

The Centre for Global Education

Supporting BIPOC Youth

Educators Guide



Introduction

The Centre for Global Education develops and delivers virtual collaborative learning projects that engage and empower children as global citizens, by connecting them to the people, places, and issues they are learning about in their classrooms.

cgeducation.org

Table of Contents

Live Event Information.....	01
About This Educators Guide.....	02
Activity 1 - BIPOC Issues.....	03
Activity 2 - Black Activism.....	04
Activity 3 - Contextualising History.....	06
Activity 4 - Creating Safe Spaces.....	08
Resources.....	09
Curriculum Connections.....	10

Live Event Information

We would like to extend a warm welcome to the Supporting BIPOC Youth video conference!



The event will take place:
Feb. 28, 2024 at 1:00 ET

It is a 50-min interactive session hosted on Zoom. Students will have opportunities to ask our hosts questions and share their thoughts with learners from around the world.

Join Zoom Meeting

This event is possible through a partnership between the [Centre for Global Education](#) and [CCUNESCO](#), and [TakingITGlobal](#).

The **Youth Advocacy Council** is a group of like-minded young people from across the country that help us make the CCUNESCO Associated Schools community appealing, accessible and interesting to young people.

More Information

If you are unable to make it to the live event, please access our YouTube Livestream to watch a recording of the session at **any time**.

Watch Youtube Live

About This Educators Guide

Prepare for Live Event

In order to make the live events as interactive as possible, we ask that all participants prepare questions or comments related to the content of the Educators Guide.

Age Range

Our activities are created with a secondary age range in focus. However; you know your learners best, so feel free to engage in whatever material fits your 'students' current level and topic of focus. Activities are created at an easier learning level but presented with optional extensions for higher learners.

Classroom Activities

All of the learning activities in this document are designed to be completed in your classroom prior to the live event. Most activities will require a device with access to the internet and will take approximately 45 minutes to complete. The classroom activities are optional but are provided to help enrich your students' engagement with the live event session.

Learning Objectives

The objectives of these activities are to educate students on issues faced by BIPOC youth and to help them develop actions to support their peers in their classrooms, schools, and communities.

Activity 1 - BIPOC Issues

Ages: 13 - 18

Time: 45 min



Big Ideas:

BIPOC - stands for Black, Indigenous, People of Color. The term acknowledges that not all people of colour face equal levels of injustice. BIPOC is significant in recognizing that Black and Indigenous people are severely impacted by systemic racial injustices.

Goals:

- Students will learn about BIPOC issues faced by students in their schools
- Students will reflect on issues faced by BIPOC youth in the education system

Procedure:

1. Watch the introductory video: [BIPOC students share lived experiences at Black History Month youth conference](#) | CBC News (3:17)
2. As a class or individually, have students read the two articles that give first-hand BIPOC perspectives:
 - [Environmental Change and Our Mental Health](#) | weRnative.org
 - [Mental Health Support in Urban Schools](#) | Boris L Henson Foundation
3. Have students respond individually in written or video format to the following reflection questions:
 - What are the main ideas or themes you noticed in the stories?
 - What is your general feeling or impression after reading?
 - What are some of the issues BIPOC youth might face in your school or community?
 - What are some of the larger issues with our education system that may not be inclusive to BIPOC youth?

Extension: Art

Have students create an art piece with a medium of their choice that reflect the challenges faced by BIPOC youth in today's education system.

Activity 2 - Black Activism

Ages: 13 - 18

Time: 45 min

Big Ideas:

Black History Month - began as a way of remembering important people and events in the history of the African diaspora. It is celebrated in February in the United States and Canada, while in Ireland, and the United Kingdom it is observed in October.

Goals:

- Students will explore Black heroes and activists and learn about their contributions to civil rights
- Students will imagine themselves in the lives of their chosen revolutionary to gain a deeper appreciation of their lives and struggles

Procedure:

1. Have students select a revolutionary from one of the following sources.

- [Great Black Heroes](#)
- [African American Heroes](#)
- [Unsung Heroes](#)
- [The Undefeated](#)
- [Canadian Black History](#)

2. Have students imagine they are their chosen revolutionary and think about the social conditions of their time including social trends, parameters of behaviour, and what actions are and are not allowed in society. They will try to feel their physical and emotional reaction to living in their specific time and place.

