

# Safe and Caring Schools for Students of All Races



**A guide for teachers**

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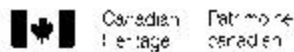
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# Safe and Caring Schools for Students of All Races

## A Guide for Teachers

*“Racism is an impediment to the progress of all aspects of a society and we must fight it wherever we find it.” Sarah Polley*

Students who experience discrimination, whether it is based on race, ethnicity, religion, gender, sexual orientation or culture, deserve to be protected in schools. This booklet is part of a series that focuses on a variety of human rights topics as they affect all students. Specifically, it was conceived to help teachers understand the very real issues faced by students of color and Aboriginal students. Racism can be difficult to understand and to see, particularly if one has not experienced it personally. Teachers may not witness racism directly because it takes place out of sight or is extremely subtle. Sometimes teachers do see racism but fail to respond appropriately. In subtle racism, the aggressor may not even be aware that his or her behavior is discriminatory.

This booklet will help teachers obtain basic facts, think about misconceptions and learn strategies to help students deal with racism. The goal is to build safe, caring and inclusive classroom and school environments.

This booklet will refer to groups who are subjected to racial discrimination as people of color or visible minorities. Both terms are respectful ways to refer to people who are identified by their skin color. The booklet does not deal with ethnicity—a factor that may also be cause for discrimination. Ethnic discrimination is less frequent because ethnic minorities are not necessarily distinguished by skin color. Aboriginal people experience racism that is equally profound; however, the roots of the discrimination are different. This booklet focuses on

people of color; however, discriminatory actions against Aboriginal people are similar.

There is significant evidence of racism in society. One place where these societal issues can be dealt with is the school. This booklet is a guide to help teachers address racism.

## Experiences of Racism in Schools

The following experiences were shared during a community research project held in Edmonton in 2002.

“My son was having many problems at school here. The other students were always teasing him about being black. One girl harassed him so intensely that she even spit in his face. My son didn’t want to make problems so he didn’t tell the teachers or his parents. Eventually the situation became so bad that he hit this girl. My son was punished and nothing happened to the girl.”

“I am a single father with three children. I am a gentle person and teach my kids to be gentle and always respect others. My kids and I have experienced intense racism everywhere we have lived in the city—I keep moving, thinking it will be better in a new place, but it never is. My sons have been physically attacked so many times that they want to carry knives for protection. I have taken them to martial arts class so they will know self-defense. Of course they cannot carry knives for many reasons but one reason is that if they ever have to use the knife, they will go to jail along with so many other Aboriginal youth.”

“My daughter has been severely harassed at school because of her race. I went to the school to talk to the principal about this. At the moment I was talking to him, my daughter was being physically attacked by a group of kids. The principal thought they were just playing but my baby had a bleeding nose.”

## Some Statistics

In Canada, a growing number of people are identified as people of color. In 1953 and again in 1967, Canadian immigration laws that discriminated against people of color were changed. Today, 20 percent of the populations of Calgary and Edmonton are people of color.

In Alberta 4.7 percent of the population is Aboriginal compared to 2.8 percent in Canada as a whole (Statistics Canada 2001). The Aboriginal birth rate in Alberta is increasing at a higher rate than the Canadian average. It is predicted that by the year 2012 Aboriginal students will make up 20 percent of the student population in Edmonton (Simons 2002).

As the population becomes more racially diverse, problems of discrimination for people of color become more common place.

## Consequences of Racism

Students who are targets of racism may not have adequate support networks to learn how to deal with discrimination positively and assertively. These students tend to manifest their sadness, frustration, humiliation and anger in the following ways:

- Feeling undervalued or less worthy, which results in low self-esteem
- Feeling marginalized or outside of the “normal” group
- Being afraid to go to school
- Having trouble concentrating on learning
- Having difficulty cooperating with others
- Believing they are inferior, which results in low achievement or choosing less challenging careers
- Being exhausted, worried, anxious or stressed
- Dropping out of school and other activities
- Wanting to change their name, dress, style or religion

- Becoming depressed, and in extreme cases, suicidal
- Rebelling or joining gangs
- Choosing to escape their sadness, anxiety or depression by abusing drugs and alcohol (NAARR 2002)

In less extreme cases, students may feel ostracized and/or alienated. They might limit their friendship circles and engage in conflict. Often, these reactions result in their parents becoming less supportive of the school.

Together, these factors have long-term effects on achievement, relationships and self-esteem. Some students become silent. Others seek to feel a sense of belonging and safety by identifying more strongly with their own racial group. When anger is left to fester, these groups can become gangs.

## Useful Terms

**Antiracism:** Acknowledging that racism is contrary to principles of democracy, justice and equality. Antiracism work seeks to change the structures of society that maintain racism by helping people to understand social injustices and to promote actions and activities that eliminate racism.

**Ethnocentrism:** The assumption that one's own culture, race or country is superior to others. Ethnocentrism involves judging others by one's own standards of normalcy. Ethnocentrism fosters "us" and "them" attitudes and often reinforces the dominance of the majority.

**Institutional racism:** Includes laws, customs and practices that reflect and produce racial inequality. This occurs whether those maintaining the practices have racist intentions or not (Henry et al. 1995). Institutional racism is often found in institutions such as the economic system, the education system, the legal and justice system, the healthcare system and the media.

