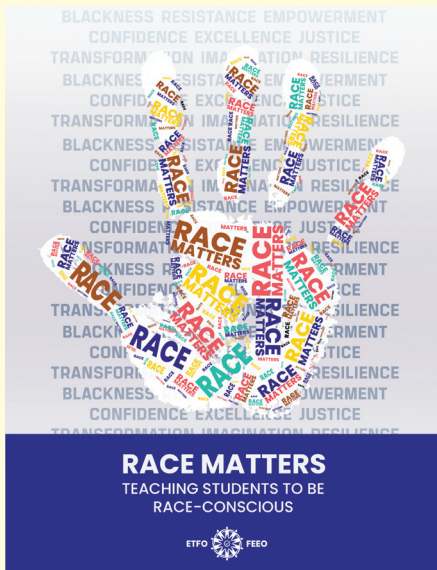


# RACE MATTERS

## TEACHING STUDENTS TO BE RACE-CONSCIOUS



### ABOUT THIS RESOURCE:

*This curriculum insert is excerpted from Race Matters. Race Matters aims to provide a framework for teachers to explore this legacy of anti-Black racism with learners, to open their eyes and minds to experiences, histories, and realities that may not be their own, to foster allyship, and to celebrate Black communities and individuals.*

*Through the lessons, students will explore racism as part of a system that includes policies, ideas, and actions that are anti-Black. We must acknowledge that racism exists and is operational in various institutions. Students will also learn about the resistance many Black leaders have shown in disrupting racism within these institutions.*

*By acknowledging racism, we can work towards reconfiguring a society in which racialized, Indigenous, and Black people's voices are heard, and where they can feel included in all spaces currently held up by power and privilege.*

*Find the full resource at [members.etfo.ca](http://members.etfo.ca).*

### LESSON 2 DEEPENING OUR UNDERSTANDING: IDENTITY ICEBERG

**DURATION:** 75 minutes

#### BIG IDEAS

- Exploring our identities
- Learning about the identities in our classroom community

#### LEARNING GOALS

**By the end of this lesson learners will:**

- engage in respectful, authentic conversations using inquiry, critical thinking, and curiosity
- deepen their understanding of their own identities
- generate a text to showcase some of the layered aspects of their identity
- become aware of some of their peers' identities

#### SUCCESS CRITERIA

- Learners' ability to draw on their lived experiences to deepen their understanding of the term "identity."
- Learners' ability to communicate their understanding of the term "identity" through written and visual expression.

#### OPPORTUNITIES FOR ASSESSMENT

##### Assessment for Learning

- diagnostic assessment
- discussion questions

##### Assessment as Learning

- journal entry
- observations
- peer-to-peer interactions
- peer feedback

- creation of a creative text (i.e., identity iceberg)
- co-created success criteria for gallery walk

#### CRITICAL QUESTIONS

- What identities do you hold that are visible to others?
- What identities do you hold that are less visible to others?
- How might understanding the multiplicity of identity help us better understand ourselves and others?

#### NOTES FOR THE TEACHER

Teachers must establish the learning conditions needed to allow for critical conversations on identity, race, and racism. To do so, teachers are encouraged to partner with students, families, colleagues, and community members. Here are some reflective questions to help guide your work:

- How will I engage in critical self-reflection around my own beliefs about identity, race, and racism?
- What professional learning must I engage in to further understand the complexities of identity, race, and racism?
- What commitments must everyone in the learning space make to facilitate discussions on identity, race, and racism?
- How might I leverage learners' identities and experiences to authentically engage them in critical exploration of identity, race, and racism?
- How might I support the social, emotional, and intellectual well-being of learners throughout this lesson?

#### ACCOMMODATIONS

Teachers are encouraged to work with students and their families and consult students' individual education plans to determine appropriate accommodations.

