



Inclusivity



Teacher's Guide (for Grades 4-6)

CLASS ACTIVITIES

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Introduction

PURPOSE

At YouthSpeak, our vision is to inspire and empower youth to live resilient and meaningful lives. Our mission is to assist youth facing challenges through leadership training and empowering them by sharing personal stories in order to promote mental health, well-being, empathy, and hope in assemblies and workshops. We aim to make sure no child or youth feels alone, and those who are struggling with mental health or challenges are connected to available support tools to improve their overall well-being.

The purpose of this teacher guide is to provide valuable and easy-to-follow awareness-building activities. This teacher's guide is a resource that teachers can use in their classrooms with their students. The activities in this teacher guide are exclusively for the junior division but may be modified for your unique classroom.

HOW TO USE

This teacher guide has ten activities that are designed to address anti-racism & anti-homophobia. They can be used in the classroom to help students understand and explore important topics on diversity and equity from a young age. Each activity has an estimated time frame and a material list at the top of the page. The specific steps on how to run the activity are under it. There are also virtual alternatives for each activity so you can use these activities in your online teaching as well. Teachers do not need to follow every step for each activity and can revise the steps to suit their unique classroom.

SAFE SPACE

Please remind students that the classroom is a safe space and encourage them to have open discussions about anti-racism and inclusivity. Discussing these topics can bring up strong thoughts and feelings, and it is important to let them know that if students are experiencing any negative feelings and need help, that the teachers, administration, and other caring adults are always there to listen and support them.

1. Allyship Awareness

ORGANIZATION

GRADE: 4 to 6

TIME: 10-15 minutes

MATERIALS: Blackboard/whiteboard/chart paper, pencils, markers, pencil crayons

OBJECTIVE

To brainstorm with students what allyship means to them. By the end of this activity, students will be able to describe what allyship means, the importance of being an ally, and provide different examples of how you can be an ally.

INSTRUCTIONS

1. Explain to the students that we will watch a video about what allyship is and have a discussion about it.
2. Show students a video explaining allyship.
 - a. Suggestion: <https://www.youtube.com/watch?v=QJGWorHr-M>
3. Ask students to restate what allyship means. Here are some prompts:
 - a. If you could define allyship in one word, which word would you choose?
 - b. What is an example of a scenario in which someone is acting as an ally?
 - c. What were some misconceptions that you had about allyship prior to this activity?
 - d. How would you explain allyship to someone that had some of those misconceptions, to bring awareness and understanding?
4. Using a mind map on chart paper, invite students to brainstorm the importance of being an ally.
5. Have the students get in small groups and discuss different examples of how they could be an ally, whether in the community, globally or in their own classroom and school.
6. Have the students create posters that creatively list the different ways that they can be an ally, that can either be put up in the room or a school hallway display.
7. The students can then participate in a gallery walk and see the different posters that their classmates created.
8. These ideas can then be shared and discussed in a whole-class discussion, where the students can be encouraged to expand on their thoughts and ideas.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Start off by showing students a video explaining allyship.
 - a. Suggestion: <https://www.youtube.com/watch?v=QJGWorpHr-M>
2. Restate the information from the video in order to help the students understand what allyship is, and then ask them to discuss what it means to them.
 - a. Prompt: What does it look like or sound like?
3. Using a program such as Google Docs or Google Slides, invite students to brainstorm the importance of being an ally as a class, and record their answers.
4. Brainstorm different examples as a class of how they could be an ally, whether in the community, globally or in their own classroom and school.
5. Have the students create posters that creatively portray the different ways that they can be an ally. Students can have the option of creating it on paper, taking a picture and uploading it or using Google Slides.
6. The students can then participate in a gallery walk by looking at all the posters in the Google Slide document.
7. These ideas can then be shared and discussed in a whole-class discussion, where the students can be encouraged to expand on their thoughts and ideas.

3. Radical Privilege

ORGANIZATION

GRADE: 7 to 9

TIME: 15-20 minutes

MATERIALS: Gym or Outdoor space like a running track, paper and pencils

OBJECTIVE

To demonstrate to students the concept of privilege. By the end of this activity, students will be able to recognize the role privilege plays in society and how some are systemically hindered from getting ahead.

