



Inclusivity



Teacher's Guide (for Grades 2-3)

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 primary division but may be modified for your unique classroom.

HOW TO USE

This teacher guide has five activities that are designed to address inequality. They can be used in the classroom to help students understand and explore important topics on diversity and 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. Treating an Injury

ORGANIZATION

GRADE: 2 to 3

TIME: 10-15 minutes

MATERIALS: Band-aids, chart paper, cue cards, markers

OBJECTIVE

To introduce students to the inequalities that exist in society today, and how they can make people feel. The purpose of this activity is to get students thinking about the idea of fairness, and equal treatment, which can then lead to bigger discussions on systemic inequality.

INSTRUCTIONS

1. Tell the students that they will all be assigned an injury, and to gather into groups based on the assigned injury.
2. Assign a variety of injuries by handing out cue cards with their injury on them. Examples: a cut on their hand, headaches, broken legs, upset stomachs, broken arm, etc.
3. Encourage the students to dramatize their injury, while staying seated.
4. Tell the students that they will be receiving first aid care that will help them.
5. Take out a box of band-aids, and pass them out to all of the students, and tell them that they have now been treated.
6. Ask the students, group by group, whether the band-aid has helped their injury.
7. Discuss as a class what this means for every group of students that had an injury that a band aid wouldn't help.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Tell the students that they will all be assigned an injury. From a selection of 4-5 different injuries, read out the students who are assigned each injury.

Examples: a cut on their hand, headaches, broken legs, upset stomachs, broken arm, etc.

2. Encourage the students to turn on their cameras and dramatize their injury
3. Tell the students that they will be receiving first aid care that will help them.
4. Put an image of a Band-Aid on the screen being shared with students.
5. Ask the students, grouped by their assigned injuries, whether the band-aid has helped their injury.

For example: For those that were assigned a headache, would a band-aid help your injury?

6. Discuss as a class what this means for every group of students that had an injury that a band aid wouldn't help.

Possible discussion questions:

- Was this fair for every student?
- Did every student receive equal treatment?
- What could have been done to make sure that everyone got treatment for their own injury?
- Why is it important that everybody receives different treatments?
- What would you have done differently?

2. Remarkable Role Models

ORGANIZATION

GRADE: 2 to 3

TIME: 15-20 minutes

MATERIALS: Projector, paper, writing utensils

OBJECTIVE

To introduce students to Black 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 Black role models have had on a national and international level. Additionally, the introduction of Black role models has the ability to promote resilience amongst Black students.

INSTRUCTIONS

1. Gather images of inspiring Black role models for students. Try to get a diverse range of Black professionals! This will have the ability to demonstrate to students that they can be anything they want to be!

Suggestions: Black professors/teachers that have changed the world of academia, Black activists, Black professionals in Science, Technology, Engineering and Math (STEM), Black 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 draw why they chose this role model and how this inspires them to be what they want.
4. Have students present their ideas to the class.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Create a PowerPoint that can be viewed by students that feature images of inspiring Black role models, and profile summaries with links to further information (websites, videos). Try to get a diverse range of Black professionals! This will have the ability to demonstrate to students that they

can be anything they want to be!

Suggestions: Black professors/teachers that have changed the world of academia, Black activists, Black professionals in science, technology, engineering and math (STEM), Black 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?

3. Kindness Letters

ORGANIZATION

GRADE: 2 to 3

TIME: 45-60 minutes

MATERIALS: Chart paper, projector,
(optional) picture books, paper, pencils

OBJECTIVE

During this activity, students will learn about different historical Black figures, as well as current advocates. They will be considering the life journey and different experiences of important Black figures, and the impact that they have on the world. The students will also be reflecting on the idea that not everyone feels welcome, accepted, or recognized in the world, and that kind words can have a large impact on someone. This activity can be completed in different stages.