3. Students will take 5 minutes to brainstorm answers to the following questions and jot them down on a piece of paper.

- What messages do they hear?
- Where do they find their strength?
- Where do they focus their concentration?

- Imagine a significant interaction and how you think they would react.
- What feelings would they reveal or conceal?
- What is their role in the whole story/event?

4. Using the first-person pronoun "I", have students think about a significant moment in their Rad Revolutionary's Life and write a one-paragraph internal monologue that answers the question, "How did this person experience this situation?"

5. Use the following questions to help guide student writing:

- Where are you when you're reflecting on this significant moment in your life (at home, outside)?
- What is your immediate emotion? What do you feel in your body? Your heart?
- What is the atmosphere? Is there anyone nearby (friend, relative, stranger)?
- Is there anything you clearly remember? Something unforgettable?
- What are the sounds, the movements, the colours?
- What are your feelings for/attitude towards the people around you?
- What questions do you have? What will you do? What do you want?
- Do you say any words out loud?

Extension: Sharing and Comparing

Have students share their monologues in small groups or to the class and have them reflect on the following questions:

- Are there common themes that emerged from these stories?
- What questions are you left with?
- What pieces were most impactful to you? Why?
- How are the experiences of these revolutionaries similar/different to experiences of people in today's society?



Activity 3 - Contextualising History

Ages: 13 - 18

Time: 45 min



Big Ideas:

Residential Schools - a systematic, government-sponsored attempt to destroy indigenous cultures and languages and to assimilate indigenous peoples so that they no longer existed as distinct peoples. The TRC characterized this intent as “cultural genocide.”

The National Residential School Crisis Line 1-866-925-4419

Indian Residential School Survivors and Family Crisis Line (1-800-721-0066)

Goals:

- Students will understand the Indigenous history and geography of the traditional lands which they reside
- Students will investigate the history of residential schools in Canada
- Students will reflect on first hand experience related to residential schools
- Students will create a campaign to educate others about colonisation in Canada

Procedure:

1. Watch the introduction videos:

- a. [Heritage Minutes: Chanie Wenjack](#) (1:00)
- b. [Intergenerational Trauma: Residential Schools](#) (2:19)

2. Have your students see how many indigenous territories they can name.

eg. ᓂᐦୁ ନେହିୟାଓ-ଅସିୟି | Nêhiyaw-Askiy | Plains Cree

- Do they know where these territories are?
- Do they know which indigenous peoples have lived on these lands historically?
- Do they know the name of the Indigenous territory that they live on?

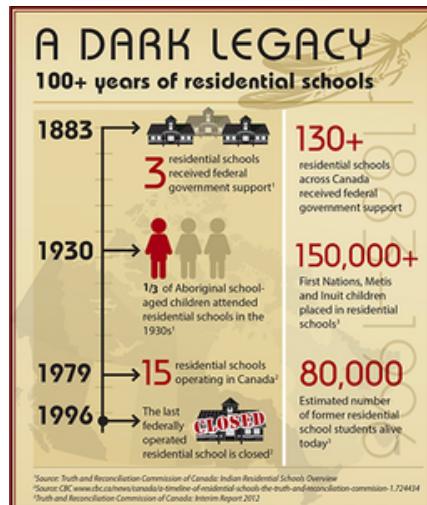
3. Search your current location [here](#) and have students answer the following questions:

- a. What are the Indigenous territories that are found in the area where you live?
- b. What Indigenous languages are traditionally spoken in your area?

4. Have students research one of the Indigenous groups in your area:
 - a. What are some cultures and traditions of this group?
 - b. What native plants are important to them?
 - c. What are their main food sources?
5. Have students research the [History](#) and [Timeline](#) of residential schools in Canada.
6. Students can then present their ideas in an infographic or poster using [Piktochart](#), [Infogram](#), or [Canva](#) to display in your classroom or school for Reconciliation Day. Posters can be on any of the following topics:
 - a. Timeline of residential schools
 - b. First-hand experiences/quotes from survivors
 - c. Facts about residential schools
 - d. Current residential school news

Extension: Presentation

1. Divide students into small groups and have them choose one poster to present to the class.
2. Each student chooses a role in the group. These can include (scribe, time monitor, artist, manager, etc)
3. Groups will create and practice a 5-10 minute presentation on their chosen topic
4. All groups will take turns presenting to the class and answering questions from their peers and teacher.
5. Students will fill in an evaluation form for themselves and their teammates on their group work skills.



