

Anti-Racism Resource Kit



Second Edition

by
Alberta Civil Liberties Research Centre and
Calgary Committee on Race Relations and Cross Cultural Understanding

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Second Edition

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Alberta Civil Liberties Research Centre
And the Committee on Race Relations and Cross
Cultural Understanding

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ANTI-RACISM RESOURCE KIT

Introduction

This **Resource Kit** is part the *Anti-Racism Curriculum and Mentoring Project*, and connected specifically to curriculum part of the project.

Background of the Project

Global issues of terrorism, political unrest and instability have introduced threat-induced changes to the very fabric of our society and the psyche of all Canadians leading to mistrust and increased racism directed at immigrant and visible minority communities. These attitudes are taking a heavy toll in our schools. Schools that have a high immigrant/visible minority student population are seeing a significant rise in inter-cultural conflict. Many students face harassment and ostracism and feel that the staff and teachers are not equipped to address the issues and therefore contributors to the problem and not solution providers. Many immigrant and visible minority youth feel pessimistic about the elimination of racial discrimination in Canada, especially after 9/11 and the recent political unrest in the Middle East.

There is significant concern because over the past two to three years, there have been episodes of inter-racial and intra-racial conflict in some schools in Calgary, Edmonton and other parts of the province. Some of these conflict situations are escalating and causing much concern among parents, students, school administrators and teachers.

We believe that schools, families and communities must be involved to address this critical issue. Mentoring by community role models has played a significant role in many aboriginal communities and school environments to address challenges faced by aboriginal youth. **The Mentoring** part of the project uses a similar model to address the challenges faced by disenfranchised minority youth in the schools, confrontational and violent behaviour/incidents can be prevented and addressed in a non-threatening and restorative way.

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In addition to helping individuals deal with and respond to experiences of racism, it would also be beneficial to educate them and their school community about human rights and responsibilities. This dissemination of information about human rights and responsibilities would have an impact on those who are, or may be, targets of discrimination, and also on those who do, or may, engage in such practices. People who feel that they are under attack because of their race, or other factors, need to know that this kind of discriminatory behavior has been condemned. The message to those who engage in discrimination is that this conduct is wrong. While they may not change their attitudes, it is quite possible that some will at least change their conduct when they are aware of the possible consequences.

The intent of the project is to promote and facilitate anti-racism education, at all levels of the formal education system. The goal is to ensure that every student receives appropriate and effective anti-racism education and support to address personal experiences of racism and enhance safety in self-affirming and productive ways.

The Mentoring Program

A Mentoring will assist with culture specific intervention, mediation and mentoring for students involved in conflict by providing resources, support, and training in developing and maintaining respectful relationships through effective inter-cultural and intra-cultural communication, conflict resolution and anti-racism education sessions. We use an existing working relationship between community organizations to develop and pilot the mentoring program. Existing Community Cultural Liaison Workers already play a critical role in mediation and intervention by working with the youth who have behavioral problems, as well as their families. It is our intent to promote and access these resources and use them as effectively as we can. We plan to develop mentor orientation sessions and mentee (student) education sessions mentioned above.

The Anti-Racism Curriculum

The Anti-Racism Curriculum part of the project is intended to provide teachers and students with the self awareness, knowledge and tools that are necessary to discuss, understand and address issues of racism inherent in classrooms, communities, and current resource material. The curriculum part of the project is two fold: 1) to provide teachers with in-service education sessions and 2) to provide the Resource Kit, an on-line guide of classroom anti-racism resources.