INSTRUCTIONS

1. Introduce to the class a series of inspirational historical Black figures as well as current advocates and explain their journeys.
2. Facilitate a class discussion on how the students feel when they receive kind words or praise from their peers or family. As a class, the students will discuss the different people that were presented and why they could use some kind words.
3. The students can brainstorm different words and phrases they might need when writing a letter, and their answers can be recorded on chart paper or a whiteboard.
4. The students will then choose a figure that inspires them and write a letter to their chosen person of influence.

Some things to include are: what that person's journey means to them, why they are making/have made a difference in the world, compliments and kind words.

5. The letters can be displayed inside the classroom/school halls.

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Introduce to the class a series of inspirational historical Black figures as well as current advocates and explain their journeys.
2. Facilitate a class discussion on how the students feel when they receive kind words of praise from their peers or family. As a class, the students will discuss the different people that were presented and why they could use some kind words.
3. The students can brainstorm different words and phrases they might need when writing a letter, and their answers can be recorded on a google doc or slide that the students can view.
4. The students will then choose a figure that inspires them and write a letter to their chosen person of influence.

Some things to include are: what that person's journey means to them, why they are making/have made a difference in the world, compliments and kind words.

5. The letters can be displayed on google classroom once they have been submitted so that the students can see the work of their peers.

4. Self-Portraits

ORGANIZATION

GRADE: 2 to 3

TIME: 20-30 minutes

MATERIALS: A variety of paints including white, black, and brown, paint supplies, paper, a long sheet of paper, small square pieces of paper, glue sticks, craft supplies such as yarn, hole punch and markers.

OBJECTIVE

During this activity, students will learn the importance of celebrating everything that makes them unique, that differences should be embraced, and the things that everyone has in common. By the end of the activity, the students will be able to create a self-portrait that represents themselves and identify the need to include diverse materials, so everyone is represented.

INSTRUCTIONS

1. Each student will be provided with small amounts of paint and will be given the time to mix the different colours to create a shade that they feel represents their skin colour.
2. Each student will then be given the time to create their own self-portrait, showing exactly how they see themselves. They will first use paint and then can add in details such as hair, glasses, and elements of their face.
3. The teacher will facilitate a discussion on making sure everyone feels represented. Possible prompts:
 - a. If I only gave beige paint, would everyone be able to create a self-portrait? What if I only gave brown or black paint but no white paint to create shades?
 - b. How would you feel if some of your peers were able to make a self-portrait that looked like them, but you weren't?

- c. Why is it important to always offer many different colour options in art class?
- d. What are other ways that we could make our classroom more inclusive?

MODIFIED VIRTUAL CLASSROOM INSTRUCTIONS

1. Using google slides or another program where students can create a drawing, students can create a self-portrait using the different shades and shapes.
2. The teacher will facilitate a discussion on making sure everyone feels represented. Possible prompts:
 - a. If only the colour beige was available, would everyone be able to create a self-portrait? What if I only gave brown or black paint but no white paint to create shades?
 - b. Was everyone able to create a self-portrait that looked like them? Why or why not?
 - c. How would you feel if some of your peers were able to make a self-portrait that looked like them, but you weren't?
 - d. Why is it important to always offer many different colour options in art class?
 - e. What are other ways that we could make our classroom more inclusive?

5. Privilege Bracelets

ORGANIZATION

GRADE: 2 to 3

TIME: 20–30 minutes

MATERIALS: Bracelet string, assorted 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 skin colour.

INSTRUCTIONS

1. Make sure each student has a piece of string long enough to make a bracelet with a knot tied on one end, and a bunch of assorted beads.
2. Tell students that you are going to read statements to them. If the statement relates to them then they should add a bead to their bracelet.
3. Read statements talking about racial privilege (i.e., I see people like me in TV and movies).
4. Have students compare bracelets at the end and have a discussion about how people's experiences differ based on their skin colour.