**Marginalization:** Occurs when minority groups are or feel excluded from mainstream events, activities and/or decision making. Being marginalized may create feelings of alienation, lowered self-esteem and anger.

**Race:** A socially constructed term used to group people who share skin color, hair color and texture, eye shape and other physical characteristics. Race is not a scientific term. There is no significant genetic difference between races. Most scientists today reject the idea that people can be separated into clearly defined biological groupings.

**Racial discrimination:** A behavior based on prejudiced attitudes or beliefs. It is unfavorable treatment of a person, whether intentional or unintentional, based on his or her actual or perceived race. In schools, discrimination typically occurs when students of color are excluded, selected for special treatment, bullied, targeted with racial slurs, or otherwise ignored or abused.

**Racial prejudice:** The attitude or feeling that a person can know things about another person's character or abilities based purely on their race.

**Racism:** A belief that race accounts for differences in character or ability and that a particular race is superior to others. There are two perspectives on the meaning of *racism*:

- Racism involves practices (legal, social and economic) that put people who are perceived as inferior at a disadvantage while maintaining the power of the race considered superior. (Prejudice + Power = Racism)
- Racism is the unequal treatment of people of different colors. Power is not a factor in this definition.

**Stereotypes:** Ascribing certain behaviors or ability levels to all members of a particular race.

**Visible minority:** People who are easily identified because their physical appearance differs from the majority. The term is synonymous with *people of color* when the visible difference is based on race.

**White supremacist groups:** Groups primarily devoted to maintaining the separateness and the control of white people over people of color. Their ideology is based on false notions of the physical/genetic superiority of the white race. For example, standards of beauty, intelligence and culture are measured by what is the norm for white people. Most Canadian and American white supremacist groups also target Jews, gays and lesbians and other groups they perceive inferior and threatening. The groups use a variety of tactics to target minorities. These tactics include promoting hate literature, targeting high-profile individuals, recruiting new members and even advocating extreme violence (see Hate Groups).

**Xenophobia:** A fear of outsiders, strangers or anyone outside the dominant group. Discriminatory actions, both subtle and overt, are usually founded on xenophobia.

## Misconceptions About Race

The following are common myths and misconceptions about race. It is important to know the facts to challenge these myths. Myths and misconceptions that specifically relate to people of color, Aboriginal people, immigrants and refugees can be found in other booklets in this series.

1. Freedom of speech means people can hold racist attitudes if they so choose.

Promotion of hatred is contrary to the Canadian Charter of Rights and Freedoms (see Section 15(1)), and therefore, illegal in Canada. This means people have a right to their own beliefs, but they cannot spread those beliefs if they promote hatred that targets specific groups.

2. People who have racist attitudes are not hurting anyone.

Often, racism is expressed in ways so subtle they cannot be identified. But people of color and Aboriginal people are often able to sense it. Subtle racism can be more hurtful than overt racism because it is so hard to pinpoint, difficult to counter and easily denied.

3. Racism is such a huge problem that there is nothing I as a teacher can do to change it.

Being a positive role model and disagreeing with racist comments can influence others and begin to challenge racist behavior. When we do nothing, we are indicating that racist behavior is acceptable. Teachers have tremendous potential to help students develop respect for all. They can demonstrate respect by judging people for what they are on the inside and by taking a proactive stance against any form of racist behavior.

4. We live in a mainly white community. Racism is not an issue here.

Whether your school has a large or small number of students of color makes little difference. Racist comments, jokes or put-downs affect the entire school population. They should not be accepted or ignored, even when the target group is not present. All students need to develop positive attitudes and behaviors toward people of color. It may be even more important to foster these values when students have little exposure to people of other races.

5. People of color are given special privileges when they seek equality<sup>1</sup>

Programs such as employment equity work toward implementing policies, procedures and practices that are fair and just. When racism no longer exists, equality will exist and there will be no more need for these policies and programs.

6. You can tell what a person is like or predict his or her behavior from race.

Personality, intellect and other personal characteristics are not linked to race. Factors such as socioeconomic level, culture and familial expectations are far more important in determining a person's attributes. Tremendous diversity exists within all races.

<sup>1</sup> Misconceptions 5 and 6 are adapted from *Manifesting Encouraging and Respectful Environments* (Peel School District 2000).

# Racist Behaviors

The following list of discriminatory actions begins with the most subtle and progresses to the more overt. Ironically, subtle racism is often more difficult to deal with.

- Preferring to interact only with one's own race
- Avoiding association or interaction with people of color
- Asking people of color where they are from
- Excluding people of color from playgroups, teams or social groups
- Recognizing or favoring students from some races over others (often done without being aware) (for example, applauding Asian students for high performance in math, recognizing Aboriginal students for good artwork, praising black students for athletic skills or assuming that white students will do well overall)
- Being culturally insensitive (for example, interpreting a student's silence as lack of interest or as understanding and, therefore, ignoring the student or not offering him or her help)
- Failing to acknowledge or omitting references to racism in Canada's history
- Labeling or stereotyping people of color
- Making fun of, taunting or putting down a person or using derogatory language or jokes that target a person's accent, name or skin color
- Writing racist graffiti and/or racial slurs on school or personal property
- Verbally or physically attacking people of color and/or their property
- Deliberately killing individuals (homicide) or groups (genocide)

# Hate Groups

Some people form formal groups to promote their own versions of discrimination and hate. The best known hate group is the Ku Klux Klan (KKK). Today, a growing number of white supremacist groups, similar to the KKK, live in our country and province. White supremacist groups believe that it is their mission to assert the supremacy of the white race and that all other races undermine and threaten their rightful place at the top of the human hierarchy. These groups use every means possible to target and recruit youth, particularly those who are disaffected, have low self-esteem, are troubled, feel alienated or are on the periphery of social circles—those who are easily convinced that people of other races are responsible for their inferior position.