The Anti-Racism Resource Kit

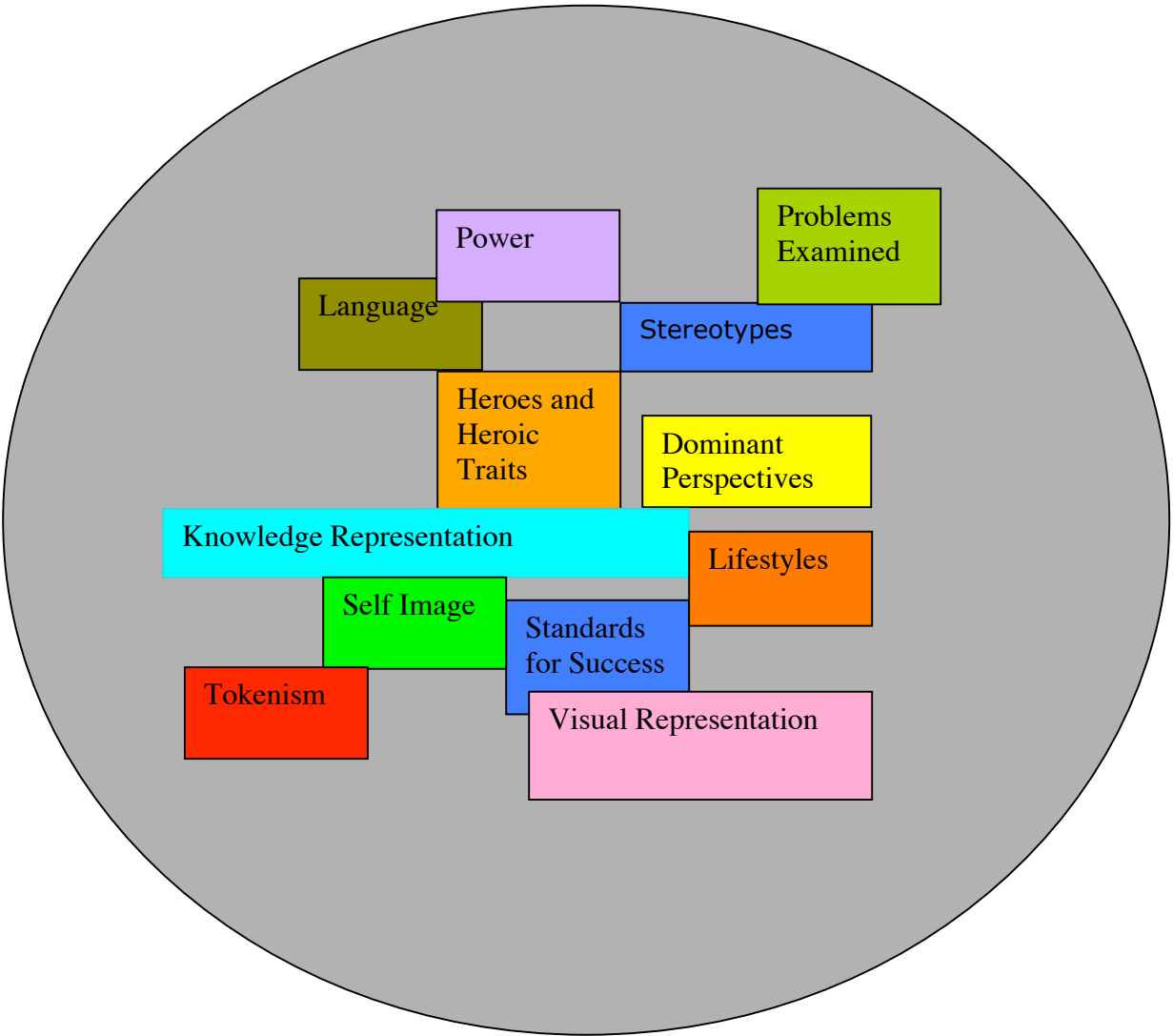
We acknowledge that several anti-racism teaching resources are available. However, educators have neither appropriate listings of these resources nor tools to evaluate the suitability of resources for their classrooms.

This Resource Kit is meant to bring together many of the anti-racism teaching resources and includes lists and detailed descriptions of books, websites and videos which address issues of racism. The Kit also provides an evaluation tool that can be used by teachers and students to examine current books and lesson plans through an anti-racism lens.

The Resource Kit is divided into four sections: 1) The Evaluation Tool, 2) Books, 3) Websites, and 4) Videos.

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Anti-Racism Resource Kit Evaluation Tool



ANTI-RACISM RESOURCE EVALUATION TOOL
Making Colour Visible

ANTI-RACISM RESOURCE KIT

When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium as if you looked into a mirror and saw nothing.
R. Rosaldo

Messages are conveyed by the material we use in our classrooms, and it is important that the messages we convey present positive and healthy images for all students. This Evaluation Tool is designed to help teachers and students analyze the resource material used in schools. If students can learn how to detect racism in the books they read, and the classroom materials with which they engage, they will take that knowledge into the community and use it in their everyday lives. This tool also provides a language to discuss racism within a classroom setting – it provides a way to interact with students when issues of racism occur.

The tool, as it currently exists, consists of questions designed to highlight or bring out issues that often go unquestioned. There are very few examples readily available so that teachers and students can provide examples relevant to their classrooms, and communities.

The underlined paragraphs are inserted to assist with possible class discussions and to help make concepts clear. Before teachers or students engage in discussion they might want to do more research in order to develop their own understanding of terms or concepts used. This will help to deepen the discussion or critique of resource materials (Terms and concepts can be researched in the Website section of this Resource Kit – see *Educating for Race Equality* www.antiracisttoolkit.org.uk). Of course, discussions with students will be specific to grade and curriculum fit and the discussions suggested below may have to be modified and or may not be appropriate for certain grades.

Remember that critiquing or evaluating resource material does not devalue the material, but rather provides added value because it presents a context for students of colour, First Nations students and white students to understand their lived experience, to be

visible and engaged in the resource materials they are required to use, and to be provided with positive representations.

Stereotypes

Making assumptions about, or stereotyping is harmful because it doesn't allow for individual identity – stereotyping oversimplifies identity, which is complex. Stereotypes can be good or bad, but all are harmful. For example, believing that certain groups of people are good at math might be viewed as a good stereotype but it puts a lot of pressure on someone from that particular group who is not good at math but might be very good at something else.

- How are Aboriginal people or people of colour portrayed – do portrayals support assumptions about culture or race? People of colour and Aboriginal people should be portrayed in different ways doing a wide range of activities and/or jobs.
- Are characters demeaned or ridiculed because of race or ethnicity?
- Who is poor?

Tokenism

Tokenism is the practice of making the minimal requirement – for example including a person of colour or aboriginal person in the book or film, and portraying them in a stereotypical way, or in a way that does not take into account their individual characteristics and experiences.

