



Arts Education Diversity Teachers' Kit

Using Music as an Educational Tool to Empower Youth

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Designed by Ben Inc. Children, Registered Charity Number: 212690

can you?



Lesson Plan: What is a Global Citizen?

Aims: For pupils to realize their potential in effecting change; to accept consensus and act on group decisions; to compromise; to gain a sense of importance and self-worth and a growing respect for commonalities, difference and diversity; to hold a belief that things can be better and that individuals make a difference.

What to do: You will need a set of the nine points listed below, per group of about four or five. Each point needs to be on a separate slip of paper.

1. I try to understand what other people are feeling.
2. I am as important as everyone else.
3. Everyone else is equal to me but different from me.
4. I know what is fair and not fair and try to do the right thing.
5. I look after the environment and don't waste things.
6. I try to help others and not fight with them.
7. I have my own ideas but can alter them if I realize they are wrong.
8. I want to learn more about the world.
9. I think I can change things in the world.

In small discussion groups, ask pupils to place the statements in order of importance. This can be done in the form of a triangle with the most important statement at the top and the least important at the bottom. Statements of equal importance are placed alongside each other.

Pupils need to work cooperatively and to provide reasons to others within their group for their individual views. After about 15 minutes, discuss the activity as a whole class, with each group explaining what their final layout was, and why. Then ask the pupils to work in groups on what they could do to show that these things are important. For instance, under the first point, suggestions might include listening to others, asking others what is wrong or how they are feeling, or befriending others who are lonely. The most difficult one for the pupils to do is probably, 'I am as important as everyone else', so perhaps you could give them some examples, such as 'I am especially good at ...', or 'I help in the class by ...'. The suggestions can be written as pledges of what pupils will try to do to show they can be Global Citizens.

Planned outcomes: That pupils' self-esteem is raised and they feel empowered, valued and able to take responsibility and to take action in changing things.



Activity: EQUALITY

Discuss with your class about equality and how a lack of equality affects life. A key issue for all societies is how to deal with difference. The subject raises questions such as: what kind of equalities should we strive for, or insist on? What kind of differences or inequalities are beneficial or acceptable? What kind of personal and social problems arise because of the differences between people?

The differences that people experience between each other can be as either individuals or groups. Encourage students to think of advantages and disadvantages at both individual and group levels. For example, differences in wealth are experienced at individual, national, and international levels. Encourage students to share and discuss real examples from their experience or knowledge.

In groups take one or more of the words below and think of the benefits that can come from these differences. What drawbacks can you think of which can arise from these differences? When are the differences between people unacceptable? You can choose to add a national or international scope to the students' answers.

Education / Wealth / Power and influence / Religion / Race / Culture / Nationality / Age

Activity: WORDS

Take the words below (or choose some of your own) and individually, or in small groups, have students choose one word and create their own quote around it. Then have the students compile information to back up their quote, with examples from their own experiences as to why it is important to respect others. Have the students assemble their quotes together into a presentation on a bulletin board showcase for other young people, parents and friends from the community to view.

justice / diversity / rights / responsibility / interdependence / understanding / reconciliation / respect / peace / community



LESSON ON DISCRIMINATION BASED ON RACE

**Adapted from UN Cyber school bus*

Description

This lesson explores discrimination based on race. The lesson is in two sections, each framed by guiding questions:

A. Introduction to Race (What is race? What are my beliefs about racial differences?)

B. Positive Steps Against Racial Discrimination (What is being done to address racial discrimination? What can I do?)

Section A begins with an experiential activity to help students reach a common definition of race. Students then reflect on their beliefs about racial differences and the sources of these beliefs. These activities reinforce the concepts of stereotypes and biases presented in Lesson 1. Section B presents ways to combat racial discrimination at the international, local, and individual levels.

Goals of this Curriculum

- To enable students reflect on their feelings, beliefs, and understanding of discrimination.
- To help students place their individual behaviors in the context of larger social systems.
- To help students understand that solutions to discrimination need to go beyond individual acts to address systemic change.
- To provide opportunities for students to make meaningful, positive actions to combat discrimination.