INSTRUCTIONS

1. Have students write down statements of privilege on slips of paper. Provide a few examples if needed.

Suggestions:

- a. I have never had to worry about my family being stopped by a police officer.
 - b. I have never had to have the racism talk with my parents.
 - c. Knowing that being open with your sexuality isn't going to change how people view you
 - d. Others don't get frustrated with you in public for needing special accommodations or holding up lines.
2. Go outside or to the gym and have all the students line up against a wall or in a line.
 3. Tell students that they are going to have a race across the gym/field. Before they begin, you are going to read some statements first. If a statement relates to a student and is considered a privilege, they take 2 steps forward.
 4. After reading out the statements, some students should be starting much farther ahead than others. Prepare students to race and blow the whistle.
 5. After the race, bring students together to discuss the activity. Some possible questions/prompts are:
 - a. Was the race fair?
 - b. Did the race show us who was the fastest? Why or why not?
 - c. If everyone started at the same spot, how would the results have been

different?

- d. What do we have to do to bring everyone onto the same level?
 - e. Discuss the difference between equity and equality.
6. Facilitate a discussion on oppression, and how it is not just in the past, but is a very present issue for many communities
 7. Follow up with a video.

Suggestion: https://www.youtube.com/watch/vX_VzI-r8NY

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Read 10–15 statements aloud about privilege (could be about race, gender, sexual orientation, ability, neurodivergence).
2. Have students put up their fingers when they identify with a privilege.
3. After reading out the statements, some students should have more fingers up than others.
4. Bring students together to discuss the activity. Some possible questions/prompts are:
 - a. Why do some students have more fingers up than others?
 - b. If everyone experienced the same amount of privilege, how would the results of who had more fingers up be different?
 - c. What do we need to do, to make sure everyone has an equal number of fingers up in the air?
5. Discuss the difference between equity and equality.
6. Link the activity to the experiences of diverse people in the past, present and future as well as anti-racism, anti-homophobia, anti-ableism.
7. Follow up with a video:

a. Suggestions: <https://www.youtube.com/watch?v=1l3wJ7pJUjg>

4. Remarkable Role Models

ORGANIZATION

GRADE: 7 to 9

TIME: 15–20 minutes

MATERIALS: Blackboard / whiteboard / projector / paper

OBJECTIVE

To introduce students to diverse role models that have had major impacts on our society in the past and present. By the end of this activity, students will be aware of the amazing contributions that the role models have had on a national and international level. Additionally, the introduction of diverse role models has the ability to promote resilience among students of marginalized communities.

INSTRUCTIONS

1. Gather images of inspiring diverse role models for students. Try to get a wide range of professionals! This will have the ability to demonstrate to students that they can be anything they want to be!
 - a. Suggestions: professors/teachers that have changed the world of academia, activists, professionals in science, technology, engineering and math (STEM), lawyers, etc...
2. Have students choose a role-model of their liking and write a description about why they chose this role model and how this inspires them to be what they want.
3. Have students present their ideas to the class. A class discussion can also be initiated.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Create a PowerPoint that can be viewed by students that feature images of inspiring diverse role models, and profile summaries with links to further information (websites, videos). Try to get a wide range of diverse professionals. This will have the ability to demonstrate to students that they can be anything they want to be!
 - a. Suggestions: professors/teachers that have changed the world of academia, activists, professionals in science, technology, engineering and math (STEM), lawyers, etc...

2. Explain to students the importance of each individual.
3. Have students choose a role-model of their liking and ask them to create a Google Slide explaining what they found inspiring about the role model they have chosen. They can include pictures, and text either by typing or using the audio-to-text feature.
4. Follow up whole-class discussion: Encourage the students to share their pages, and screen share the Google Slides of the students who have volunteered to share.

Discussion prompts: What did you learn from external sources such as the video and website links?

5. Walk a Mile in My Shoes

ORGANIZATION

GRADE: 7 to 9

TIME: 10–15 minutes

MATERIALS: Blackboard / whiteboard / chart paper

OBJECTIVE

In this activity, students will be learning about empathy, and considering perspectives and experiences that are different from their own. By the end of this activity, students will be able to describe empathy and the importance of learning about different perspectives from their own.