Activity 4 - Creating Safe Spaces



Ages: 13 - 18

Time: two, 45 min classes

Goals:

- Students will develop a survey to gather information from BIPOC students in their school
- Students will make a plan to address issues faced by BIPOC youth in their school
- Students will represent their data in graphs and charts

Procedure:

1. As a class, brainstorm what issues BIPOC students could be facing in your school. These can be related to curriculum, school structure, extra-curriculars, etc.
2. In small groups students will develop 3-5 poll questions to include in a school-wide survey. These questions will be used to gain a sense of BIPOC supports and issues in your school and should cover a wide range of areas covered in the brainstorming. Some examples of questions include:
 - How often do you feel like you are at a disadvantage in your classroom because of the way you look?
 - Does your school have opportunities for you to connect with your culture inside and outside of the classroom?
3. Using Google Forms, combine all questions onto a school survey and release it to as many members of your school population as possible. Please ensure that student anonymity is protected and email addresses/names are NOT collected.
4. Have students review the survey data and as a class, discuss what major themes they find in the results.
5. Each student will now develop a plan of support that they will implement in their classroom/school to address one or more of the issues identified in the survey.

Extension: Graphing

Students will represent selected data in a chart/graph using the proper title, axis labels, and scale. Graphs can be displayed in the classroom or school to raise awareness of students' issues.

Resources

[BIPOC: What it Means and Why it Matters](#) | Healthline

[South Asian Mental Health](#) | MannMukti.org

[BIPOC Mental Health Resources](#) | The Mental Health Coalition

[More than a Moment - A Conversation with BIPOC Student Mental Health Leaders](#) (1:05:15)

[WeRNative.org](#)

[BlackYouth.ca](#)

[Black Made That](#) (3:54)

[Black Discrimination in school](#)

[The Skin I'm In: I've been interrogated by police more than 50 times](#) (article)

[Doll Test](#) (2:44)

["Blue Eyes/Brown Eyes" Anti-Racism Exercise](#) (32:53)

[Hugh Burnett: Shaping Civil Rights in Canada](#)

[Canada's First Racial Discrimination Trial](#)

[Gloria Baylis, WikiVisually](#)

[50 Years of Black Activism Legacy Project](#)

[Urban Alliance on Race Relations](#)

We would love your feedback on this Educators Guide.
Please send any questions or comments to rebecca@cgeducation.org

And don't forget to [subscribe to our newsletter](#)
and follow us online at www.cgeducation.org - Thank you!

Curriculum Connections

Alberta

Social Studies

In This Educator Guide students will:

- Appreciate challenges
- Recognize impacts
- Consider different beliefs
- Appreciate adaptations
- appreciate effects of government
- Analyse opportunities and challenges
- Examine multiple perspectives
- Examine historical legacies
- Assess emerging issues
- examine relationships
- demonstrate responsible citizenship
- appreciate contrasting narratives
- explore various themes

7.1.2 appreciate the challenges of co-existence among peoples

7.2.1 recognize the positive and negative aspects of immigration and migration

7.2.2 recognize the positive and negative consequences of political decisions

7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change

8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews

8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context

8.3.3 appreciate how rapid adaptation can radically change a society's beliefs, values and knowledge

9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society

9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada

9.1.6 assess the impact of the Canadian Charter of Rights and Freedoms on the legislative process

10.1.2 appreciate why people strive to promote their cultures, languages and identities in a globalizing world

10.1.4 explore ways in which individuals and collectives express identities

10.1.7 analyze opportunities presented by globalization to identities and cultures

