**READ ME FIRST: Intro to Teaching and Learning Resources to Prevent Identity-based Bullying**

Dear Educator,

Thank you for your interest in our *Teaching and Learning Resources to Prevent Identity-based Bullying* toolkit! It is awesome that you are thinking of how to discuss this topic with your students. This READ ME FIRST document is for you to read before viewing the resources, to give you background information on each available resource.

In this toolkit, we have created 5 key resources for educators. Because these resources build on each other, we strongly recommend using the resources in the following order:

1. ***Power, Privilege, Oppression, and Intersectionality***
   1. [*Additional video*](https://youtu.be/YQt2OjfrCDs)
   2. [*Recording*](https://www.prevnet.ca/sites/prevnet.ca/files/power_privilege_oppression_intersectionality_recording_final.pptx)
   3. [*Power Point*](https://www.prevnet.ca/sites/prevnet.ca/files/power_privilege_oppression_intersectionality_final.pptx)
   4. [*Script*](https://www.prevnet.ca/sites/prevnet.ca/files/power_privilege_oppression_intersectionality_script_final.docx)
   5. [*Discussion Guide*](https://www.prevnet.ca/sites/prevnet.ca/files/power_privilege_oppression_intersectionality_discussion_guide_final.docx)
2. ***Development of Power***
   1. [*Recording*](https://www.prevnet.ca/sites/prevnet.ca/files/development_of_power_recording_final.pptx)
   2. [*Power Point*](https://www.prevnet.ca/sites/prevnet.ca/files/development_of_power_final.pptx)
   3. [*Script*](https://www.prevnet.ca/sites/prevnet.ca/files/development_of_power_script_final.docx)
   4. [*Discussion Guide*](https://www.prevnet.ca/sites/prevnet.ca/files/development_of_power_discussion_guide_final.docx)
3. ***Peer Structures***
   1. [*Recording*](https://www.prevnet.ca/sites/prevnet.ca/files/peer_structures_recording_final.pptx)
   2. [*Power Point*](https://www.prevnet.ca/sites/prevnet.ca/files/peer_structures_final.pptx)
   3. [*Script*](https://www.prevnet.ca/sites/prevnet.ca/files/peer_structures_script_final.docx)
   4. [*Discussion Guide*](https://www.prevnet.ca/sites/prevnet.ca/files/peer_structures_discussion_guide_final.docx)
4. ***Peers as Allies***
   1. [*Recording*](https://www.prevnet.ca/sites/prevnet.ca/files/peers_as_allies_recording_final.pptx)
   2. [*Power Point*](https://www.prevnet.ca/sites/prevnet.ca/files/peers_as_allies_final.pptx)
   3. [*Script*](https://www.prevnet.ca/sites/prevnet.ca/files/peers_as_allies_script_final.docx)
   4. [*Discussion Guide*](https://www.prevnet.ca/sites/prevnet.ca/files/peers_as_allies_discussion_guide_final.docx)
5. ***Bias***
   1. [*Recording*](https://www.prevnet.ca/sites/prevnet.ca/files/bias_slides_recording_final.pptx)
   2. [*Power Point*](https://www.prevnet.ca/sites/prevnet.ca/files/bias_slides_final.pptx)
   3. [*Script*](https://www.prevnet.ca/sites/prevnet.ca/files/bias_script_final.docx)
   4. [*Discussion Guide*](https://www.prevnet.ca/sites/prevnet.ca/files/bias_discussion_guide_final.docx)

Each resource contains four components: 1) a recording of a presentation (open PowerPoint slide deck, click through slide show to hear recording) 2) a PowerPoint slide deck (just slides, no recording), 3) a script (word document of what to say for the presentation, along with activities) and 4) a discussion guide. Resource #1 (*Power, Privilege, Oppression, and Intersectionality)* also has an additional whiteboard video on intersectionality and bullying. The recording of the presentation for each resource is so you can watch and learn about each topic before preparing a lesson plan. The PowerPoint slide deck is available so that you can adapt and modify as needed depending on the grade and subject matter within which you are presenting this information. Finally, the discussion guide is designed to provide some ideas for your classroom to facilitate deeper learning on and discussion about the topic area. Although materials were primarily designed for use by educators in the classroom, they are also great tools to start discussions on these topics with your colleagues!

Resource #1 will help both you and your students understand the foundational pieces of identity-based bullying. You can show your students the pre-recorded presentation and the whiteboard video, or you can adapt the slide deck and present the information to your students yourself. You know your class best, so please use these components in whatever way will be most engaging for your students.

Resources #2 – #5 were designed to help you learn more about these topics, before creating a lesson plan for your class. We recommend you watch the recorded presentations to learn more about each topic, and then plan a lesson for your class using active learning based on the provided materials.

We have designed the materials to ensure maximum flexibility, as we know each educator and every classroom is different. Thus, educators can modify the slide decks to fit the needs of their own classrooms. However, the sequence of the materials is important, as the first resource serves as the foundation for the next, and so on.