- Do characters look like white faces that are coloured in, or are they depicted in authentic ways with distinctive features?
- Are differences discussed or examined in meaningful ways?

Character Roles

A class discussion might involve how the media portrays people. Which people get portrayed in which ways – you might ask students to bring in magazine and newspaper clippings in order to examine how colour and culture are portrayed. What are the messages to students when they are portrayed in certain ways?

- Who is doing what? What kind of jobs or activities are people of colour, aboriginal people and white people participating in?
- What are the subservient roles and who is in these roles? How do you know a role is subservient?
- Who is considered the hero?
- Who makes the decisions?
- Which groups of people are described as “gangs”?
- What are women’s roles, and how are they viewed?

Examine problems and how they are being resolved

- Who solves the problems?
- Are people of colour or Aboriginal people considered the problem?
- Are issues such as poverty examined or just accepted? Is the connection between poverty and race explored through examining the barriers faced by people of colour and Aboriginal people?
- Is there an examination of activism or just acceptance that activism in whatever form is OK?

Standards for success

What are all the ways students in your classroom can be successful? Come up with a list of some different ways to be successful.

- What are the standards for success in the material you are evaluating?
- Whose standards for success are considered?
- In successful relationships between people of colour, Aboriginal people and white people which child does most of the understanding and forgiving?

Lifestyles

- Whose lifestyles are depicted and how?
- What are the lifestyle norms?
- How is difference perceived – are there negative connotations/judgments if outside the norm? For example, food that is different from “mainstream” – when some children’s food is it viewed as a multicultural experience/event this tends to separate or “other” those children as being different or not Canadian.
- How is class issues dealt with – who is poor?
- Who is quaint – how is clothing portrayed? Is clothing that is different than mainstream Canadian viewed as costume?

Power

Have the class develop a definition of power. In the context of racism and power, what does power look like? Examining organizations in Canada might provide a way for students to see how cultural power operates. What culture in Canada has power? Who are our government leaders, who are our judges, who are the people who run our public and private organizations – what do they look like?

- What does it mean to have power?
- How is power connected to privileges or benefits?
- Who holds the power in relationships between children in the book or video?
- Who generally is in the power positions throughout the book or resource material you are using?
- Who is feeling disempowered?
- Who are the adults in power?
- Whose opinions are valued and how can you tell they are? For example the roles for people and countries that the media portrays are often accepted by society, and are often not accurate representations (Davison 1997).

Heroes and Heroic traits

- Is the hero an Aboriginal person, a person of colour or a white person?
- Who is defining the hero and how – what are the issues?
- Whose interest is the hero serving?

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- When the hero is an Aboriginal person or person of colour are they admired for the same qualities as a white hero?

Self image

When examining character roles it is important to think about what impact the character/s being portrayed will have on students. Being aware of how people of colour, aboriginal people and white people are portrayed in the resources in terms of positive or negative self image. If you have to use materials that do not present positive images it becomes important to analyze the images presented as problematic, and discuss why.

- How will the book affect the reader's self image?
- Will the norms established in the book limit a child's aspirations or self concept?
- What are the images of beauty, cleanliness, or family?

Dominant Perspectives

When analyzing material for perspectives you might begin by having a discussion about what possible differences in perspectives might be. What do we mean by a "white middle-class perspective", and how it is different than an African Canadian perspective, and Asian Canadian perspective or a First Nations perspective? Who are "white middle class" people – what are their ethnic identities?

- Who is writing the book and what are the dominant perspectives?
- Is the author a member of the culture s/he is writing about?
- If the book addresses issues or themes of people of colour or Aboriginal people, what qualifies the author to deal with them (what experience qualifies them as creator of the book)?
- Is the book dominated by a white and middle class perspective? What are white middle class perspectives?

Representation

- What students are represented in the book? How? (are they dehumanized?)

Knowledge representation

You might begin this discussion by examining different kinds of knowledge. For example, how is storytelling an important way of teaching and learning in some cultures and how does that differ from traditional classroom learning? You might try an exercise where students form groups and each group develops a story that will teach their classmates something.

- Whose knowledge is represented in the book?
- Whose knowledge is considered “valid” or “official” (are alternative knowledges viewed as legitimate critiques of Euro-Canadian ways of knowing)?

Language

Be aware of how people of colour and First Nations people are described – what are the words used and how might they affect the students in your classroom. Loaded words such as savage, backward, primitive, or lazy often promote stereotypical images and are offensive.

- Watch for loaded words – for example primitive, lazy, superstitious
- What are the words used to describe Aboriginal people and people of colour, and how do they compare to the words used to describe white people?
- How has the use of words changed in current publications, media? For example in Canada the media’s use of racist cartoons and editorials, radio talk shows and news coverage produces a complex structure for othering and an anti-Muslim bias since 911.

Developed from Council on Interracial Books for Children, *Guidelines for Selecting Bias-Free Textbooks and Storybooks*, 1980.