INSTRUCTIONS

1. As a class, read a poem that was written by a person from a marginalized community that describes a perspective that might be different to students. For example, a poem where the author describes feeling isolated and has had opportunities taken away from them or is treated differently due to the colour of their skin, sexual orientation, ability, etc.
2. As a class, discuss the themes of the text, and the different feelings expressed by the author.
3. As a class, discuss the idea of putting themselves in someone else's shoes. Provide examples that are relatable to the students.
4. Arrange the students into small groups and hand out task cards that feature different shoes and a brief descriptive summary of an experience.
5. As a group, the students can discuss the different perspectives, and compare them to their lives and experiences.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Screenshare a poem that was written by a person of a marginalized community that describes their perspective and can be read aloud as a class.

For example: a poem where the author describes feeling isolated has had opportunities taken away from them or is treated differently due to the color of their skin, sexual orientation, ability, etc.

2. As a class, discuss the themes of the text, and the different feelings expressed by the author.
3. As a class, discuss the idea of putting themselves in someone else's shoes.

Provide examples that are relatable to the students.

4. Screenshare a series of task cards that feature different shoes and a brief descriptive summary of an experience.
5. As a class, the students can discuss the different perspectives, and compare them to their lives and experiences.

7. Privilege Bracelets

ORGANIZATION

GRADE: 7 to 9

TIME: 20-30 minutes

MATERIALS: Bracelet string, two different colors of beads

OBJECTIVE

To introduce students to the concept of privilege by reflecting on their positions in life. By the end of this activity, students will better understand how people's experiences differ based on concepts such as race, sexual orientation, ability, etc.

INSTRUCTIONS

1. Make sure each student has enough string to make a bracelet and a bunch of both colours of beads.
2. Tell students to tie a knot on the end of their string
3. Read a bunch of statements to students that are either privileges (i.e., "I see people like me in the media I consume") or disadvantages (i.e., "I am regularly stopped at airports") based on marginalization. If a privileged statement relates to them then they take 1 colour bead. If a disadvantage statement relates to them then they take the other colour bead.
4. Have students compare bracelets at the end and have a discussion about how people's experiences differ.
 - a. How does it make students feel when they have fewer beads than other students?
 - b. What can we do to make it fairer?
 - c. Relate this to racism, homophobia, ableism and allyship (ie: standing up for your friends).

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Create a Google Slide that has a variety of circular "beads" and a string that can be edited, and make it available in Google Classroom so that every student can access it and submit it at the end of the activity. Make enough slides for every student and put their names at the top of the slide created for them. (ie: I see people that look like me on TV and in movies).
2. Explain to the students that they are going to be creating bracelets using Google Slides, and have them find the slide with their name on it. Tell the

students that you will be reading them some statements and that they need to think about whether they relate to them or not and add a bead to the string if it does.

3. Read out the different statements
4. Have students compare bracelets at the end and have a discussion about how people's experiences differ.
 - a. How does it make students feel when they have fewer beads than other students?
 - b. What can we do to make it fairer?
 - c. Relate this to racism, homophobia, ableism and allyship (ie: standing up for your friends).

7. Opposing Opportunities

ORGANIZATION

GRADE: 7 to 9

TIME: 20-25 minutes

MATERIALS: Popsicle Sticks, Glue, Instruction Sheets

INSTRUCTIONAL METHOD: This activity works best when the students are in-class

OBJECTIVE

To introduce students to the concept of inequality with the introduction of imposed unequal barriers. This is done by students all trying to assemble something, but each group is given different instructions (some more challenging than others). By the end of this activity, students will have a better understanding of the frustrations that accompany inequality.

INSTRUCTIONS

1. Separate the class into groups.
2. Give each group their respective popsicle sticks, glue and instruction sheets. However, each instruction sheet will differ in some way. One or two groups will receive instructions that are easy to follow while other groups will purposely be given instructions that are difficult.

Suggestion: (could be written in another language, can be written backwards, have missing information, be in braille, etc.). Each instruction sheet will detail a shape that the students are supposed to create with popsicle sticks and glue.