*Facilitation Guidance*

1. **Prep Work for Educators**

These teaching and learning resources cover challenging topics. As you know, when teaching any subject, it is important to build your own comfort, confidence, and capacity before delivering these lessons with students. In the case of these resources, this means having the capacity to discuss power, privilege, and oppression.

You do not need to able to do this perfectly (as we will always be learning!), but if these are new topics for you, consider doing the following as prep work:

* Read these two short pieces:
  + <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/understanding-race-and-privilege>
  + [*https://projecthumanities.asu.edu/content/ibraw-primer-privilege-what-it-and-what-it-isnt*](https://projecthumanities.asu.edu/content/ibraw-primer-privilege-what-it-and-what-it-isnt)
* Reflect on the questions at the end of the NASP reading

If you want to do additional prep work to be ready to tackle these topics in your classroom, there are many excellent websites with additional teaching and learning tools, including:

* [Learning for](https://www.learningforjustice.org/) Justice
* [Equity Literacy Institute](https://www.equityliteracy.org/)
* [Wisdom2Action](https://www.wisdom2action.org/)
* [Egale Canada](https://egale.ca/)

Even once you are feeling more ready to teach these topics, it is important to keep learning and listening. Here are some great books by Canadian authors:

* [The Inconvenient Indian](https://www.penguinrandomhouse.ca/books/93028/the-inconvenient-indian-by-thomas-king/9780385664226)
* [Policing Black Lives](https://fernwoodpublishing.ca/book/policing-black-lives)
* [Decolonizing Education: Nourishing the Learning Spirit](https://books.google.ca/books/about/Decolonizing_Education.html?id=QaD9ngEACAAJ&redir_esc=y)
* [The Skin We’re In](https://www.penguinrandomhouse.ca/books/536075/the-skin-were-in-by-desmond-cole/9780385686341)

It is important to do this prep work to make sure you are able to support the discussions you and your students will have on these topics. In addition, this prep work will help you be ready and able to point out when stereotypes are being used. By doing this, you can help students also see when that happens, which can help them make a positive change.

1. **Prep Work for the Classroom**

The content in these teaching and learning resources can be challenging for students to hear. Like when teaching other subject matters of a sensitive nature, students may react inappropriately (e.g., giggling, making jokes) when they hear something that makes them uncomfortable.

Therefore, we recommend the following classroom prep steps. We know that many educators already have these in place – kudos! But if you don’t, or you want to learn more, here are some excellent short resources and ideas.

1. **Create a trauma-informed climate in your classroom**

As the content discussed in these resources is not hypothetical, but rather reflects the lived experiences of many students, it is important build your classroom climate on a trauma-informed foundation. Read here for more on this topic:

* <https://www.wested.org/resources/trauma-informed-learning-environments/>

The lessons ask for students to think about what identity-based bullying might look like. We do not want to give students ideas for how to bully, so we should *not* list numerous examples of identity-based bullying. Instead, we can ask students to lead the conversation and talk about what they have seen in movies and TV shows so that no one is made uncomfortable with real life examples that involve students in the school.

We should acknowledge that these conversations will be difficult because we all have probably participated in, experienced, or witnessed identity-based bullying. Be transparent about how talking about this can be hard, and make sure every student decides for themselves how much they want to contribute to the conversation. No one should be pressured to talk. Remember, ‘listening’ counts as participation, too.

1. **Establish classroom rights and responsibilities**

For safe and effective learning, it is important to co-create expectations for a safer space with your students before delivering any lesson on these topics. Creating classroom rights and responsibilities around respectful engagement supports every student to speak up and feel included and respected.

For more information on how to do this, here are two great short reads:

* <https://theartofeducation.edu/2017/08/08/3-benefits-creating-classroom-expectations-students/>
* <https://teaching.cornell.edu/resource/getting-started-establishing-ground-rules>

After establishing expectations, it is also important to monitor behaviour throughout the lesson and activities. It will also be important to monitor behaviour after the lessons, in your classroom and in the hallways (this is also a part of creating a trauma-informed space). As noted above, these topics may be a reality for many students in your classroom, and these students might need additional care and support after the lesson. Watch for signs that students may need time to debrief the lesson (e.g., a student being very quiet who isn’t typically), and help direct them to other supportive resources in your building (e.g., school-based mental health professionals).

As part of the rights and responsibilities, if a student says something inappropriate, be prepared to notice and respond to the remark. For more guidance on how to respond to biased remarks, see:

* <https://www.learningforjustice.org/sites/default/files/2019-04/TT-Speak-Up-Guide_0.pdf>
* <https://www.learningforjustice.org/magazine/publications/speak-up-at-school>

1. **Take care of yourself**

Finally, please remember to practice self-care as you work through these materials, as the content can be difficult to engage with and deliver, especially when it represents your own lived experiences.

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Thank you for your work on these difficult topics. We hope that together, we can create safer spaces for youth, and prevent identity-based bullying.

Thank you to partners and collaborators!

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