Although hate groups have existed in Canada for years, their numbers are increasing dramatically. The Internet has allowed them to spread their messages and recruit members more effectively. In 2000, there were 2,000 hate sites on the Internet. This is up from almost none in 1990 (Lagacé 2000). The Internet sites can appear legitimate and well intentioned, but they are extremely manipulative and often compelling to young people who are already troubled and alienated.

Racist lyrics and messages in music and music videos are another powerful way that hate groups use to appeal to disaffected youth. Hate groups often rewrite history and promote and distribute this revisionist version of it. In addition, they use rallies, marches, networks and alternative media venues to promote their racist views. Teachers must be aware of this movement and ready to challenge any related views that surface in essays, classroom discussions and behavior. Clear discussions that provide facts and knowledge are the best educational measures that teachers can use to confront and stop this type of racist behavior.

Racist behavior is not exclusive to white supremacist groups; however, the power and influence of such groups are potentially more damaging because their members are part of the dominant majority.

# What Can I Do in the Classroom?

An inclusive school and classroom environment means that minority students are safe and supported. These students need to know that the adults in their school will treat them with respect, ensure their dignity and take their concerns seriously.

## 1. Start with yourself.

We all have prejudices; acknowledge yours. Conduct a personal inventory and critically examine how your prejudices affect your actions. Think about new ways to respond to discrimination and encourage your students to do this, too. All prejudice is learned and, therefore, can be unlearned.

## 2. Create an inclusive classroom.

To show respect for all races, display posters and pictures that include everyone. Select stories, films, anecdotes and examples that feature positive role models of all races. Find curriculum links that provide opportunities to examine racism. For example, select novels such as *White Jade Tiger* by Julie Lawson or *Finders Keepers* by Andrea Spalding in English language arts; study human rights legislation in social studies; or choose songs, plays or art projects that address racism. When teaching about Canada's history, acknowledge the racism in our past. It is important to learn about racism so we do not repeat these episodes. If issues relating to racism arise in any course, use the teachable moment to discuss it. Acknowledge the contributions of people of color (Chinese people building the railroad, Aboriginal talking circles, black workers' advocacy of non-segregated unions and so on).

## 3. Be proactive.

Talk about racism with your students and help each of them acquire the tools to act against racial discrimination when they see it. Work on developing the self-esteem and pride of each student. Students should be

encouraged to be proud of who they are—their color, culture and personal competencies. If students do not have a strong support system outside of school, make sure they are supported and included in school activities. Ensure them that they can come to you for help or just to talk.

#### 4. React immediately and appropriately.

When you become aware of a race-related incident, take it very seriously and deal with it immediately. Call all parties involved together but also speak to each separately to determine what happened. Consequences should be clear and consistent. Closely observe students of color for signs like extreme shyness or lashing out at others. Remember that people of color and Aboriginal people experience racism daily, even when it is invisible to the majority. Be sensitive to their needs.

#### 5. Examine white privilege.

It's difficult for most white students to understand racism because they have never experienced it. One way to help students better understand racism is to examine the invisible privileges that being white grants some students. Ask students to answer yes or no to each of the following statements.

- In the media, I see many people of my race.
- I can be with people of my race most of the time.
- I see that people of my race created Canadian heritage.
- I find teachers of my race at all levels of education.
- I can behave badly without people blaming these actions on my race.
- I can do well without being an exception to my race.
- I can criticize my government without being told to go back to where I came from.
- If I want to talk to the manager, I am pretty sure I will speak with someone of my race.

- If things are going badly for me, I don't wonder if every situation has racial overtures. (Adapted from "Unpacking the Privilege Knapsack" in *The Kit: A Manual by Youth to Combat Racism Through Education* (UNAC 2002).

If a student answers yes to most questions, he or she is privileged and has taken for granted the rights and privileges based on having white skin. If most of his or her answers are no, the opposite is true. Critically thinking about these statements helps us understand power and privilege.

The purpose of this exercise is not to create feelings of guilt but, rather to encourage understanding and empathy. It is helpful to recognize how people may benefit from their skin color.

## 6. Affirm the contributions of people of color and Aboriginal people to society.

All students need positive role models. Knowing that there are many people of all colors who have remarkable accomplishments helps all students. Be aware that many curricula, textbooks, literature and films offer a European, North American and/or white perspectives. Supplement your resources with materials that represent all races. Get involved in curriculum development and advocate for more representative resources in your subject area.

# What Can the School Do?

Prepare and educate all staff, preferably before a situation arises. Foster positive attitudes and build a safe, caring and inclusive school environment. Consider focusing on the theme of diversity for district and school-based PD days (see workshop suggestions at the end of this booklet). Provide an informal or formal forum to discuss issues related to racism in the school. Make clear connections between intolerance for diversity and bullying.

