

# racism hurts

## Kindergarten

### Curriculum Links

#### Language Arts

- Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.
- Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher.
- Demonstrate a beginning understanding and critical awareness of media texts.

#### Suggested Activities

##### Inference

- Look for clues in the poster to help you figure out how Ahijah is feeling.
- Think about what you have experienced at school, home, or in the playground. Volunteers can share their stories.

##### Brainstorm

- Have you ever felt hurt by something a person said to you? Make a list of ideas on how you felt “hurt.”

##### Related Reading

- ***No Two Snowflakes*** by Sheree Fitch and Janet Wilson.

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## Grade 1

### Curriculum Links

#### Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

#### Writing

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.

#### Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

#### Media Literacy

- Demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding.

### Suggested Activities

#### Asking Questions: Whole-Class Discussion

- Using the *racism hurts* poster provided, look at the visual cues provided: do they give any insights into the meaning of *racism hurts*? How would you feel if you were Ahijah?
- Think of questions to ask Ahijah about the situation he is facing at school or in his classroom.
- What else could cause Ahijah to feel hurt?

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- What are some things that people have said or done that have caused you to feel hurt?
- Make your own *racism hurts* poster and share it with your classmates.

## Related Reading

- ***The Swirling Hijaab*** by Na'ima Bint Robert and Nilesh Mistry.

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## Grade 2

### Curriculum Links

#### Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

#### Writing

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.

#### Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### Media Literacy

- Demonstrate an understanding of a variety of media texts.
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

#### Drama

- Communicate understanding of works in drama and dance through discussion, writing, movement, and visual art work.
- Solve problems in various situations through role playing and movement in drama and dance.

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## Suggested Activities

### Write a Reflective Journal

- Use the questions: *Who? When? What? Where? Why?* to write your journal entry.
- Think about feelings. How would you feel if you were Ahijah, coming to a school environment where you are not accepted?
- Write in role as Ahijah about how you would feel.
- Share your journal entries in a circle, reading in role, with feeling.

### Tableaux

- Create a tableau about a part of the scenario described in the poster. Discuss each situation and its relevance to the message the poster addresses.

### Related Reading

- *The Whisperer* by Nick Butterworth.

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## Grade 3

### Curriculum Links

#### Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

#### Writing

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
- Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

#### Media Literacy

- Demonstrate an understanding of a variety of media texts.
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

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## Suggested Activities

### Exploring Feelings

- Think of a time when you were treated unfairly. Make a list of words to describe how you felt
- Make a list of words to describe how Ahijah must be feeling.
- Use the *Comparison Diagram* to identify similarities and differences about your feelings and Ahijah's (see Reproducible).

### What can you learn from this story?

- Give evidence from the story for your conclusions. Use the *Evidence and Conclusion* chart (see Reproducible).
- Ask students: How does the colour of your skin affect the way people treat you? Discuss this.

### Extension Activities

- Attach students' pictures to their country of origin with a string connected back to Canada.
- Discuss implications of the diverse backgrounds represented in the classroom.
- Discuss the list of countries represented in terms of "the world as a global village".

### Related Reading

- *Am I a Color Too?* by Heidi Cole.

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## Ahijah's Story

Ahijah was the new boy at school.

He didn't know why he was always being stared at.

Was it because he looked different?

Was it because he brought different food to school?

Ahijah was snickered at every day for how he ate and what he ate!

One recess he was surrounded by some of his classmates.

Five against one.

They called him names and teased him about his hair and the food that was in his lunch.

Ahijah cried.

He covered his eyes and slowly walked to class.

Then he felt an arm on his shoulder.