Activity 1. Defining Race

What is race? How would you define it? Have students write our responses, compare and discuss their answers.

Definition

Race refers to a group of people who share the same physical characteristics such as skin tone, hair texture, and facial features. The transmission of traits from one generation to another is a complex process that is examined in a field of study called genetics.

So why does race matter?

Race is a significant social issue because people use racial differences as the basis for discrimination. Much of today's racism can be traced to the era of colonialism that began in the 1400s. When Europeans began colonizing Africa and the Americas, the white settlers adopted the idea that they were superior to the other races they encountered. The false notion that Africans and Native Americans were inferior (along with the desire for economic power) justified the Europeans' taking land and enslaving people. In this way, naturally occurring racial differences became the basis for systems of exploitation and discrimination.

Racism is the systematic practice of denying people access to rights, representation, or resources based on racial differences. As you will learn in this lesson, racism involves more than the personal actions of individuals. It is a thorough system of discrimination that involves social institutions and affects virtually every aspect of society.

It's important to remember that racism is neither natural nor inevitable. Through history, people of different racial groups have interacted and co-existed peacefully. For Example, during the Middle Ages, Europeans looked up to the people of the African continent and the country of China, whose civilizations and culture were considered to be more advanced. As previously mentioned, these ideas changed significantly during the colonial area.

As you learn more about race in this lesson, remember that racism is a system of oppression created by people - and that is it a system that people can dismantle.

Activity 2: Reflecting on our beliefs and their sources

The table below asks you to record the messages or images you have received about 'race' throughout your life, the values or judgments that come to mind, and the sources of your beliefs. Complete the table individually, then wait for additional instructions from your teacher.

group	a. What images come to mind when you think of this group?	b. What values or judgments do you associate with these images?	c. What is the source for these images, values, or judgments?	d. What impact do these images and judgments have on your behavior?
people of my racial background				
people of other racial backgrounds				



Guidelines for this discussion:

- Use "I" statements only. Speak only of your own experiences, thoughts, and beliefs.
- Speak honestly, but also consider the impact of your words.
- Listen to what your partner says, but do not ask questions. Do not deny your partner's experiences by saying something like, "Oh, come on, you don't really think that, do you?" The point of this activity is to bear witness to your partner's experiences, not to debate them.

Reflection

- What have you learned about race through these activities?
- What thoughts or feelings come to mind as you reflect on the process of learning about race?



SECTION B: Positive Steps Against Racial Discrimination

(45 minutes; optional projects)

Guiding questions: What is being done to combat racial discrimination? What can I do?

This section provides ways for students to combat against racial discrimination at three levels: 1. personal, 2. community, and 3. international. The activities are described below. The directions for the activities are self-explanatory and are provided on the students' handouts.

Activity 1: Personal Actions: Students identify personal steps they can take to address racial discrimination. Sample ideas are provided.

Activity 2: Using Skits to practice Responding to Racist Remarks: Students write and perform skits to demonstrate positive ways to respond to discriminatory remarks.

Activity 3: Creating a Racism-Free Society at the International Level: To help answer the question, "What would a racism-free society look like?", students illustrate excerpts from the UN International Convention on the Elimination of All Forms of Racial Discrimination. Students then conduct research to identify if their country has ratified and/or implemented the Convention.

Activity 1: Personal Actions

Take the UN pledge against discrimination. The pledge reads as follows:

"As a young citizen of the world community, I stand with the United Nations against racism, discrimination, and intolerance of any kind. Throughout my life I will try to promote equality, justice and dignity among all people in my home, in my community, and everywhere in the world."

In addition to taking the pledge, develop concrete actions you can take to carry out the pledge. Suggestions:

- I can start examining my beliefs about other races. I can ask myself, "Is that really true, or could it be just a stereotype?"
- I can learn more about different racial groups by reading a book, seeing a movie, attending an event, or making friends with people from different backgrounds.
- I can invite someone from a different background to eat lunch with me.
- I can join groups at school that welcome people of all backgrounds, and avoid groups that exclude people.
- I can stop telling jokes or making fun of people based on their race.
- I can speak up when I hear people making fun of others based on their race. I can say "I feel hurt when you say _____ ." or "Do you know another joke that doesn't put people down?"