Using the evaluation tool, you will be able to teach students to evaluate the books they are reading as well. Here is an example of one way the tool can be used. The approved book list for the Calgary Board of Education has many books that depict people of colour in racist, stereotypical ways and although some of these books are considered classics and therefore worth reading, they can be detrimental to all students if the students don’t have a way to process the material, to talk about it, to understand it in the

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context of racism. Students of colour and Aboriginal students are affected when they read books that include racist language or stereotypical characters, images of people who look like them in positions of less power, who are continuously shown as living in poverty or in positions where they are considered the other, and the list goes on. These depictions can lead to internalized feelings of inferiority, resignation, isolation and self hate. For white students, reading these books reinforces feelings of superiority, normalcy and self-righteousness. So, evaluating class materials is important and the evaluation tool will help you to know what you are looking for and how to talk about it with your students and it can be used by students to understand and process what they are reading.

Sources Used in this Resource Evaluation Tool

Bolgatz, Jane. (2005). *Talking Race in The Classroom*. New York: Teachers College Press.

Derman-Sparks, Louise & Ramsey, Patricia G.. (2006). *What If All The Kids Are White? Anti-Bias Multicultural Education with Young Children and Families*. New York: Teachers College Press.

Henry, Frances & Tator, Carol. (2006). *The Colour Of Democracy Racism in Canadian Society* Third Edition. Canada: Thomson Nelson.

Howard, Gary R.. (2006). *We Can't Teach What We Don't Know White Teachers Multiracial Schools* Second Edition. New York: Teachers College Press.

Perry, Mark. (2000). *Walking the Color Line The Art & Practice of Anti-Racist Teaching*. New York: Teachers College Press.

Sefa Dei, George J. et al. (2000). *Removing the Margins The Challenges and Possibilities of Inclusive Schooling*. Toronto: Canadian Scholars' Press Inc..

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Books

Accessibility of resources was identified by teachers as an important component to the project, and because of this we approached the Calgary Public Library, which for the most part is accessible for both teachers and students. The books in this section represent a list compiled by the Library. The books are meant to make colour visible and to help students and teachers bring issues of racism into their classrooms. This is by no means an exhaustive list, but a beginning. The books have been organized in reading levels as follows: Grades K-3, 4-6, 7-9 (young adult), and 10-12 (adult) - fiction and non-fiction. The hope is that these books might be used to supplement the curriculum and to this end we have included the appropriate curriculum links (to Alberta Learning Curriculum see: <http://education.alberta.ca/teachers/program.aspx>). There is a synopsis for each book as well as a “Value Added” section which outlines the possible learnings. The synopses for several of the books were obtained from reviews written and posted on Amazon.com. Teachers should preview all books to see if they meet their own needs.

The Evaluation Tool in this Resource Kit will assist in critiquing the books on our list, as well as other books. This tool provides an anti-racism *Lens* which brings issues of racism into focus. Although the books selected for this section have been chosen because they make colour visible in our classrooms and provide a venue for discussing issues connected to racism, you will find that many have weaknesses when examined using the Evaluation Tool. Students will enjoy finding the weakness/issues and discussing them, while at the same time developing their critical thinking skills.

The books listed in this section are a small sampling of the books that might be useful in the context of discussing and learning about racism. There are many other useful lists of books that will be found through examining the Website section of this Resource Kit. Many of the books listed on the various websites will have to be purchased, however many of them will be available through the library even though they have not been listed in this section.

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Tables of Books

Title	Wake Up World!: A day in the life of children around the world
Genre	Non-Fiction
Author	Beatrice Hollyer
Grades	K - 2
Curriculum Link	Social Studies: K1. 1, 1. 1, 1. 2, 3. 1, 3. 2 Health and Life Skills: R-K. 5, R-K. 6, R-1. 5, R-2. 5, R-3. 5 English Language Arts: K, 1&2 C. A. L. M. : n/a
Synopsis	Hollyer introduces the reader to eight children from a variety of countries around the world, depicting a typical day from sunrise to sunset. Extensively captioned photos chronicle, in the words of each individual child, a typical day, including what foods they eat, what they wear, what their school is like, and what activities are done for fun. While Hollyer makes sure to provide sharp contrasts between physical geography (Sasha from frigid Siberia and Cidinha from the steamy Amazon rain forest of Brazil), she also highlights similarities between each distinct culture.
Where the Value Lies	This book provides a valuable introduction for young children to look at diverse cultures and races.

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Title	A Life Like Mine: How children live around the world.
Genre	Non-Fiction
Author	UNICEF
Grades	K – 3
Curriculum Link	Social Studies: K 1. 1, 1. 2, 3. 1, 3. 2 Health and Life Skills: K. 5, K. 6 English Language Arts: K, 1&2 C. A. L. M: n/a
Synopsis	UNICEF’s A Life Like Mine: How children live around the world expansively examines eighteen children and explores their way of life, spanning 180 countries. The book is organized into four sections: Survival. Development, Protection and Participation, supplemented with luscious photos of exotic lands.
Where the Value Lies	This book is extraordinarily useful in examining and highlighting the differences in race and culture from over one hundred countries around the world