10.1.8 analyze challenges presented by globalization to identities and cultures

10.2.7 explore the foundations of historical globalization

10.2.8 explore the relationship between historical globalization and imperialism

10.2.9 examine multiple perspectives on the impacts of historical globalization and imperialism

10.2.13 examine legacies of historical globalization and imperialism that continue to influence globalization

10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world

10-4.1b appreciate why people strive to promote their cultures, languages and identities

10-4.1c appreciate how the forces of globalization shape, and are shaped by, identities and cultures

10-4.1d identify the various ways that people in Canada express their identities

10-4.1g examine the opportunities and challenges of globalization to the identities and cultures

10-4.1h examine efforts to promote languages and cultures in Canada in response to globalization

10-4.2e recognize various perspectives regarding the prevalence and impacts of Eurocentrism

10-4.4a recognize the impact of globalization on the quality of life of individuals and communities

10-4.4b recognize and appreciate the importance of human rights in determining quality of life

10-4.4g examine relationships between globalization and the expansion of democracy and human rights

10-4.4h examine the ways in which globalization affects individuals and communities

10-44j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts

20.1.3 appreciate how the forces of nationalism have shaped Canada and the world
20.1.4 appreciate why peoples seek to promote their identity through nationalism
20.1.5 explore a range of expressions of nationalism
20.1.6 develop understandings of nation and nationalism
20.1.9 analyze nationalism as an identity, internalized feeling, or collective consciousness
20.1.10 evaluate the importance of reconciling contending nationalist loyalties
20.1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties
20.2.9 analyze impacts of the pursuit of national self-determination
20.4.2 appreciate contrasting historical and contemporary narratives associated with national identity

20-4.1a appreciate that understandings of identity, nation and nationalism continue to evolve
20-4.1b appreciate the existence of alternative viewpoints on the meaning of nation
20-4.1c appreciate how the forces of nationalism have shaped Canada and the world
20-4.1d appreciate why peoples seek to promote their identity through nationalism
20-4.1e explore a range of expressions of nationalism
20-4.1f develop understandings of nation and nationalism
20-4.1h examine nationalism as an internalized feeling, collective consciousness, or shared identity
20-4.1i examine the relative importance of reconciling contending nationalist loyalties
20-4.2h examine the relationship between nationalism and national self-determination
20-4.4a appreciate historical and contemporary attempts to develop a national identity
20-4.4b appreciate contrasting historical and contemporary narratives associated with national identity
20-4.4c respect the views of others on alternative visions of national identity
20-4.4d explore multiple perspectives on national identity in Canada
20-4.4e explore methods used to promote a national identity
20-4.4f identify historical perspectives of Canada as a nation
20-4.4g explore the challenges and opportunities of the promotion of Canadian national unity
20-4.4h examine various perspectives on future visions of Canada

30.1.1 appreciate various perspectives regarding identity and ideology
30.1.3 explore factors that may influence individual and collective beliefs and values
30.1.4 examine historic and contemporary expressions of individualism and collectivism
30.1.5 examine the characteristics of ideology
30.1.6 explore themes of ideologies
30.1.7 analyze individualism as a foundation of ideology
30.1.8 analyze collectivism as a foundation of ideology
30.1.9 analyze the dynamic between individualism and common good in contemporary societies
30.1.10 evaluate the extent to which personal identity should be shaped by ideologies
30.2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles
30.2.3 appreciate that individuals and groups may adhere to various ideologies
30.3.8 evaluate the extent to which governments should promote individual and collective rights
30.3.9 evaluate the extent to which liberalism is viable in the context of contemporary issues
30.4.3 accept responsibilities associated with individual and collective citizenship
30.4.4 explore the relationship between personal and collective worldviews and ideology
30.4.5 explore how ideologies shape individual and collective citizenship
30.4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society
30.4.7 analyze perspectives on the responsibilities of the individual during times of conflict
30.4.8 evaluate the extent to which ideology should shape responses to contemporary issues
30.4.9 develop strategies to address issues that demonstrate individual and collective leadership
30.4.10 explore opportunities of active and responsible citizenship through individual and collective action