3. Some groups will finish before others and some groups will not be able to complete the exercise at all.
4. Debrief with the class after the activity. Have them explain why this activity was fair or unfair.
5. Link the exercise to anti-racism and to systemic inequalities that continue to persist. Additionally, discuss how skin colour can affect one's ability to equally participate in society.

8. Powerful Paper

ORGANIZATION

GRADE: 7 to 9

TIME: 10-15 minutes

MATERIALS: Paper, Recycling Bins

INSTRUCTIONAL METHOD: This activity works best when the students are in class.

OBJECTIVE

To introduce students to the concept of inequality vs. equity, by having students try to get a piece of paper in the recycling bin despite some being closer to the bin than others. By the end of this activity, students will better understand the concept of inequality and will be able to better visualize how inequality can severely impact those who experience it.

INSTRUCTIONS

1. Place a recycling bin or two at the front of the classroom.
2. Have students either stand in rows or set the desks in rows. With at least 3 different rows of students. Some closer to the recycling bin and others further behind.
3. Give each student a few sheets of paper. Have students crumple their paper into paper balls.
4. Instruct all students, despite being placed in different rows, to try and throw their paper balls in the recycling bin at the same time.
5. Some students in the back rows should have more difficulty than students in the front rows. Debrief with students about how this is unfair and promote them to express how they felt during the activity.
6. Link the activity concepts of privilege, anti-racism, anti-homophobia and inequality.

9. Gender Box

ORGANIZATION

GRADE: 4-6

TIME: 30-40 minutes

MATERIALS: paper and writing utensil

OBJECTIVE

Teach students to become aware of the gender and identity stereotypes that are implemented and taught to us from young. This activity will allow students to unlearn and address these gender stereotypes when they are presented to them.

INSTRUCTIONS

1. Ask the class to draw two boxes with "girl" and "boy" written into each one.
2. Once that is completed, ask students to listen to the "sorting question" and then put the number in the box they feel best suited. The purpose of this is to view how students subscribe to certain stereotypes and not others.
 - a. question/statement one: a person who enjoys playing sports and being outside. Have students put the number 1 in the girl or boy box.
 - b. question/statement two: a person who wears dresses and skirts. Have students put the number 2 in the girl or boy box.
 - c. question/statement three: a person who takes a long time to get ready and cares a lot about looking good when going out. Have students put the number 3 in the girl or boy box.
 - d. question/statement four: an individual who likes growing their hair out to be long instead of short. Have students put the number 4 in the girl or boy box.
 - e. question/statement five: this person isn't good at creative activities (drawing, painting, etc.) but is really good at math & sciences. Have students put the number 5 in the girl or boy box.
 - f. question/statement six: this person likes to play/collect trucks & legos. Have students put the number 6 in the girl or boy box.
 - g. question/statement seven: A person who likes to play video games. Have students put the number 7 in the girl or boy box.
 - h. question/statement eight: A person who likes the colours pink & purple. Have students put the number 8 in the girl or boy box.
3. Explain to students that the statements are gender stereotypes. Try this:
 - i. Stereotypes can be made about girls and boys. For example, pink is only for girls and blue is for boys. This is a gender stereotype.

Stereotypes are simple ideas and thoughts that many people may believe are true about a group of people but it is not true.

4. Ask students to think about their answers to the statements and what made them put the numbers in the box that they did.
5. Follow up with these discussion questions
 - a. What would happen if boys and girls did not follow these stereotypes?
 - b. What would happen if a boy did something that was meant for girls? Or if a girl did something that was meant for boys?
6. Let students know that they do not have to follow these gender stereotypes and can make their own path. Let students know that they do not have to follow these gender stereotypes and can make their own path. Suggestions to use:
 - a. None of us can fit perfectly inside these boxes because we're all different and have many interests.
 - b. The statements that were said are not specifically for girls or boys, but just a list of interests, preferences, and actions.