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Title	Folk Rhymes From Around the World
Genre	Non-Fiction
Author	Evelyn Neaman
Grades	K, 1&2, 3
Curriculum Link	Social Studies: K. 1, D. 2, 1. 1, 1. 2, 2. 1, 2. 2. 3. 1,2 Health and Life Skills: R-K. 9, 1. 9 English Language Arts: K, 1&2, 3 C. A. L. M. : n/a
Synopsis	This unusual collection of children's folk rhymes represents over 20 cultures. Children are introduced to folk rhymes through familiar rhymes for skipping and counting. Each folk rhyme is presented in its language of origin, in a transliteration for sound appreciation, and in an English translation. The rhymes include riddles, tongue twisters, rhymes for skipping, counting, and games, and rhymes just for fun. The collection is illustrated with lively black and white drawings that show the way the rhymes are used and some of the unusual images they evoke.
Where the Value Lies	Neaman chooses to focus on the different languages that define diverse cultures. Especially magnificent is the way in which each folk rhyme is presented in its original language, highlighting the importance and significance of diverse language.

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Title	Celebrating Likes and Differences: Fun and easy theme units for exploring diversity with young children
Genre	Non-Fiction
Author	Susan Hodges
Grades	K, 1&2
Curriculum Link	Social Studies: K. 1, K. 2 Health and Life Skills: R-K. 6, R-K. 9 English Language Arts: K, 1&2 C. A. L. M: n/a
Synopsis	This book provides a list of guides and activities for young children about diversity.
Where the Value Lies	This book is useful for suggesting activities for children to explore racism and diversity.

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Title	Let's Talk About Race
Genre	Non-Fiction
Author	Julius Lester
Grades	K, 1&2, 3
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1, 1. 2, 3. 1, 3. 2 Health and Life Skills: R-K. 9, R-2. 5, R-2. 8 English Language Arts: K, 1&2, 3 C. A. L. M. : n/a
Synopsis	This picture book focuses on race as a chapter in an individual's story. Lester makes us aware of his racial difference, stating, "There's something else that is part of my story...I'm black." The story is told in such a way that kids can grasp and enjoy, such as his favourite food and hobbies. Lester poses questions that young readers can answer, creating a dialogue to have kids determine who they are and encourage them to tell their own stories. Lester also introduces the notion of prejudice and stereotypes as he tells the reader that "stories" are not always true.
Where the Value Lies	Lester's tone is engaging and effective, and the book hits straight to the heart of racial difference and awareness as one of the key factors in a person's being.

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Title	Trevor's Story (Growing up biracial)
Genre	Non-Fiction
Author	Bethany Kandal
Grades	K, 1&2, 3
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1,1. 2, 3. 1, 3. 2 Health and Life Skills: K. 6, K. 9, R-1. 5, R-1. 9, R - 2. 1, English Language Arts: K, 1&2, 3 C. A. L. M. : n/a
Synopsis	Ten year old Trevor Sage-el discusses his life at home and at school, and his feelings about being a son of a white mother and a black father. He tells what he likes and dislikes about being biracial.
Where the Value Lies	This book is explicit in its decision to discuss the question of growing up biracial. The book is centred on the question of dual identity and includes some historical background on racism, including the legal and social challenges faced by mixed-race families. Photographs introduce Trevor and his family.

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Title	If a bus could talk (The story of Rosa Parks)
Genre	Non-Fiction
Author	Faith Ringgold
Grades	K, 1&2, 3
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1,1. 2, 3. 1, 3. 2 Health and Life Skills: K. 6, K. 9, R-1. 5, R-1. 9, R - 2. 1, English Language Arts: K, 1&2, 3 C. A. L. M. : n/a
Synopsis	If a bus could talk, it would tell the story of a young African-American girl named Rosa who had to walk miles to her one-room schoolhouse in Alabama while white children rode to their school in a bus. It would tell how the adult Rosa rode to and from work on a segregated city bus and couldn't sit in the same row as a white person. It would tell of the fateful day when Rosa refused to give up her seat to a white man and how that act of courage inspired others around the world to stand up for freedom. In this book a bus does talk, and on her way to school a girl named Marcie learns why Rosa Parks is the mother of the Civil Rights movement. At the end of Marcie's magical ride, she meets Rosa Parks herself at a birthday party with several distinguished guests.
Where the Value Lies	This book is a valuable introduction for children to learn about the discrimination people of colour were forced to face in the United States not so long ago, as well as highlighting the continuing struggles and efforts being made to gain equal rights.

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Title	The school is not white! (A true story of the civil rights movement)
Genre	Non-Fiction
Author	Doreen Rappaport
Grades	K, 1&2, 3&4
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1,1. 2, 3. 1, 3. 2 Health and Life Skills: K. 6, K. 9, R-1. 5, R-1. 9, R - 2. 1, R-4. 8, R- 4. 9, W-4. 7 English Language Arts: K, 1&2, 3&4 C. A. L. M. : n/a
Synopsis	This book depicts the struggles of an African-American family who make the unpopular and risky decision to send their children to an all-white school as they face resistance and obstacles from both inside and outside the building. The book focuses on the struggle of the children as they attempt to fit into the Mississippi school in 1965, at the beginning of desegregation.
Where the Value Lies	The book vividly highlights the difficulties the seven children faced because of their stark racial difference to the homogenous society. As well, the chalky pictures vividly symbolize the somberness and isolation faced by the children.