## 1. Provide leadership.

Discuss racism, sexism and heterosexism in the staff room and with students. The underlying attitudes are the same. Demonstrate support for staff members who initiate and adopt inclusive behavior. Changes in attitude rarely occur overnight, and those who are exploring new strategies need to feel the administration's support. The status quo may appear acceptable but may be supporting a hurtful climate for the visible minority. Learn strategies and adopt programs and policies that other Alberta schools have used to effectively deal with racism. Encourage students to create organizations or clubs that address diversity.

## 2. Establish basic expectations in your school code.

Racist labels, jokes and comments must be challenged in the classroom, the hallway and the staff room. Discuss how to challenge these remarks without being confrontational. Some situations will require clear and assertive words at the time of the incident. Other situations are better dealt with in private after the event. In all cases, anyone present who may have been hurt needs to be supported and included. Make your school a Discrimination Free Zone.

### 3. Critically examine your programs.

Evaluate and recognize barriers in existing policies and procedures. Ensure that they promote the inclusion of all students and staff in the school community (Peel School District 2000, 71). For example, a school may be inadvertently contributing to racism by having inadequate ESL programs or by selecting teaching materials from a narrow range of sources. Look for materials that focus on countries outside Europe and North America and/or that include people of color and Aboriginal people inside Canada. Acknowledge that racism has and does exist in Canada and incorporate examples into lessons within the existing curriculum.

### 4. Do an inventory of the library and update resources.

Ensure that the library has the best possible collection of books with multicultural, Aboriginal and antiracist themes. Take an inventory of the materials currently available in the school library and ask to have those with racist content removed or kept in a separate section to be used appropriately in discussions of racism. Build up the fiction, nonfiction, periodicals and access to websites that represent all races. Focus on the accomplishments of people of color and Aboriginal people. Look for user-friendly and age-appropriate resources.

### 5. Be aware of differences between school and home or community values.

Racist attitudes exist outside the school, and sometimes adults may knowingly or unknowingly perpetuate these views with their children. Students who experience inconsistency between what they hear in school and what they hear outside may wonder how to respond. For example, they may not know how to react when an adult makes racist comments or tells racist jokes. Students need to be prepared to deal with this inconsistency. Take time in a class to brainstorm responses to racism outside of the school. It is possible that conflict between adults and children or youth could result. It is important to caution students to always be respectful in challenging any behaviors they disagree with.

## 6. Provide resources and training for teachers and school counsellors.

Reference materials and relevant contacts are imperative for counsellors. Students who consult counsellors need to find excellent support. While many students should be referred to school counsellors, they may approach a teacher first. Prepare teachers to understand their role and help all professional staff to use reference materials and local community agencies that can provide support.

## 7. Create awareness of the negative impact of hate groups (see Hate Groups).

Ensure that the school staff is aware of the tactics used by hate groups and understands appropriate ways to caution students about them. Look for signs in disaffected white youths who may have been targeted by these groups. Teach about hate messages on the Internet. Recommend websites that counter this hate-based movement (see the websites listed at the end of this booklet).

## 8. Engage the community.

It is important that parents and other adults understand diversity issues so they can support the school's efforts. Promote the Toward a Safe & Caring Community workshop series. Highlight Workshop 3: "Respecting Diversity and Preventing Prejudice." Activities in this workshop can be selected to use at staff meetings or during school council meetings.

## 9. Recognize all cultures.

One of the most basic ways to show respect for diverse cultures is to recognize all religious holidays. Use the holidays as a catalyst to discuss various faiths and cultures (see *Safe and Caring Schools for Students of All Faiths*). Incorporate celebrations into school performances and assemblies. Consider providing an ecumenical room for prayer or mediation. Ask people in the community for input on making the school more culturally sensitive and inclusive.

## 10. Celebrate March 21.

March 21 is the International Day for the Elimination of Racial Discrimination. Organize an awareness-raising event in your class or school. Prepare students to create their own signs of commitment to end racial discrimination—by writing poetry or essays, making posters, doing short dramatic presentations or reader’s theatre. Watch a video, invite a speaker, bake hand-shaped cookies or order the Stop Racism sign. See the Canadian Heritage website at [www.pch.gc.ca/march-21-mars/](http://www.pch.gc.ca/march-21-mars/).

# What to Do About Bullying

## The victim:

- a. Arrange to meet the victim alone.
- b. Get the names of the people involved and the sequence of events.
- c. Thank the student for his or her courage in reporting the incident.
- d. Ask the student what it will take for him or her to feel safe again.
- e. Remind the student that it is unacceptable to demean others.

## The bully:

- a. Speak to each bully individually.
- b. Find out what occurred.
- c. Have the student question his or her right to demean anyone for any reason.
- d. Have the student propose an alternative response for future situations.
- e. Assign consequences as in any other situation.
- f. Monitor the situation.

## The bystanders:

- a. Stay calm and talk to those involved separately.
- b. Get the facts:
  - Names of those involved
  - Sequence of events/behaviors/frequency of bullying
  - Circumstances and location
- c. Emphasize that it takes courage to report bullying and those who witness bullying and harassment have the most power to stop it.
- d. Take responsibility. Reaffirm the expectation that everyone has a responsibility to help make the school safe and caring.