# Comparison Diagram

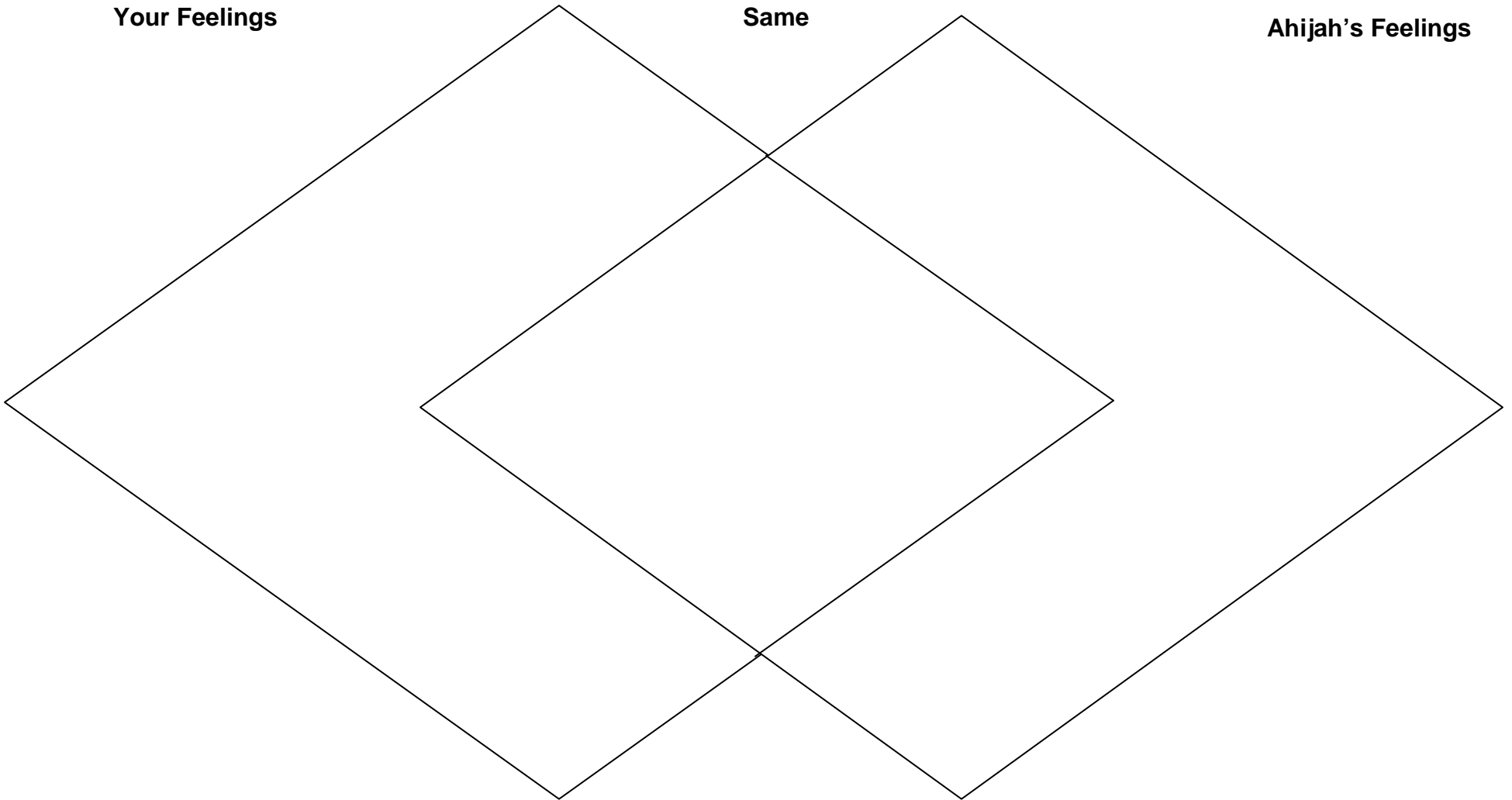
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Your Feelings**

**Same**

**Ahijah's Feelings**



# Evidence and Conclusion

Name: \_\_\_\_\_ Date: \_\_\_\_\_