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Title	Speaking Out: The Civil Rights Movement 1950-1964 (Crossroads America)
Genre	Non-Fiction
Author	Kevin Supples
Grades	3&4, 5
Curriculum Link	Social Studies:3. 1, 3. 2, 4. 2, 4. 3 Health and Life Skills: R-3. 6, R-3. 7, R-3. 9, R- 4. 1 R-4. 9, W-4. 7, R-5. 6, R-5. 7, R-5. 8, R-5. 9 English Language Arts: 3&4, 5 C. A. L. M. : n/a
Synopsis	This book is one in a series of National Geographic's Crossroads America series, aimed at exploring specific periods and events in American history. This book offers a straightforward and accessible account of the struggles and successes of the civil rights movement. Included are the important turning points in the civil rights movement, as well as the words and pictures of the major players involved (Martin Luther King, Jr., Rosa Parks) Appended are a brief glossary and index.
Where the Value Lies	This book provides a useful chronological account of the struggles of the civil rights movements, examining the beliefs and opinions of the leaders of the movement due to discrimination and prejudice. Appended are a glossary and index.

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Title	Freedom Riders (John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement)
Genre	Non-Fiction
Author	Ann Bausum
Grades	5&6
Curriculum Link	Social Studies: 5. 2, 5. 3 Health and Life Skills: R-5. 6, R-5. 7, R-5. 8, R-5. 9, R-6. 1, R-6. 2, R-6. 4 R-6. 7, R-6. 8, L-6. 3, English Language Arts: 5&6 C. A. L. M. : n/a
Synopsis	John Lewis and Jim Zwerg were young men who came together for a cause. They boarded a bus and headed south, armed with nothing but their idealism, courage, and belief in justice. When they reached Montgomery, Alabama, John and Jim met a mob armed with chains, bats, and hammers. They were both badly beaten by the mob-Jim nearly to death-simply because they had ridden together on the bus. John Lewis was black, and Jim Zwerg was white. It was 1961. In compelling detail, Ann Bausum relates a story that alternately chills and inspires. She captures both the black and the white perspective on the Freedom Rides and segregation, through the eyes and experiences of John Lewis and Jim Zwerg. She describes how justice ultimately emerged from hatred and discrimination in a period of American history that did indeed change the world.
Where the Value Lies	This book provides valuable insight into the hatred and fierce opposition that are faced by people of a different race, especially when physical violence is used. In highlighting the struggles in opposing racism, there are included 59 photos, map, partial roster of riders, chronology, resource guide, research notes, citations, bibliography and index.

ANTI-RACISM RESOURCE KIT

Title	Racism (Deal with it before it gets under your skin)
Genre	Non-Fiction
Author	Marie Aikens
Grades	4&5
Curriculum Link	Social Studies: 5. 2, 5. 3 Health and Life Skills: R-4. 4, 4. 7 English Language Arts: 4&5 C. A. L. M. : n/a
Synopsis	A brand new series to help adolescents cope with conflicts in everyday life and promote peaceful homes, schools, and communities. Using realistic examples and sensitive language, Racism: Deal with it before it gets under your skin examines the sources of racial and cultural conflicts. This book will help young people recognize and overcome barriers to peace, understanding, and acceptance.
Where the Value Lies	The features of the book elucidate effective ways to understand and deal with racism. Of particular importance, Racism 101 explains where racist attitudes come from, Letters to the “Conflict Counsellor” show you how to manage in difficult situations, Quizzes test your ability to handle tense situations involving racism, and a Resource Guide puts organization, books, and websites at your fingertips.

ANTI-RACISM RESOURCE KIT

Title	Season of Rage
Genre	Non-Fiction
Author	John Cooper
Grades	5&6, 7
Curriculum Link	Social Studies: 5. 1, 5. 2, 5. 3, 7. 1, 7. 2 Health and Life Skills: R-5. 6, R-5. 7, R-5. 8, R-5. 9, R-6. 1, R-6. 2, R-6. 4 R-6. 7, R-6. 8, L-6. 3, R-7. 3 English Language Arts: 5&6, 7 C. A. L. M. : n/a
Synopsis	Dresden was a long way from Canada's capital city, Ottawa. And those whose minds were occupied with earning a living from the land may not have spared much thought about law and justice. But in 1943, Hugh Burnett sent a letter to the federal government in Ottawa complaining about racial discrimination at Kay's Cafe. The owner, Morley McKay, was well-known for his obstinate refusal to serve black patrons. The government took no action. The National Unity Association worked courageously through a variety of means of protest to change attitudes.
Where the Value Lies	This story recounts the true events surrounding a Dresden café, the last place in North America that refused to serve black patrons. This book is also valuable as it identifies Dresden as the place where Uncle Tom's Cabin was, and where the Underground Railroad reached Canada. Highlights the prejudices and hatred that still existed, despite the promise of freedom and equality. This book is an important addition to school and public libraries' collections of Black Canadian and civil-rights history.

