Safe Schools for All Youth
Considering Identity-Based Victimization

Dr. Deinera Exner-Cortens
University of Calgary
Alex
Identity-based victimization

Equity-based solutions

Considerations for practice
Identity-based victimization
Power Imbalances
+ Discrimination
= Oppression
Department of Indian Affairs

Agency, Nov 13th, 1950

Edward Yakaphook, No. 125 Beves Band is permitted to be absent from his Reserve for two weeks days from date hereof. Business trapping and fur trapping are now a crime and is not permitted to carry a gun.

[Signature]
Indian Agent.

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A CHILD IS WAITING

Happy, Playful Girl

Three-year-old Sherri can quickly win your attention with her wide smile and big brown eyes. An attractive girl, she has straight black hair cut in a pixie look which matches her little personality.

Sherri loves to be hugged and cuddled. At first, she is shy with strangers until she knows that you can be trusted.

[Image of Sherri]

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Youngster loves outdoors

Don't let his serious look fool you, cute seven month old Jason is a happy boy who enjoys playing with his children and adults.

Now that Jason is walking he loves to explore and get around. He loves playing outdoors with his toys, pass and little ships. Going for a ride in his favorite swing is his favorite activity.

[Image of Jason]

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[Image of children in a classroom]

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Image source: cbc.ca
Female (cisgender)
Bisexual
New Canadian
Able-bodied
Living in poverty
Intersectionality

- Gender
- Sexuality
- (Dis)ability
- Population group
- Class
- Immigration status

Intersectionality
Able-bodied

Female (cisgender)

Bisexual

New Canadian

Living in poverty
Oppression → Violence
Racial & gender discrimination 2.5 times the odds Teen dating violence

Identity-based victimization....
Outcomes

Bias-Based Bullying & School Outcomes

Understanding Experiences With Bullying and Bias-Based Bullying: What Matters and for Whom?

Kelly Lynn Mulvey
North Carolina State University

Adam J. Hoffman
University of Michigan

Seçil Gönültuş and Elan C. Hope
North Carolina State University

Shauna M. Cooper
University of North Carolina
One type of identity-based bullying

<table>
<thead>
<tr>
<th>Identity-Based Bullying</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Gender</td>
<td>(26.7%)</td>
</tr>
<tr>
<td>Racial group</td>
<td>(22.4%)</td>
</tr>
<tr>
<td>(Dis)ability</td>
<td>(22.4%)</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>(10.3%)</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>(9.5%)</td>
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<tr>
<td>Religion</td>
<td>(8.6%)</td>
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<table>
<thead>
<tr>
<th>Identity-based Bullying Category</th>
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<tbody>
<tr>
<td>Racial group</td>
<td>68.8%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>54.7%</td>
</tr>
<tr>
<td>Gender</td>
<td>37.5%</td>
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<tr>
<td>Sexual orientation</td>
<td>31.3%</td>
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<tr>
<td>(Dis)ability</td>
<td>29.7%</td>
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<tr>
<td>Religion</td>
<td>28.1%</td>
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More than one type of identity-based bullying
More than one form of identity-based bullying

One form of identity-based bullying

Non-identity based bullying

Risk for School Avoidance
Victimization is about power

VICTIMIZATION > individual
Why are bully prevention programs failing?
Effective violence prevention requires a focus on oppression.
Equity-based solutions
Equity Literacy FOR ALL

Schools can commit to a more robust multiculturalism by putting equity, rather than culture, at the center of the diversity conversation.

Paul C. Gorski and Katy Swalwell

food or music, but that's about it. I don't see the purpose."

them. The Multicultural Curriculum Initiative was his brainchild, his baby.
Equity literacy is…

- Recognize
- Respond
- Redress
- Cultivate and sustain
Example – Responding to microaggressions

Example – Responding to microaggressions

- Make the “invisible” visible
- Disarm the microaggression
- Educate the aggressor
- Seek external support

Example – Redressing gender inequity

The Story of WiseGuyz

Calgary Sexual Health Centre saw that most sexual health services were targeted to women

Teen pregnancy rates had dropped, but STI rates were rising

We saw bullying and homophobia in schools

Domestic and sexual violence rates were also rising

We saw disturbing cultural and media messages about what it meant to be a man

Could there be a link? What were we teaching our young men? How could we change the conversation?
Considerations for practice

1. Equity literacy in teaching practice
2. Existing resources and inclusiveness
1. Equity literacy in teaching practice
Professional development
FACING HISTORY AND OURSELVES

People make choices. Choices make history.
<table>
<thead>
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<th>Additional Resources</th>
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<tr>
<td><strong>EdChange</strong></td>
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<tr>
<td>(<a href="http://www.edchange.org">www.edchange.org</a>)</td>
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<tr>
<td><strong>Equity Literacy Institute</strong></td>
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<tr>
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<tr>
<td><strong>Teaching Tolerance</strong></td>
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<td>(<a href="http://www.tolerance.org/classroom-resources">www.tolerance.org/classroom-resources</a>)</td>
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2. Existing resources and inclusiveness
Safe and encouraged changes to program activities to better fit the age, culture, and context of the population served.
Identity-based victimization

Equity-based solutions

Considerations for practice

Oppression

Intersectionality

Power

Equity literacy

Equity literacy in teaching practice

Inclusiveness of existing resources
Some steps to get started…

- Include identity-based victimization
- Incorporate equity literacy
- Inclusiveness review
Sometimes You’re A Caterpillar

Sometimes you’re a caterpillar

Animated by Kat Blaque

Written by Chescaleigh
thank you