YouTube video: Gender roles & stereotypes

https://www.youtube.com/watch?v=Ulh0DnFUGsk&ab_channel=AMAZEOrg

Diverse Picture Books

Picture Books

- *Skit-Scat Raggedy Cat* by Roxane Orgill
- *Nokum is My Teacher* by David Bouchard
- *Buzzing with Questions* by Janice Harrington
- *The Elders are Watching* by David Bouchard
- *Four Feet, Two Sandals* by Karen Lynn Williams and Khadra Mohammed
- *My Two Blankets* by Irena Kobald and Freya Blackwood
- *I Am Not a Number* by Jenny Kay Dupuis and Kathy Kacer

Chapter Books

- *The Night Diary* by Veera Hiranandani
- *Twintuition Series* by Tia and Tamera Mowry
- *Shai & Emmie Star in Series* by Quvenzhane Wallis
- *Pet* by Akwaeke Emezi
- *Patron Saints of Nothing* by Randy Ribay
- *March Series* by John Lewis
- *I Am Not Your Perfect Mexican Daughter* by Erika L. Sánchez

Book Lists to Check Out

19 Awesome Children's Books Where Black Characters Take the Lead

<https://www.healthline.com/health/parenting/best-childrens-books-with-black-characters>

Books with Black Characters for Kids 8-12

<https://www.harpercollins.com/blogs/harperkids/books-black-characters>

Diverse Books: Kids-Middle Grades to Tween

<https://www.tinybooksonline.com/diverse-books-kids-middle-grades-tween>

Diverse Books for Tweens and Teens Written by #OwnVoices Authors

<https://www.readbrightly.com/diverse-books-tweens-teens-written-voices-authors/>

Resources

- Kids Help Phone: Text- 686868 (24/7 support)
<https://kidshelpphone.ca/>
- Therapy for Black Girls: Find trusted, culturally competent therapists that know *our* feelings and can help navigate being a strong, black woman
<https://therapyforblackgirls.com/>
- Hope for Wellness: offers immediate help to all Indigenous peoples across Canada
1-855-242-3310 (24/7 support)
<https://www.hopeforwellness.ca/>
- Black Youth Helpline: serves all youth and specifically responds to the need for a Black youth specific service, positioned and resourced to promote access to professional, culturally appropriate support for youth, families and schools.
<https://blackyouth.ca/> +1416-285-9944 / +1833-294-8650
- Youth Line offers confidential and non-judgmental peer support through our telephone, text and chat services.
<https://www.youthline.ca/> +1647-694-4275
- If you or someone you know is in crisis or requires immediate support, please contact 310-COPE at 1-855-310-COPE (2673) or visit your nearest emergency department.
- Community Resources for Immigrant and Refugee Youth offers resources for Newcomers
<https://www.kidsnewtocanada.ca/health-promotion/youth-resources>
- The 519 offers counseling, programs and other services for families, children and youth in the 2SLGBTQ community.
[www.the519.org/programs/category/family-children-and-youth /](http://www.the519.org/programs/category/family-children-and-youth/)
[www.the519.org/programs/category/counselling-services /](http://www.the519.org/programs/category/counselling-services/) +416-392-6874

Apps for Students

- *Calm*: This app teaches activities to help you sleep, breathe and relax.
- *Headspace*: Options for children ages 9-12 and an adult version so parents can practice breathing alongside their child.
- *HelloMind*: Worriers can significantly benefit from HelloMind, an app that helps change negative thought patterns.
- *Smiling Mind*: It is designed to help children and adults through the stresses, and challenges of daily life.
- *MindShift*: An app to help teenagers and young adults cope with anxiety. It offers strategies to manage symptoms of anxiety and helps individuals start to use positive coping skills.

Want to Get Involved and Help Empower Other Youth and Inspire Change?

Here are some ways you can support:

- Join an event committee
- Attend our events
- Join our Board of Directors
- Follow us on social media



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- **Donate to Canada Helps**

- You can click the "Donate" Button on the www.youthspeak.ca homepage
- *OR* this link will take you straight to the donation page
https://www.canadahelps.org/en/charities/youthspeak-performance-charity-organization/?utm_expId=.Z0WUQV4rT9mKtKTXtGPdnw.0&utm_referrer=https%3A%2F%2Fyouthspeak.ca%2F

- **Share your special skills with our team of youth to help build their leadership**
- **Perform administrative tasks that are important behind the scenes work**

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