ANTI-RACISM RESOURCE KIT

Title	Race, Class, Gender: Bonds and Barriers
Genre	Non-Fiction
Author	Jesse Vorst
Grades	11&12
Curriculum Link	Social Studies: 20. 1, 20. 2, 30. 1, 30. 2 English Language Arts: 11&12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	The book explores overlaps and conflicts between the feminist and anti-racist movements, mostly due to the groups in society that are marginalized by both (women of colour, for example). Although the point-of-view is explicitly feminist and socialist, this does not take away from the quality of the material presented and the suggested ideas about how to best eradicate marginalization.
Where the Value Lies	The book provides tangible examples of the racial discrimination and subtle marginalization that occur within Canadian society.

ANTI-RACISM RESOURCE KIT

Title	Web of Hate: Inside Canada's far right network
Genre	Non-Fiction
Author	Warren Kinsella
Grades	11&12
Curriculum Link	Social Studies: 20. 1, 20. 2, 30. 1, 30. 2 English Language Arts: 11&12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	A former 'inside' member of a neo-Nazi group and now a practicing lawyer frequently called upon as an expert in judicial proceedings regarding racist or white supremacist groups, the author details vividly the organization, members and history of all major neo-Nazi groups active in Canada today. Paints a vivid and very real picture of an isolated, but very dangerous and active part of Canadian society that not many are aware exists.
Where the Value Lies	Explores a facet of dangerous ideology that exists in Canada today. Eye-opening information that far-right wings operate within Canada today.

ANTI-RACISM RESOURCE KIT

Title	Racism in Canada
Genre	Non-Fiction
Author	Ormond Knight Mcague
Grades	11&12
Curriculum Link	Social Studies: 20. 1, 20. 2, 30. 1, 30. 2 English Language Arts: 11&12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	This book is a multi-author compilation of writings dealing with a vast array of topics in the area of racism, mostly dealing with historical and contemporary Canadian racism.
Where the Value Lies	Highlights the ongoing struggle to recognize and combat racism in Canada, both in historical context, as well as in the present day

ANTI-RACISM RESOURCE KIT

Title	Racism: Divided by Color
Genre	Non-Fiction
Author	Gerald Newman
Grades	7, 8&9
Curriculum Link	Social Studies: 9. 1 Health and Life Skills: W-7. 8, W-7. 10, W-8. 7, W-8. 8, W-9. 8, English Language Arts: 7, 8&9 C. A. L. M. : n/a
Synopsis	Using examples taken from throughout history, a presentation of the concept of race, types of racism that can exist, its effects on society and what can be done to reduce tensions in the future.
Where the Value Lies	Valuable exploration of the concept of race, how to identify where racism exists and the detrimental effects racism has on society.

ANTI-RACISM RESOURCE KIT

Title	Racism
Genre	Non-Fiction
Author	Ann T. Keene
Grades	6&7, 8&9
Curriculum Link	Social Studies: 9. 1 Health and Life Skills: W- 6. 7, W-6. 8, W-7. 8, W-7. 10, W-8. 7, W-8. 8, W-9. 8 English Language Arts: 6&7, 8&9 C. A. L. M. : n/a
Synopsis	This series has a lively format that relies heavily on question-and-answer sections, interviews, and case histories. The books introduce and discuss problems facing teens from a social and psychological perspective, and offer advice on coping and resolution. Racism has a tremendously large scope, including communication between people of different races, minorities and stereotypes, a history of racism in the U. S., the civil rights movement, prejudice against Native Americans and immigrant groups, anti-Semitism, far-right racist groups, the Rodney King beating, black racism, and affirmative action.
Where the Value Lies	Broad scope that highlights the large extent to which racism and subtle racist ideology boldly informs our society.

ANTI-RACISM RESOURCE KIT

Title	I am who I am: Speaking Out About Multiracial Identity
Genre	Non-Fiction
Author	Kathlyn Gay
Grades	7, 8&9, 10
Curriculum Link	Social Studies: 8. 2, 9. 1, 10. 1, . 2 Health and Life Skills: R-7. 5, R-8. 6, R-8. 7, R-9. 1, R-9. 2 English Language Arts: 7, 8&9, 10 C. A. L. M. : n/a
Synopsis	Calling on child development experts for opinions and assembling a host of carefully chosen examples and personal comments, she offers a realistic look at what it's like growing up with a mixed-race background. Her wide-angle perspective touches on cultural, historical, and political aspects of the subject, ranging from the current controversy surrounding trans-racial adoptions to racial pigeonholing and the work of activist organizations devoted to supporting and informing multiracial individuals.
Where the Value Lies	Elucidates the struggle of someone of a mixed race to fit into Canadian society

ANTI-RACISM RESOURCE KIT

Title	Frontiers: Selected Essays and Writings on Racism
Genre	Non-Fiction
Author	Marlene Nourbese Philip
Grades	8&9, 10
Curriculum Link	Social Studies: 9. 1, 9. 2, 10. 1, 10. 2 Health and Life Skills: 8. 5, 8. 6, 8. 7, 9. 6 English Language Arts: 8&9, 10 C. A. L. M. : n/a
Synopsis	Compilation of the author's (mostly previously published) writings on racism in contemporary Canada. The writings cover a vast array of topics, such as presentation of actual racist incidents, proposals on dealing with racism, proposals on how to bring up the topic in society, ideas on the media's role in fomenting racism, among others.
Where the Value Lies	Particularly effective in examining how the media perpetuates racial stereotypes, highlighting the subtlety to which racism exists in society. Also beneficial is the description of racial incidents within Canada.

