heterosexual," "homosexual," "straight," and "two-spirited." Concepts of and terminology for sexual orientation vary from culture to culture and have evolved over time.

social justice

the full participation and inclusion of all people in society, together with the promotion and protection of their legal, civil, and human rights. The aim of social justice—to achieve a just and equitable society where all share in the prosperity of that society—is pursued by individuals and groups through collaborative social action.

stereotype

preconceived notions about a person or group of people based on their characteristics such as their sex, age, sexual orientation, race, religion, or physical or mental ability.



Appendix D: Events Celebrating Diversity and Social Justice

Teachers may wish to consider opportunities to connect classroom activities to any or all of the following events and observances.

| When | What | Who |
|-----------|--|---|
| October | Homelessness Action Week | Greater Vancouver Regional Steering Committee on Homelessness http://www.stophomelessness.ca/ |
| November | Restorative Justice Week | Correctional Service Canada www.csc-scc.gc.ca/text/rj/index-eng.shtml |
| December | International Day of Persons with Disabilities | United Nations www.un.org/disabilities/ |
| December | Human Rights Day | United Nations www.un.org/depts/dhl/humanrights/ |
| February | International Development Week | Canadian International Development Agency www.acdi-cida.gc.ca/ |
| February | BC Multiculturalism Week | WelcomeBC www.welcomebc.ca/en/diversity/multicultural_events.html |
| Feb-March | Freedom to Read Week | Book and Periodical Council of Canada www.freedomtoread.ca/default.asp |
| March | International Women's Day | International Women's Day www.internationalwomensday.com/ |
| March | International Day for the Elimination of Racial Discrimination | United Nations www.un.org/depts/dhl/racial/ |
| April | Global Action Week | Education International www.ei-ie.org/globalactionweek/en/index.php |
| June | National Aboriginal Day | Indian and Northern Affairs Canada www.ainc-inac.gc.ca/nad/index-eng.asp |

Appendix E: Guiding Legislation and Policies

There are a number of provincial and federal legislative acts that are relevant to material presented in Making Space. Teachers may choose to access these acts for more information, or as a focus of study with students.

Relevant provincial statutes include

- the *BC Human Rights Code*
- the *Multiculturalism Act*
- the *School Act*.

Provincial legislation is available online at www.qp.gov.bc.ca/statreg/

Also relevant is the Ministry of Education Ministerial Order 276/07, Provincial Standards for Codes of Conduct: www.bced.gov.bc.ca/legislation/schoollaw/e/m276-07.pdf.

Educators can find additional support information in the following two Ministry of Education resources:

- *Diversity in BC Schools: A Framework* (www.bced.gov.bc.ca/diversity/)
- *Safe, Caring and Orderly Schools: A Guide* (www.bced.gov.bc.ca/sco/).

Relevant federal statutes include

- the *Constitution Act* and the *Canadian Charter of Rights and Freedoms*
- the *Employment Equity Act*
- the *Official Languages Act*.

Federal legislation is available online at <http://laws.justice.gc.ca/en/>