Activity 2: Use Skits to practice Responding to Racist Remarks

Speaking out against acts of discrimination can be difficult. Using skits is one way you can practice responding to racist remarks and other inappropriate comments.

- Working in groups of 3 or 4, write a brief skit about an act of discrimination you have witnessed or experienced. The skit could show someone making a stereotypical remark, putting someone down, or telling an inappropriate joke.
- ***Make sure the skit shows positive ways to respond to the situation.*** For example, you could have someone say, "That's just a stereotype." or "Do you know any other jokes that don't put people down?"
- Perform your skit for your classmates. Take suggestions from the audience about other ways to respond to discrimination.

Activity 3: Learn About Efforts to Create a Racism-Free Society at the International Level.

You will do this activity in three steps, labeled a., b., and c.

a. Review policies created by the United Nations

The United Nations has developed several documents to address racial discrimination, including the *International Convention on the Elimination of All Forms of Racial Discrimination*. This Convention was adopted by the General Assembly 21 December 1965, and put into force 4 January 1969.

Read this excerpt from the Convention (Article 5, section d), which outlines civil rights guaranteed to everyone regardless of race:

- The right to freedom of movement and residence within the border of the State;
- The right to leave any country, including one's own, and to return to one's country;
- The right to nationality;
- The right to marriage and choice of spouse;
- The right to own property alone as well as in association with others;
- The right to freedom of thought, conscience and religion;
- The right to freedom of opinion and expression;
- The right to freedom of peaceful assembly and association;

b. Illustrate one of these rights

Choose one of the rights listed in the Convention and draw an illustration of this right in action. For example, what would it look like if people of all races were free to own property or to choose a spouse, regardless of race?

After you are done, you can put everyone's pictures together to create a gallery of a racism-free world. In addition, you can add text, writings, poems, and other works to your gallery.



LESSON ON ETHNIC DISCRIMINATION

**Adapted from UN Cyber school bus*

(Duration: 2 to 2.5 hours)

Description

This lesson explores discrimination based on ethnicity. The lesson is in three sections, each framed by guiding questions:

A. Introduction to Ethnicity (What is ethnicity? How is it different from nationality? What is my ethnic identity?)

B. Ethnic Discrimination in the Global Community (What are some of the causes and impacts of ethnic discrimination?)

C. Positive Steps Against Ethnic Discrimination (What is being done to address ethnic discrimination? What can I do?)

The lesson begins by having students examine their own ethnic backgrounds. Students interview family members to learn about their family histories and cultures. This information is shared with the class with optional extension projects.

In Section B, students examine the causes and impacts of ethnic conflict around the world. First, students review current events stories to gain a broad overview of the issue.

Section C presents ways to combat ethnic discrimination at the international, local, and individual levels. A variety of activities and project ideas are provided.

Concepts

ethnicity, nationality, culture; discrimination through economic, cultural, and political means

Skills

discussing; active listening; respecting others; working in small groups; self-evaluation; document analysis; planning, implementing, and evaluating actions

Consider students' previous knowledge

Students may be unclear of the difference between race, nationality, and ethnicity. The activities in section A (and handout of definitions) will help clarify these terms.

Objectives: After this lesson, students will be able to...

- describe their own ethnic identity.
- explain the economic, cultural, and political aspects of ethnic discrimination, both locally and globally.
- provide examples of positive actions to combat ethnic discrimination at the individual, community, and international levels
- plan, carry out, and evaluate their own actions to combat ethnic discrimination



Section A: Exploring Ethnicity (30-45 minutes; optional extension)

Guiding questions: What is ethnicity? How is it different from nationality? How is it different from citizenship? What is my ethnic background?