- 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 and allyship (i.e., 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. Include an audio recording of statements that talk about racial privilege (i.e., I see people that look like me on TV and in movies).
2. During a google meet, explain to the students that they are going to be creating bracelets using google slides, but first you are going to read them some statements and that they need to think about whether they relate to them or not, or describe them.
3. Read out the different statements.
4. Give the students time to work independently and listen to the audio clip included in the google slide. Every time a statement describes them, they are to add a bead to the string.
5. Have students compare bracelets at the end and have a discussion about how people’s experiences differ based on their skin colour.
 - 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 and allyship (i.e., standing up for your friends).

Diverse Picture Books

- *Count on Me* by Miguel Tanco
- *Don't Touch My Hair* by Sharee Miller
- *Double Bass Blues* by Andrea J. Loney
- *It's Okay to Be Different* by Todd Parr
- *Oscar Lives Next Door* by Bonnie Farmer (Canadian)
- *Sulwe* by Lupita Nyong'o
- *The City Speaks in Drums* by Shauntay Grant (Canadian)
- *The Colors of Us* by Karen Katz
- *Viola Desmond Won't be Budged!* by Jody Nyasha Warner (Canadian)
- *What's the Difference? Being Different is Amazing* by Doyin Richards
- *Up Home* by Shauntay Grant (Canadian)
- *The Name Jar* by Yangsook Choi (Asian American)
- *Remarkably You* by Pat Zietlow Miller (Diverse)
- *There's Only One You* by K. Herling & D. Hembrook (Diverse)
- *My Beautiful Birds* by Suzanne Del Rizzo (Syrian)
- *Drawn Together* by Minh Lê (Asian American)
- *dear juno* by Soyung Pak (Asian American)
- *When I Was Eight* by Christy Jordan-Fenton & Margaret Pokiak-Fenton (Indigenous)
- *Birdsong* by Julie Flett (Indigenous)
- *I Am Not A Number* by Jenny Kay Dupuis (Indigenous)
- *I'm Finding My Talk* by Rebecca Thomas (Indigenous)
- *When We Were Alone* by David A. Robertson (Indigenous)

Book Lists to Check Out

Books About Diversity: Multicultural and LGBTQ+ Friendly books

<https://www.thebump.com/a/childrens-books-about-diversity>

Books Every Black Child Should Read:

https://www.huffingtonpost.ca/entry/21-childrens-books-every-black-kid-should-read_n_565f176be4b072e9d1c43b0a?ri18n=true

Books to Help Kids Talk About Racism:

<https://www.todayparent.com/family/books/kids-books-that-talk-about-racism/#gallery/books-that-talk-about-racism/slide-1>

Black Boy Joy: 30 Picture Books Featuring Black Male Protagonists

<https://www.readbrightly.com/picture-books-featuring-black-male-protagonists/>

Black Girl Magic: 33 Picture Books Featuring Black Female Protagonists

<https://www.readbrightly.com/picture-books-featuring-black-female-protagonists/>

The 50 Best Multicultural Picture Books of 2019

<https://coloursofus.com/the-50-best-multicultural-picture-books-of-2019/>

30 Children's Books About Diversity That Celebrate Differences

<https://bookriot.com/childrens-books-about-diversity/>

Diverse Picture Book Resource Collection

<https://multiculturalchildrensbookday.com/multicultural-reading-resources/diversity-book-lists-for-kids/diversity-books-by-genre/diverse-picture-books/>

Diverse Classroom Libraries for K-6 Students

<https://www.readingrockets.org/article/diverse-classroom-libraries-k-6-students>

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>

Apps for Students

- *Breathe, Think, Do with Sesame*: This app teaches young kids how to calm down and solve everyday challenges.
- *Calm*: This app teaches activities to help you sleep, breathe and relax.
- *Headspace*: Options customized for three age groups—under 5, 6-8, and 9- 12. Plus, parents can use the adult version to practice breathing alongside their child.
- *HelloMind*: Young worriers can significantly benefit from HelloMind, an app which helps change negative thought patterns.
- *Smiling Mind*: It is designed to help children through the stresses, and challenges of daily life. It offers programs for a variety of age groups, including 7-9, 10-12, 13-15, 16-18 and adults.

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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