# Continue Educating Yourself

Find people who are comfortable talking about racism. Be open to making mistakes and learning from them. A teacher's appropriate response is the most powerful challenge to racist behavior.

## Legislation

### The ATA Code of Professional Conduct

([www.teachers.ab.ca/professional/code.html](http://www.teachers.ab.ca/professional/code.html))

1. The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to **race**, religious beliefs, **colour**, sex, sexual orientation, physical characteristics, age, ancestry or place of origin.
4. The teacher treats pupils with dignity and respect and is considerate of their circumstances.

### The ATA Declaration of Rights and Responsibilities for Teachers

([www.teachers.ab.ca/about/declaration.html](http://www.teachers.ab.ca/about/declaration.html))

9. Teachers have the right to be protected against discrimination on the basis of prejudice as to **race**, religion, **colour**, sex, sexual orientation, physical characteristics, age, ancestry or place of origin, and have the responsibility to refrain from practising these forms of discrimination in their professional duties.

### The Alberta School Act

#### Section 28(7)

A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

## Alberta Human Rights, Citizenship and Multiculturalism Act

([www.albertahumanrights.ab.ca/](http://www.albertahumanrights.ab.ca/))

3(1) No person shall publish, issue or display or cause to be published, issued or displayed before the public any statement, publication, notice, sign, symbol, emblem or other representation that

(a) indicates discrimination or an intention to discriminate against a person or a class of persons, or

(b) is likely to expose a person or a class of persons to hatred or contempt because of the **race**, religious beliefs, **colour**, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income or family status of that person or class of persons.

Similar clauses are contained in this act regarding the provision of goods and services, tenant rights, employment, advertisements and membership in organizations.

## Canadian Charter of Rights and Freedoms

([laws.justice.gc.ca/en/charter/](http://laws.justice.gc.ca/en/charter/))

Section 15(1)

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on **race**, national or ethnic origin, **colour**, religion, sex, age or mental or physical disability.

## Canadian Multiculturalism Act

([www.pch.gc.ca/progs/multi/policy/act\\_e.cfm](http://www.pch.gc.ca/progs/multi/policy/act_e.cfm))

## Universal Declaration of Human Rights

([www.un.org/overview/rights.html](http://www.un.org/overview/rights.html))

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as **race**, **color**, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

# Resources for Teachers

## Books and Kits

Estable, A., M. M. Meyer and G. Pon. 1997. *Teach Me To Thunder: A Training Manual for Anti-racism Trainers*. Ottawa: Margin Publishing and Canadian Labor Congress.

Northern Alberta Alliance on Race Relations. (NAARR). n.d. *All Colours Are Beautiful: Teachers' Resource Kit*. Edmonton: NAARR. Available at [www.naarr.org/pdf/allcolours.pdf](http://www.naarr.org/pdf/allcolours.pdf). This Alberta curriculum resource uses fiction to teach about racism.

Peel School District. 2000. *Manifesting Encouraging and Respectful Environments*. Mississauga, Ont.: Author. To order contact J. A. Turner Professional Library at (905) 890-1010, ext. 2602.

United Nations Association in Canada (UNAC). 2002. *The Kit: A Manual by Youth to Combat Racism Through Education*. Ottawa: UNAC. Available at [www.unac.org/yfar/The\\_KIT.pdf](http://www.unac.org/yfar/The_KIT.pdf). A resource with activities that would work well in the classroom.

## Respecting Diversity Booklet Series

- *Safe and Caring Schools for Students of All Faiths: A Guide for Teachers*
- *Safe and Caring Schools for Newcomer Students: A Guide for Teachers*
- *Safe and Caring Schools for Aboriginal Students: A Guide for Teachers*
- *Safe and Caring Schools for Islamic Students: A Guide for Teachers*
- *Safe and Caring Schools for Lesbian and Gay Youth: A Guide for Teachers*

## Websites

The ATA's Safe and Caring Schools Project  
([www.teachers.ab.ca/safe/index.html](http://www.teachers.ab.ca/safe/index.html))

The ATA's Diversity, Equity and Human Rights Homepage (DEHR)  
([www.teachers.ab.ca/diversity/index.html](http://www.teachers.ab.ca/diversity/index.html))

Northern Alberta Alliance on Race Relations (NAARR) ([www.naarr.org](http://www.naarr.org))

Committee on Race Relations and Cross-Cultural Understanding  
(Calgary) ([www.geocities.com/angreurius/past2.html](http://www.geocities.com/angreurius/past2.html))

Multicultural Association of Fort McMurray  
([www.mcaonline.ca/mca.shtml](http://www.mcaonline.ca/mca.shtml))

Central Alberta Diversity Project  
([www.mycommunityinformation.com/cadp/cadp-phase5-final.pdf](http://www.mycommunityinformation.com/cadp/cadp-phase5-final.pdf))

Report Hate ([www.reporthate.org](http://www.reporthate.org))

Canadian Heritage's Stop Racism Campaign  
([www.pch.gc.ca/march-21-mars/](http://www.pch.gc.ca/march-21-mars/))

Alberta Human Rights and Citizenship Commission  
([www.albertahumanrights.ab.ca](http://www.albertahumanrights.ab.ca))

Canadian Race Relations Foundation ([www.crr.ca](http://www.crr.ca))

## Films and Videos

### Playing Fair

(National Film Board of Canada, 1992). Shows four dramatic presentations (15 minutes each) of elementary-aged youth dealing with racial discrimination. See the students work toward solutions. Available from [www.nfb.ca](http://www.nfb.ca).

