

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.

SAFER SPACE

Please remind students that the classroom is a safer space and encourage them to have open discussions about mental health and wellness. Discussing these topics can bring up strong thoughts and feelings, and it is important to let them know that if students are experiencing any difficult feelings and need help, the teachers, administration, and other caring adults are always there to listen and support them. We also have an extensive resource list at the end of this guide that you can refer students to and use for yourself as well!

HOW TO USE

This teacher guide has numerous activities that are designed to address inequality. They can be used in the classroom to help students understand and explore important topics on diversity, inclusivity, and equity from a young age. Each activity has an estimated time frame, a material list at the top of the page and specific steps on how to run the activity. Teachers do not need to follow every step for each activity and can revise the steps to suit their unique classroom.

CURRICULUM CONNECTIONS

In this resource package, students will:

- Explore **Social-Emotional Learning Skills** through peer-based discussions and related activity-based learning exercises.
- Develop **Language** skills through **Oral and Non-Verbal Communication**, as well as working to **Create Texts** to **Publish, Present, and Reflect** via research and exploration of topics.
- Apply **Social Studies** knowledge to explore current and historical advocates to **Understand Context: Roles, Relationships, and Respect**.
- Improve **Visual Arts** skills through **Creating and Presenting** two- and three-dimensional works of art that express feelings and ideas.

CURRICULUM SUMMARY

Health and Physical Education:

A1. Social-Emotional Learning Skills: A1.1 Identification and Management of Emotions; A1.4 Healthy Relationships; A1.5 Self-Awareness and Sense of Identity; A1.6 Critical and Creative Thinking

D. Healthy Living: D1.6 Mental Health Literacy; D2.3 Personal Safety and Injury Prevention

Language: B1. Oral and Non-Verbal Communication; B2. Language Foundations for Reading and Writing; D2. Creating Texts

Social Studies: A2. Inquiry: Past and Present Traditions; A3: Understanding Contexts: Tradition and Heritage; B3. Understanding Context: Physical Features and Communities

Visual Arts: D1. Creating and Presenting; D2. Reflecting, Responding, and Analyzing; D3. Exploring Forms and Cultural Contexts

Treating an Injury

ORGANIZATION

TIME: 20–30 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 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 groups whose injuries could not be treated by just a band-aid. Use this as an opportunity to discuss the difference between equality vs. equity.

Suggestions:

- a. **Equality** is when everyone receives equal treatment (e.g. everyone receives a band-aid). As you can see, this does not always help because some may go through different challenges that require specific support.
- b. **Equity** is when we look into the unique experiences of others. By doing this, we can discover the specific ways that can best support others depending on what they are going through.

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?
- What would you have done differently?
- Why is it important that everybody's injuries is looked at closely? Use this as an opportunity to discuss the difference between equality vs. equity.
Suggestions:
 - **Equality** is when everyone receives equal treatment (e.g. everyone receives a band-aid). As you can see, this does not always help because some may go through different challenges that require specific support.
 - **Equity** is when we look into the unique experiences of others. By doing this, we can discover the specific ways that can best support others depending on what they are going through. For example, do you need a cast or a band-aid?

Remarkable Role Models

ORGANIZATION

TIME: 30 mins - 1 hour

MATERIALS: Projector, paper, writing utensils

OBJECTIVE

To introduce students to role models from different communities 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 diverse role models have had on a national and international level. Additionally, the introduction of diverse role models can promote resilience amongst diverse students.

INSTRUCTIONS

1. Have students choose a role model of their liking from the provided list:
[Inspiring Role Models](#)
2. Students will research and present their role model either by creating a written description, poster, or digital slide (Powerpoint, Canva, etc.). Students will discuss why they chose this role model and why they inspired them.
3. Have students present their ideas to the class. A class discussion can also be initiated.

Kindness Letters

ORGANIZATION

TIME: 45 minutes - 1 hour

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

OBJECTIVE

During this activity, students will learn about different historical leaders, as well as current advocates. They will be considering the life journey and different experiences of important 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 diverse figures as well as current advocates as a presentation or from a picture book 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/Google Classroom.

Self-Portraits

ORGANIZATION

TIME: 20-30 minutes

MATERIALS: A variety of paints including white, beige, 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 colors to create a shade that they feel represents their skin color.
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 color 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 color 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 color options in art class?
 - e. What are other ways that we could make our classroom more inclusive?

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.huffpost.com/entry/21-childrens-books-every-black-kid-should-read_n_565f176be4b072e9d1c43b0a

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/>

36 Children's Books About Diversity to Read to Your Kids

<https://www.rd.com/list/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 “CONNECT” to 686868 (24/7 support)
<https://kidshelpphone.ca/>
- **Suicide Crisis Helpline:** Text or call 9-8-8:
24/7 for calls and texts, Languages: English and French Learn more
- **One Stop Talk Ontario:** Free therapy for youth age 0-17 / 1 855 416 8255
- **Therapy for Black Girls:** Find trusted, culturally competent therapists that know *your* feelings and can help navigate being a strong, black woman.
<https://therapyforblackgirls.com/>
- **LGBT Youthline:** A 2SLGBTQ+ youth-led organization that affirms and supports the experiences of youth (29 and under) across Ontario. Provides anonymous peer support, referrals and resources so youth can make informed decisions.
www.youthline.ca / 647-694-4275
- **Black Youth Helpline:** 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
- **Distress Centres of Greater Toronto:** Service agency dedicated to providing emotional support, crisis intervention, and suicide prevention to people in distress. Offered in English, Cantonese, Mandarin, Portuguese, Spanish, Hindi, Punjabi and Urdu.
www.dcoqt.com / 416-408-4375
- **Hong Fook:** East & Southeast Asian health agency that provides a continuum of mental health services covering the spectrum from “promoting wellness” to “managing illness” in Cambodian, Chinese (Cantonese and Mandarin), Korean, Vietnamese and English.
www.hongfook.ca / counselling@hongfook.ca
- **Sikh Family Centre:** Non-emergency helpline servicing the Sikh Community in Canada in Punjabi and English
www.sikhfamilyhelpline.com / 1-800-551-9128