1. Students explore their ethnic backgrounds

(10-20 minutes)

- Distribute the "[Exploring Ethnicity](#)" [handout](#) to students before class and have them complete the questions at the top. Have students bring their responses to class.
- To begin the lesson, give each student two small scraps of paper and tape or push-pins. (Removable "sticky notes" work well, too.) On each piece of paper, have students write their name and the birthplace of one set of grandparents (or great-grandparents).
- Have students attach the papers to a wall map. Review the results.
- In pairs or groups of three, have the students discuss the responses to the questions from the "Exploring Ethnicity" [handout](#). (Questions reproduced here):
 - Where were your grandparents or great-grandparents born?
 - What language(s) did/do your grandparents or great-grandparents speak? What about their parents?
 - What holidays did they celebrate? What special customs did/do they follow? What foods did they eat?
 - Does your family now speak these languages or continue any of these practices?
- Next, have all students sit in a circle and share some of their responses as a class. Points to emphasize:
 - Language, food, and other cultural practices are often passed down from one generation to the next. Cultural practices are learned; we are not born with a predisposition to any single language or culture.
 - When people come to a new country, they may adopt new practices while keeping traditional ways. Have the class generate examples. Help students see that ethnic identity is not an "either-or" decision.

2. Definitions (5 minutes)

- Using the "Introduction to Ethnicity" [handout](#), present the definitions of "ethnicity" and "nationality." Draw examples from students' responses to clarify the terms. Emphasize the following points, which are included on the students' [handout](#):

Nationality refers to our citizenship -- in other words, the nation we are [or were] a member of.

- Ethnicity, or ethnic identity, refers to membership in a particular cultural group. It is defined by shared cultural practices, including but not limited to holidays, food, language, and customs.
- People can share the same nationality but have different ethnic groups. For example, citizens of the United States are of many different ethnic backgrounds.
- People who share an ethnic identity can be of different nationalities. Turkish citizens of Turkey and Turkish citizens in Germany share an ethnic identity but are of different nationalities.



- Once students are clear on the terms, have the class write a few minutes about their own ethnicity and nationality as instructed at the bottom of the handout. Or, continue with the poetry activity below.

3. Optional: Poetry

(25-45 minutes. Some parts can be done as homework.)

Note: In this activity, students create poems about their backgrounds; each stanza begins with the phrase "Where I'm From." (*The activity is adapted from "Where I'm From: Inviting Students' Lives Into the Classroom." In Rethinking Our Classrooms: Teaching for Equity and Justice, Volume 2. Edited by Bill Bigelow, Brenda Harvey, Stan Karp, and Larry Miller. Milwaukee: Rethinking Schools. 2001.*)

- Have students generate a list of significant images and metaphors that reflect their homes and families. Have students include items found in the house, other sensory images, family sayings or phrases, the tastes and smells of important foods, names of relatives, etc.
- Have students incorporate these images into a poem. Each stanza should begin with "I'm from..."
- After the poems are done, have students sit in a circle. Ask for volunteers to share their poems. After each poem is read, have the class describe 1) what they liked about the piece and 2) how the poem communicated information about the author's ethnic background.
- As an alternative to reading in a circle, have students read their poems in pairs. Each student should write comments about their partner's poems as described above. These comments can be used as part of the overall assessment.
- Finish the activity by having students write about their own poem as described above. This, too, can be used for assessment.

Additional extension ideas

- Create a class collage or "museum" of artifacts representing students' ethnic backgrounds. Items could include foods, household implements, clothing, pictures, and maps, as well as the poems from the activity above.
- Have students use the information about their grandparents to create a timeline of their family history. In a Canada where many students' families likely originate from other places, the timeline could include arrival of relatives to the Canada and reasons for coming



Section B: Ethnic Discrimination in the Global Community (45-60 minutes)

Guiding questions: What are some of the causes and impacts of ethnic discrimination?

1. Students review examples of ethnic conflict around the world and throughout history (20-30 minutes)

- To help students gain an understanding of ethnic conflict around the world, have students identify relevant stories in the media. Assign a few students to review other conflicts the class has already studied, including examples from history.