### Colour Blind

(National Film Board of Canada, 1999, 26 minutes). Shows secondary students that being racist is not cool and that even subtle racism can explode into violence. Available from [www.nfb.ca](http://www.nfb.ca).

### Blue-Eyed

(California Newsreel, 1995, 90 minutes). This video is good for high school and adult audiences. It lets viewers participate vicariously in the Blue-eyed/brown-eyed exercise. This is a powerful video demonstrating ways that people of color are and have been oppressed. Available from [www.newsreel.org/resource.htm](http://www.newsreel.org/resource.htm).

## Workshops

### ATA's Safe and Caring Schools Project

- Toward a Safe and Caring Community Workshop 3: “Respecting Diversity and Preventing Prejudice” examines the issues that arise from a culturally diverse population and suggests teaching strategies that build understanding and respect while diminishing prejudice. Contact Sue Sheffield at 447-9487 in Edmonton or 1-800-232-7208 (outside Edmonton) or at [sacs@teachers.ab.ca](mailto:sacs@teachers.ab.ca).

### ATA Professional Development Program Area

- “Breaking Barriers: Confronting Stereotyping and Discrimination” explores the connections between stereotyping, discrimination, harassment, conflict and violence and offers strategies and teaching methods for countering discriminatory attitudes and breaking this cycle.

- “Everybody’s Beautiful: High School English” encourages high school English teachers to explore topics such as war, human rights and hunger.

Contact Janey Kemp at 447-9485, 1-800-232-7208 or [jkemp@teachers.ab.ca](mailto:jkemp@teachers.ab.ca).

### The John Humphrey Centre

- “Human Rights in the Millennium” developed by the John Humphrey Centre for Peace and Human Rights has lessons and activities for high school students that incorporate Desmond Tutu’s message of social justice. [www.johnhumphreycentre.org](http://www.johnhumphreycentre.org).

Contact your local antiracism group for other workshops in your area.

## References

Henry, R., et al. 1995. *The Color of Democracy: Racism in Canadian Society*. Toronto: Harcourt, Brace & Co.

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Peel School District. 2000. *Manifesting Encouraging and Respectful Environments*. Mississauga, Ont.: Author.

Simons, P. “Rising Native Student Numbers Strain City Schools: Aboriginals Will Comprise On-Fifth of Total Enrolment Within a Decade.” *Edmonton Journal*, March 26, 2002, p. B1.

Statistics Canada. 2001. *Canada Yearbook 2001*. Ottawa: Author.

United Nations Association in Canada (UNAC). 2002. *The Kit: A Manual by Youth to Combat Racism Through Education*. Ottawa: UNAC.

# The ATA's Safe and Caring Schools (SACS) Resources



The ATA's Safe and Caring Schools Project's resources and materials are available through Alberta Learning's Resources Centre (LRC), 12360 142 St. NW, Edmonton, Alberta, T5L 4X9. Tel: 427-5775 in Edmonton. Elsewhere in Alberta call 310-0000 and ask for the LRC or fax (780) 422-9750. To place Internet orders, visit [www.lrc.learning.gov.ab.ca](http://www.lrc.learning.gov.ab.ca) \*These materials are eligible for the Learning Resources Credit Allocation (25% discount). Contact the LRC for details.

The ATA's SACS Project has four program areas and an inventory of promotional items:

## I. SUPPORTING A SAFE AND CARING SCHOOL

This program area helps build a SACS culture. It includes information about SACS, an assessment tool to aid in planning and quick, easy-to-read booklets that review current research on SACS topics and successful programs.

<b>Safe and Caring Schools in Alberta Presentation:</b> video, overheads and 30 brochures Q # 445297		\$15.00
<b>The ATA's Safe and Caring Schools Project: An Overview (K-12)</b> (Pkg of 30) Describes the origin and objectives of the project (2001, 4 pp.) Q # 445298		\$ 6.80
<b>Attributes of a Safe and Caring School (K-12)</b> (Pkg of 30) A brochure for elementary, junior and senior high schools, describing the characteristics of a safe and caring school (1999) Q # 445313		\$ 6.80
<b>The ATA's Safe and Caring Schools Project: Elementary Booklet Series (16 booklets)</b> (K-6) (see LRC website) Q # 445610		\$11.50
<b>The ATA's Safe and Caring Schools Project: Secondary Booklet Series (15 booklets)</b> (7-12) (see LRC website) Q # 445628		\$10.80
<b>Preschool Bullying: What You Can Do About It—A Guide for Parents and Caregivers</b> (1-6) Provides advice on what parents can do if their child is being bullied or is bullying others (2000, 24 pp.) Q # 445347	\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying: What You Can Do About It—A Guide for Primary Level Students</b> (K-3) Contains stories and exercises to help children deal with bullies and to stop bullying others (1999, 28 pp.) Q # 445397	\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying: What You Can Do About It—A Guide for Parents and Teachers of Primary Level Students</b> Contains tips to help teachers and parents identify and respond to children who are involved in bullying (2000, 12 pp.) Q # 445454	\$1.33 ea for 10 or more	\$2.65 ea