- **South Asian Helpline:** Provides health care and social services to South Asian and all other communities. Offers culturally and linguistically appropriate services for South Asian men, women, seniors and youth, and other communities.
www.sachss.ca / 647-523-6380
- **Naseeha:** Provides mental health support through a confidential helpline (Text and call open 7 days a week from 12 pm to 3 am) and counseling service for Muslim and non-Muslim Youth.
www.naseeha.org / 1-866-627-3342
- **Chai Lifeline Canada:** Provides support in the immediate aftermath of a sudden crisis, tragedy, or traumatic event that occurs in Toronto's Jewish Community.
www.chailifelinecanada.org/crisis-intervention / 1 (800) 556-6238
- **Hope for Wellness:** Helpline for all Indigenous people across Canada. Experienced and culturally competent counselors are reachable by telephone and online 'chat' 24 hours a day, 7 days a week www.hopeforwellness.ca / 1-855-242-3310
- **Learning Disabilities ON:** Offers many resources, services, information, venues and products designed to help people with LDs and ADHD, as well as parents, teachers, and other professionals.
www.Ldao.ca / 416-929-4311
- **310 COPE:** 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
- **Violence Against Women:** Provides free, confidential and anonymous crisis counseling, emotional support, information and referrals via telephone in up to 200+ languages from a feminist perspective.
www.awhl.org / 1-866-863-0511
- **Community Resources for Immigrant and Refugee Youth:** A website containing various community service resources for immigrant and refugee youth
www.kidsnewtocanada.ca/health-promotion/youth-resources

- **Refugee Healthline:** Refugees can connect with health care providers who deliver transitional health care and services, including primary care, specialist care and mental health supports. 1-866-286-4770
- **Autistic Self-Advocacy Network (ASAN):** to empower autistic people across the world to take control of their own lives through public policy advocacy, the development of autistic cultural activities, and leadership training for autistic self-advocates. <https://autisticadvocacy.org/>

Resources for Teachers

- **Teacher mental health support:** Contains: helpful apps, articles focusing on educator mental well-being, and other resources written, created and produced by educators or mental health experts for educators and school staff.
[teach.com/resources/mental-health-resources-teachers-school-staff/#main-body-content](https://www.teach.com/resources/mental-health-resources-teachers-school-staff/#main-body-content)
- **Ontario teacher's federation:** Created by the Ontario Teachers Federation that offers strategies and suggestions for balancing your personal and professional life, ensuring your personal wellness, and developing effective time management strategies.
[survivethrive.on.ca/article-category/teacher-wellbeing/](https://www.survivethrive.on.ca/article-category/teacher-wellbeing/)
- **CMHO Teacher Resources:** Tips on early identification and intervention; practical suggestions on how to accommodate and respond to students with mental health problems; and information on combating stigma in the classroom. [cmho.org/teacher-resources/](https://www.cmho.org/teacher-resources/)
- **Jack.org Educator Hub:** A collection of resources, student plans, lessons, and activities to help educators bring mental health promotion education to their classrooms. <https://edhub.jack.org/>
- **Kids Help Phone:** A collection of articles, tools and tips from Kids Help Phone to help parents, caregivers, and educators support young people
[kidshelpphone.ca/get-involved/programs-resources/resources-for-caring-adults/](https://www.kidshelpphone.ca/get-involved/programs-resources/resources-for-caring-adults/)
- **Gender Health & Identity:** Resources to answer questions you may have on sex, gender and sexual orientation as well as how to find support and resources when you need them.
[teens.aboutkidshealth.ca/adolescenthealth?topic=gender](https://www.teens.aboutkidshealth.ca/adolescenthealth?topic=gender)
- **Parent Peer Support Chapters by Children's mental health ontario (CMHO):** Parent support chapters organized by CMHO provides regular meetings across Ontario where parents and caregivers can connect with others, feel heard and get help navigating the child and youth mental health system
www.family.cmho.org/peer-support-chapters/

- **Connexontario:** ConnexOntario provides free and confidential health services information for people experiencing problems with alcohol and drugs, mental illness or gambling by connecting them with services in their area.
www.connexontario.ca / 1-866-531-2600

Apps for Students:

- **Breathe, Think, Do with Sesame:** This app teaches young students 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 youth 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.
- **MindShift:** Scientifically proven strategies based on Cognitive Behavioral Therapy (CBT) to help you learn to relax and be mindful, develop more effective ways of thinking, and use active steps to take charge of your anxiety.
- Check out <https://onemindpsyberguide.org/> for more apps and digital health resources reviewed by mental health experts



Want to Get Involved, Help Empower 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

Visit our website www.youthspeak.ca and click the "Donate" Button on the homepage

Volunteer with Us!

Share your special skills with our team of youth to help and perform administrative tasks that are important behind-the-scenes work.

Contact us at: www.youthspeak.ca / 905-967-0604 /
email: una@youthspeak.ca