- Students should write a brief summary about where the conflict is happening, who is involved, why the conflict is happening, and what is being done to address it. The research and summaries can be done as homework.

(Note: The goal of this activity is to raise awareness of ethnic conflict around the world and throughout history rather than to engage students in a thorough analysis. The case study to follow focuses on analysis skills.)

- Have students present their summaries and place markers on a globe or map to show where they are occurring.

- After all summaries have been presented, ask the class to identify connections among the different examples in terms of time, place, causes, impacts, and solutions. These connections can be graphed using a concept map or other diagram. Suggested questions:

- What, if anything, is similar about these cases of ethnic conflict? In which cases does the conflict center on land or other natural resources? Which cases center on political representation?
- Are the cases similar or different in terms of how they are being settled? Which cases are relying on diplomacy and peaceful tactics? Which cases involve violence?
- Which cases are civil disputes (i.e., occur in a single country)? Which cases involve more than one country?
- Can you draw any similarities between current conflicts and those from the past?

- As you discuss the cases, emphasize that ethnic conflict can have economic, political, and cultural sides. Review examples of each. Tell students they will look at these issues more closely through a case study. Then continue with the next activity.



SECTION C: Positive Steps Against Ethnic Discrimination (45 minutes; optional projects)
Guiding questions: What is being done to combat ethnic discrimination? What can I do?

About this section

This section provides ways for students to combat against ethnic discrimination at two levels: 1. personal, 2. community.

Activity 1: Personal Actions: Students identify personal steps they can take to address ethnic discrimination. Sample ideas are provided.

Activity 2: Learning About Ethnic Groups in the Community: Students use census data and other resources to learn about the experiences of major ethnic groups in the community. Ideas for presenting information in a website, newsletter, or exhibit are provided.



EXPLORING ETHNICITY Student Handout

1. Reflecting on Your Family Background

- Where were your grandparents or great-grandparents born?
- What language(s) did/do your grandparents or great-grandparents speak? What about their parents?
- What holidays did they celebrate? What special customs did/do they follow? What foods did they eat?
- Does your family now speak these languages or continue any of these practices?

2. Definitions

ethnicity: Refers to membership of in a culturally- and geographically defined group that share cultural practices including but not limited to holidays, food, language, and customs, or religion. Italian, Kurdish, and Bantu are examples of ethnic groups. People of the same race can be of different ethnicities. For example, Asians can be Japanese, Korean, Thai, or many other ethnicities.

nationality: Refers to country of citizenship. Nationality is sometimes used to mean ethnicity, although the two are technically different.

Important!

People can share the same nationality but be of different ethnic groups. For example, citizens of Canada are of many different ethnic backgrounds.

People who share an ethnic identity can be of different nationalities. Turkish citizens of Turkey and Turkish citizens in Germany share an ethnic identity but are of different nationalities.

3. What you have learned about your own nationality and ethnic background?

Write your thoughts in a journal or in the space below.



Section A, 3: "Where I'm From": SAMPLE POEMS

Sample poem #1

I am from awapuhi ginger
sweet fields of sugar cane
green bananas.

I am from warm rain cascading over
taro leaf umbrellas.
Crouching beneath the shield of kalo.

I am from poke, brie cheese, mango,
and raspberries, from Marguritte
and Aunty Noni

I am from Speak your mind
it's o.k. to cry
and would you like it if someone did that to you?

I am from swimming with the full moon,
Saturday at the laundromat,
and Easter crepes.

Sample poem #2

I am from get-togethers
and Bar-B-Ques
I am from the smell of soul food
cooking in Lelinna's kitchen
From my Pampa's war stories
to my granny's cotton pickin'.

I am from Kunta Kinte' strength,
Harriet Tubman's escapes.
Phyllis Wheatley's poems,
and Sojourner Truths' faith.

If you did family research,
and dug deep into my genes.
You'll find Sylvester and Ora, Geneva and Doc,
My African Kings and Queens.
that's where I'm from.