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<b>Bullying: What You Can Do About It—A Guide for Upper-Elementary Students and Their Parents</b> Directed at students who are the victims, witnesses or perpetrators of bullying, and their parents (2000, 16 pp.)		
Q # 445321	\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying in Schools: What You Can Do About It—A Teacher's Guide</b> (1–6) Describes strategies that teachers can follow to stop bullying in schools (1997, 10 pp.)		
Q # 445339	\$1.33 ea for 10 or more	\$2.65 ea
<b>Beyond Bullying: A Booklet for Junior High Students</b> (7–9) Explains what students should do if they are being bullied or if they see someone else being bullied (2000, 12 pp.)		
Q #445470	\$1.33 ea for 10 or more	\$2.65 ea
<b>Beyond Bullying: What You Can Do To Help—A Handbook for Parents and Teachers of Junior High Students</b> (7–9) Defines bullying behaviors and suggests strategies that parents and teachers can follow to deal with it (1999, 16 pp.)		
Q # 445488	\$1.33 ea for 10 or more	\$2.65 ea
<b>Bullying is Everybody's Problem: Do You Have the Courage to Stop It?</b> (Pkg of 30) (7–12) A guide for senior high students, defines bullying and provides advice on how to respond to it (1999)		
Q # 445305	\$4.76 for 10 or more pkgs	\$6.80/pkg
<b>Bullying and Harassment: Everybody's Problem—A Senior High Staff and Parent Resource</b> (10–12) Provides advice for parents and teachers of high school students on how to deal with bullying (2000, 12 pp.)		
Q # 445496	\$1.33 ea for 10 or more	\$2.65 ea
<b>Class Meetings for Safe and Caring Schools</b> (K–12) Explains how regular class meetings can help teachers and students work out conflicts before they become major problems (1998, 20 pp)		
Q # 445587	\$1.33 ea for 10 or more	\$2.65 ea
<b>Expecting Respect: The Peer Education Project—A School-Based Learning Model</b> (K–12) Provides an overview of Expecting Respect, a project that trains junior and senior high students to make classroom presentations on establishing healthy social relationships (1999, 16 pp.)		
Q # 445462	\$1.33 ea for 10 or more	\$2.65 ea
<b>Safe and Caring Schools: Havens for the Mind</b> (K–12) Reviews the role of SACS in healthy brain development and learning		
Q # 445503	\$1.33 ea for 10 or more	\$2.65 ea
<b>Media Violence: The Children Are Watching—A Guide for Parents and Teachers</b> (K-12) Contains tips for parents and teachers in countering the effects on children of media violence (1999, 12 pp.)		
Q # 445511	\$1.33 ea for 10 or more	\$2.65 ea
<b>Peer Support and Student Leadership Programs</b> (K-12) Describes a number of programs that have been used successfully at various grade levels to encourage students to help their fellow students (2000, 30 pp.)		
Q # 445503	\$1.33 ea for 10 or more	\$2.65 ea
<b>Niska News</b> (K–12) A collection of articles about SACS reprinted from The ATA News (1999, 36 pp.)		
Q # 445529	\$1.33 ea for 10 or more	\$2.65 ea

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- Principals' Best** (K–12) Describes activities that various schools in the province have undertaken to create a safe and caring environment for students (1999, 16 pp.) See website.  
 Q # 445545 \$1.33 ea for 10 or more \$2.65 ea
- Volunteer Mentorship Programs:** (K–12) Describes a number of successful programs in which adult volunteers were assigned to serve as mentors to school-aged children (2000, 28 pp.)  
 Q # 445579 \$1.33 ea for 10 or more \$2.65 ea
- Volunteer Mentorship Program:** (K–12) A video portrays programs in which adults from the community work with children to help them develop various skills (1999, 9 ½ minutes)  
 Q # 445602 \$ 7.00
- Volunteer Mentorship Program: A Practical Handbook** (includes 3.5" disk) (K–12) Explains how to set up programs in which adults serve as mentors to school-aged children (1999, 44 pp. plus a computer disk containing sample documents used in the program)  
 Q # 445595 \$10.00

**CHECK LRC FOR NEW TITLES**

**II. TOWARD A SAFE AND CARING CURRICULUM—RESOURCES FOR INTEGRATION**

These resources are recommended and approved by Alberta Learning. They integrate violence prevention into all subjects K–6 and are divided into five topics: (approximately 85 pp.)

1. Building a Safe and Caring Classroom/Living Respectfully
2. Developing Self-Esteem
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Working It Out Together/Resolving Conflicts Peacefully

Student resource sheets are available in French. To order, check (F).