## MATERIALS & LESSON RESOURCES

- chart paper
- students' identity question answers from Lesson 1 (Appendix A)
- markers
- enlarged educator-drawn image of an identity iceberg on board or chart paper (see Appendix B for an example)
- sticky notes

## MINDS ON (10 MINUTES)

### Identity Iceberg

1. Revisit with students their ideas about identity from Lesson 1.
2. Draw a large iceberg (see Appendix B for an example) on the board.
3. Explain that just like an iceberg, there are visible aspects of our identity that people can see, and there are also deeper, hidden aspects of our identity existing below the "waterline." Although these identities are not readily visible, they contribute to who we are.
4. Facilitate a class discussion using the following reflective questions:
  - What parts of your identity are visible to others?
  - What parts of your identity are hidden beneath the "waterline"?
5. Ask students to record each response on separate sticky notes.
6. Invite students to place their sticky notes on the appropriate (visible or hidden) part of the iceberg image on the board/chart paper.

## ACTION (35 MINUTES)

### Personal Identity Iceberg

1. Distribute blank paper, markers, and pens/ pencils to each student.
2. Invite students to create their own identity iceberg or provide printouts of Appendix B.
3. Ask students to plot visible aspects of their identity (e.g., hair colour) and less visible parts of themselves (e.g., values) on their identity iceberg. Students can write or draw their responses.
4. Encourage students to refer to the class' ideas about identity from Lesson 1 and the enlarged identity iceberg for support.

### Gallery Walk

1. Arrange students' individual identity icebergs around the class and explain that they

will be engaging in a gallery walk to view each other's identity icebergs.

2. Co-develop the criteria for the walk with the students.
3. As a class, establish the characteristics of positive comments and questions.
4. Provide students with sticky notes and pens/ pencils.
5. Engage students in a gallery walk to silently view their peers' icebergs.
6. Encourage students to post sticky notes with positive comments or questions on their peers' individual icebergs.

### Class Discussion

1. Facilitate a class discussion using the following questions:
  - What did you include in the visible part of your identity iceberg? Why?
  - What aspects did you include in the hidden part of your identity iceberg?
  - How might understanding the identity iceberg help us better understand ourselves? Others?

## CONSOLIDATION (30 MINUTES)

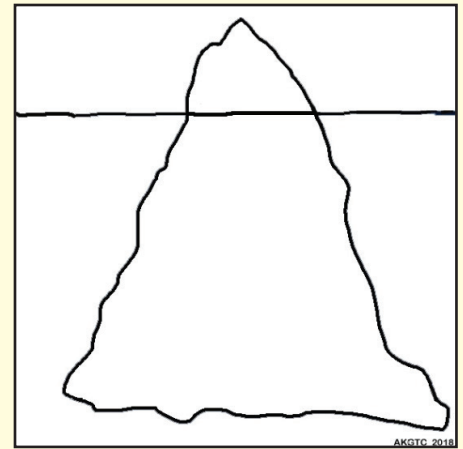
### Group Reflection

1. Lead a discussion leveraging the learners' understanding of identity to cultivate an affirming and welcoming learning space:
  - How does an affirming and welcoming learning space look, sound, and feel?
  - How might we draw on our understanding of the identity iceberg to establish a more affirming and welcoming classroom?
  - How might we draw on our understanding of the identity iceberg to establish a more affirming and welcoming school community?
2. Provide time for students to work in small groups to brainstorm ideas.
3. Invite students to share their ideas with the whole class.

## LESSON EXTENSIONS

### Language Curriculum:

- Have students create a journal entry in response to the following prompt:
- Share practical ways that you will apply your understanding of the identity iceberg to improve your relationships with yourself and your peers.



## RESOURCES

### Appendix B: Identity Iceberg



**"IT IS NOT OUR DIFFERENCES THAT DIVIDE US. IT IS OUR INABILITY TO RECOGNIZE, ACCEPT, AND CELEBRATE THOSE DIFFERENCES."**

– Audre Lorde