Questions:

1. The author's used imagery that appealed to many senses. What images describe or refer to sights? Sounds? Tastes? Smells: Things you can feel?
2. Who are the significant people described in each poem?
3. How did the author's let you know about their ethnic backgrounds? Provide examples of phrases that especially spoke to you.

Write your own poem

1. Generate a list of significant images and metaphors that reflect your home and family. Include the following:

items found in the house

family sayings or phrases

the tastes and smells of important foods

other sensory images (smells, textures, sounds, sights, tastes)

names of relatives

2. Then incorporate these images into a poem. As in the sample poems, each of your stanzas should begin, "I'm from..."



Section C: POSITIVE STEPS AGAINST ETHNIC DISCRIMINATION

For use with Section C of the Lesson on Ethnic Discrimination

Activity 1: Personal Actions

There are many things you can do to make your school or community more inclusive to people of all ethnic backgrounds. Here are a few examples:

Learn more about the ethnic backgrounds of yourself and your classmates. Have each student interview parents, grandparents, and other relatives to learn more about their family history. Information can be compiled into a family tree or a collage that incorporates maps, images, language samples, and other artifacts you decide. Create an exhibit of all the work in the school hallway or other special place, and invite other students to view the exhibit.

Document students' experiences with ethnic discrimination, and identify behaviors to create positive change. Ask classmates to submit poems, essays, songs, or artwork about their personal experiences with discrimination. Then compile these into a booklet, website, exhibit, or use the collected works as the basis of a poetry reading or other performance. To focus on solutions, include examples of positive behaviors, framed in terms of what you can do. Examples:

I can start examining my beliefs other ethnic backgrounds. I can ask myself, "Is that really true, or could it be just a stereotype?"

I can learn more about different ethnic groups by reading a book, seeing a movie, attending an event, or making friends with people from different backgrounds.

I can stop telling jokes or making fun of people based on their ethnicity or nationality.

I can speak up when I hear people making fun of others based on their ethnicity or nationality.

I can say "I feel hurt when you say _____ ."



Activity 2: Learn More About Ethnic Groups in Your Community

You will do this activity in three steps, labeled a., b., c.

a. Conduct research about your community. Using census data or other sources of information, research answers to these questions. You can access data on your community through Statistics Canada's Web site at: www.statcan.ca (community profiles: <http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E>)

- Which ethnic groups and nationalities are represented in our community?
- When did these groups come to our community?
- What are some of the reasons these groups left their homes and came to our community?
- What is the process of adaptation like?
- What are some ways people from these groups have contributed to the community?

b. Present your findings. Compile your work into a factsheet, website, brochure, or other document to help people learn about different ethnic groups in your community. Make your display as informative as possible by including pictures, maps, statistics, charts, first-person accounts/interviews, samples of music, examples of traditional clothing or implements, and other artifacts you determine.

c. Reflect on your learning. Using your journals, write responses to the following questions:

What have I learned about people in my community?

How have my ideas changed from what I knew before?

What have I learned about how choice -- or lack of choice -- is a factor in why people leave their homes? For example, can I differentiate between people who leave by choice vs. those who are forced to leave due to war, natural disaster, or economic troubles?



Getting Students Involved in Social Issues

The key to getting young people involved is to make learning interactive and fun!

1. Discuss daily news items with your students in class – local, regional, national and international.
2. Have every student bring in a newspaper/ magazine article discussing a social issue and present it to the class.
3. Make watching the news a homework assignment and then quiz them on three main news stories.
4. Have each student analyze lyrics to a song, which they feel has a social message, and then have the students discuss the lyrics and messages in class.
6. Keep a bulletin board in the classroom for students to post newspaper clips, community oriented articles and volunteer opportunities.
8. Each week, have a student give a presentation on an individual they admire. Add to the challenge by getting them to find youth heroes or heroes in your community.
9. Encourage students to volunteer at soup kitchens, retirement homes, hospitals and with local and national not for profit organizations.
10. With many students who from immigrant families encourage students to talk about their diverse backgrounds, and experiences growing up or arriving in Canada.