<b>Kindergarten</b>	Q # 445446	F Q	(Out of Province \$69.00)	\$49.00
<b>Grade 1</b>	Q # 445371	F Q	(Out of Province \$69.00)	\$49.00
<b>Grade 2</b>	Q # 445389	F Q	(Out of Province \$69.00)	\$49.00
<b>Grade 3</b>	Q # 445404	F Q	(Out of Province \$69.00)	\$49.00
<b>Grade 4</b>	Q # 445412	F Q	(Out of Province \$69.00)	\$49.00
<b>Grade 5</b>	Q # 445420	F Q	(Out of Province \$69.00)	\$49.00
<b>Grade 6</b>	Q # 445438	F Q	(Out of Province \$69.00)	\$49.00

**Anti-Bullying Curriculum Materials: Social Studies Grades 10, 11, 12** Developed by Project Ploughshares Calgary, this booklet contains a series of exercises that teachers can use to incorporate the topic of bullying into the high school social studies curriculum (1999, 81 pp.)  
 Q # 445563 \$10.00

**Classroom Management: A Thinking and Caring Approach** Written by Barrie Bennett and Peter Smilanich, this manual outlines numerous strategies that teachers can use to cope with misbehavior in the classroom and create a learning environment that encourages student learning (1994, 342 pp.)  
 Q # 445660 \$31.60

**SACS series of six full-color posters** A series of six full-color posters highlighting the Project's key concepts.  
 Q # 444836 \$ 9.00

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### III. TOWARD A SAFE AND CARING PROFESSION

The ATA's SACS Project trains inservice leaders and workshop facilitators. The following workshops are designed to help teachers implement the curriculum resources.

**Toward a Safe and Caring Curriculum—ATA Resources for Integration: Kindergarten to Grade 6\***

**Toward a Safe and Caring Secondary Curriculum—Approaches for Integration\***

A series of short sessions focused on strengthening SACS teaching strategies is also available.

### IV. TOWARD A SAFE AND CARING COMMUNITY

This program area is designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behavior, whether at school, at home or in the community. The community program includes a series of 2-2½ hour workshops for adults and older teens.

**Living Respectfully\***

**Developing Self-Esteem\***

**Respecting Diversity and Preventing Prejudice\***

**Managing Anger\***

**Dealing with Bullying\***

**Working It Out Together - Resolving Conflicts Peacefully\***

**Who Cares? brochures** (Pkg of 30) Provides background on the Safe and Caring Communities Project, a collaborative effort between the ATA and Lions Clubs of Alberta (1998)

Q # 444654 \$ 9.80

**Who Cares? CD-ROM and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1998)

Q # 444646 \$ 4.35

**Who Cares? video and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1997, 11 minutes)

Q # 444638 \$ 5.95

**Toward a Safe and Caring Community Workshops Action Handbook: A Guide to Implementation** Provides specific information about how to implement the ATA's Safe and Caring Schools Project—Toward a Safe and Caring Community Program. In addition, the handbook provides suggested activities and strategies to help communities continue to work on issues related to enhancing respect and responsibility among children and teens.

Q # 455304 \$ 7.00

**Violence-Prevention Catalogue of Alberta Agencies' Resources** Compilation of the information that was gathered from over 200 organizations and community groups who work in the area of violence prevention, and with children and youth in character development through community leadership

Q # 455312 \$ 7.00

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## SACS PROMOTIONAL ITEMS

<b>SACS cards with color logo and envelopes</b> (Pkg of 40) Blank card and envelope, featuring the SACS logo Q # 444547	\$ 10.00
<b>Niska hand puppet</b> Featuring the Niska mascot Q # 444555	\$ 14.00
<b>Niska labels</b> (800 peel & stick labels per pkg) Featuring the Niska mascot Q # 444571	\$ 4.00
<b>Niska mouse pad</b> 8 ½" by 9 ½" featuring the Niska mascot Q # 444563	\$ 6.00
<b>Niska tattoos</b> (125 per pkg) A 1½" by 1½" temporary tattoo featuring Niska Q # 444597	\$23.40
<b>Niska water bottles</b> (5 per pkg) 5 white plastic water bottles featuring the Niska logo Q # 444612	\$ 8.50
<b>Niska zipper pulls</b> (5 per pkg) Bronze, featuring the Safe and Caring Schools Logo Q # 444589	\$ 7.75
<b>SACS award buttons</b> (Pkg of 30–2 ¼" white buttons) Q # 444620	\$10.00
<b>Safe and Caring Schools coffee mug</b> Q # 444604	\$ 5.45
<b>Safe and Caring Schools pencils</b> (Pkg of 30) Inscribed with "Toward a Safe & Caring Community" Q # 444662	\$10.70
<b>Niska T-Shirt</b> (white, featuring the Niska mascot front and back) Q # 444745 adult X-large; Q # 444737 adult large; Q # 444729 adult medium; Q # 444711 adult small; Q # 444703 youth X-large; Q # 444696 youth large; Q # 444688 youth medium; Q # 444670 youth small	\$10.50
<b>SACS men's golf shirt</b> (white, featuring the Niska mascot) Q # 444787 X-large; Q # 444779 large; Q # 444761 medium; Q # 444753 small	\$24.95
<b>SACS women's golf shirt</b> (white, sleeveless, featuring the Niska mascot) Q # 444828 X-large; Q # 444810 large; Q # 444802 medium; Q # 444795 small	\$24.45

**\*All workshop materials can be ordered from the SACS office by inservice leaders and workshop facilitators who have successfully completed the training: e-mail sacs@teachers.ab.ca, fax (780) 455-6481 or phone (780) 447-9487.**

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