English Language Arts

- 7.1.1 extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes
- 7.2.1 identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic
- 7.2.2 experience oral, print and other media texts from a variety of cultural traditions and genres
- 7.2.2 reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities
- 7.2.3 create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
- 7.5.2 take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs
- 7.5.2 contribute collaboratively in group situations, by asking questions and building on the ideas of others
- 7.5.2 evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement
- 7.5.2 assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view

- 8.1.1 seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences
- 8.1.1 review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding
- 8.1.1 revise understanding and expression of ideas by connecting new and prior knowledge and experiences
- 8.2.4 create oral, print and other media texts related to issues encountered in texts and in own life
- 8.5.2 evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement
- 8.5.2 use opportunities as a group member to contribute to group goals and extend own learning

- 9.1.1 extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts
- 9.2.2 express the themes of oral, print or other media texts in different forms or genres
- 9.2.2 consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence
- 9.5.2 establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement

- 10.1.1.1 a. generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions
- 10.1.2.1 a. describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses
- 10.2.3.1 respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives
- 10.2.1.1 identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text
- 10.3.1.2 develop an appropriate inquiry or research plan that will address the topic and satisfy contextual requirements—purpose, audience and situation—and requirements of presentation form
- 10.3.1.2 identify and select potential strategies and technologies for gathering, generating and recording information
- 10.3.1.2 determine the breadth and depth of prior knowledge, and formulate questions to determine information needs and to guide the collection of required information
- 10.3.2.1 select information and other material appropriate to purpose from a variety of print and nonprint sources
- 10.3.2.1 record information accurately and completely; and document and reference sources, as appropriate
- 10.3.2.1 organize information logically
- 10.3.2.1 observe guidelines for Internet use
- 10.3.2.2 assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose
- 10.3.2.2 assess information sources for appropriateness to purpose, audience and presentation form
- 10.4.1.4 develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors appropriate to purpose, audience and situation.
- 10.4.1.4 experiment with various strategies to create rapport between the presenter and the audience
- 10.5.2.1 set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate
- 10.5.2.2 identify and use various means to facilitate completion of group projects
- 10.5.2.2 understand the various potential roles and responsibilities of group members
- 10.5.2.2 develop and use criteria to monitor and assess group processes

20.1.2.1 a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed

20.2.3.1 respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives

20.2.1.1 identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text

20.3.1.2 identify and select potential strategies and technologies for gathering, generating and recording information

20.3.1.2 select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements

20.3.2.1 select information and other material appropriate to purpose from a variety of print and nonprint sources

20.3.2.1 record information accurately and completely; and document and reference sources, as appropriate

20.3.2.1 organize information logically

20.3.2.1 observe guidelines for Internet use

20.3.2.2 assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose

20.3.2.2 assess information sources for appropriateness to purpose, audience and presentation form

20.4.1.4 develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors appropriate to purpose, audience and situation.

20.4.1.4 develop a repertoire of effective strategies that can be used to create rapport with an audience

20.5.2.1 set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate

20.5.2.2 identify and use various means to facilitate completion of group projects

20.5.2.2 understand the various potential roles and responsibilities of group members

20.5.2.2 develop and use criteria to monitor and assess group

30.1.2.1 a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed

30.2.1.1 identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text

30.3.1.2 develop and draw from a repertoire of effective strategies and technologies for gathering, generating and recording information

30.3.1.2 select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements

30.3.2.1 select information and other material appropriate to purpose from a variety of print and nonprint sources

30.3.2.1 record information accurately and completely; and document and reference sources, as appropriate

30.3.2.1 organize information logically

30.3.2.1 observe guidelines for Internet use

30.3.2.2 assess information sources for appropriateness to purpose, audience and presentation form

30.4.1.4 develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors appropriate to purpose, audience and situation.

30.4.1.4 create rapport with an audience, by selecting from a repertoire of effective strategies

30.5.2.1 set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate

30.5.2.2 use and appreciate various means to facilitate completion of group projects

30.5.2.2 develop and use criteria to monitor and assess group processes

30.5.2.2 analyze and explain the interplay among the roles adopted by group members; and lead or support, when appropriate, motivating a group for high performance global contexts