ANTI-RACISM RESOURCE KIT

Title	Winning over Racism
Genre	Non-Fiction
Author	Obi Akwani
Grades	7, 8&9, 10
Curriculum Link	Social Studies: 7. 1, 7. 2, 9. 1, 9. 2, 10. 1, 10. 2 Health and Life Skills: 8. 5, 8. 6, 8. 7, 9. 6 English Language Arts: 7, 8&9, 10 C. A. L. M. : n/a
Synopsis	A brief overview of proposals on how to fight racism, including political lobbying, personal interventions, peaceful civil disobedience and other methods, with historical examples and analyses of their effectiveness in achieving change.
Where the Value Lies	By offering proposals on how to combat racism, it is useful that Akwani brings the situation of racism to the fore, expounding the belief that racism exists in Canada as a system of power.

ANTI-RACISM RESOURCE KIT

Title	Ethnicity and Human Rights in Canada
Genre	Non-Fiction
Author	Evelyn Kallen
Grades	7, 8&9, 10
Curriculum Link	Social Studies: 7. 1 7. 2, 9. 1, 9. 2, 10. 1, 10. 2 Health and Life Skills: 8. 5, 8. 6, 8. 7, 9. 6 English Language Arts: 7, 8&9, 10 C. A. L. M. : n/a
Synopsis	The book covers the types of stigmas ethnic minorities face in Canadian society. In detail, it makes the argument that continued successful stigmatization boosts the stereotypes that create the stigma in the first place, a positive-feedback cycle which can be broken by legislation and action by the government and society to de-stigmatize Canada's ethnic minorities.
Where the Value Lies	Useful in the detail it gives to the prejudices and stereotypes experienced by minorities in Canada, as well as ways to recognize and end these stereotypes and prejudices.

ANTI-RACISM RESOURCE KIT

Title	The Invisible Empire: Racism in Canada
Genre	Non-Fiction
Author	Margaret Cannon
Grades	7, 8&9
Curriculum Link	Social Studies: 7. 1, 7. 2, 9. 1 Health and Life Skills: R-7. 3, R-7. 8, R-7. 9, R-8. 7, R-9. 8 English Language Arts: 7, 8&9 C. A. L. M: n/a
Synopsis	In her book, Margaret Cannon maps out the extent of racism in the multicultural paradise that is Canada. She uses her own experience growing up in the segregated south of the U. S. as a springboard. She wants to know why it is that she, having received profoundly and overt racist indoctrination as a child, was able to grow into a tolerant individual, while children learning tolerance in Canada become hateful grown-ups.
Where the Value Lies	Eye-opening series of anecdotes detailing racist incidents in contemporary Canada, especially in the area of relations between metro Toronto police forces and black males. Excellent material to spark discussion about racism in Canada in a situation where racism in the immediate contemporary environment is not obvious and anti-racism topics may not seem relevant.

ANTI-RACISM RESOURCE KIT

Title	A place called heaven: the meaning of being black in Canada
Genre	Non-Fiction
Author	Cecil Foster
Grades	8&9, 10&11
Curriculum Link	Social Studies: 9. 1, 10. 1, 10. 2, 20. 1, 20. 2 Health and Life Skills: R-8. 7, 9. 8 English Language Arts: 8&9, 10&11 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	Cecil Foster is a well-known Canadian journalist and writer. He has written for community media, worked in national mainstream newspapers, television, and radio, published novels and books of nonfiction, and taught journalism at the post-secondary level. He is a Black man and he moved from Barbados to Canada as a young adult. He is a skilled storyteller, and he weaves together his own experiences, material from interviews, and insights from other authors to delve into a number of crucial areas in the lives of Black people in Canada today, including religion, employment, education, the media, party politics, and the criminal justice system. In particular, the book contains a useful discussion of aspects of the history of the relationship between the Black community and the police in Toronto in the '80s and '90s, as well as a discussion of the troubled community politics involved in one of Canada's largest cultural festivals—Caribana, in Toronto.
Where the Value Lies	An insightful look at the internal politics of race relations and discrimination within Canada, especially regarding the difficulties African American's have in attaining social equality.

ANTI-RACISM RESOURCE KIT

Title	The Gulf Within: Canadian Arabs, racism, and the Gulf
Genre	Non-Fiction
Author	Zuhair Kashmeri
Grades	10-12
Curriculum Link	Social Studies:10. 1, 10. 2, 20. 1, 20. 2, 30. 1, 30. 2 Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	The Gulf Within documents the experiences of Arab and Muslim Canadians during the Gulf War. It highlights the varying degrees of anger and distrust other Canadians and institutions demonstrated towards these groups through a series of stories about how stereotypes and prejudices shattered many Canadian's belief in their own country.
Where the Value Lies	Kahmeri captures the profound disillusionment and betrayal Arab and Muslim Canadians felt during the Gulf war. He gives voice to their grievances, puts a human face on communities usually stereotyped, and shares their disappointment in a country that promised tolerance.

ANTI-RACISM RESOURCE KIT

Title	Deemed Unsuitable
Genre	Non-Fiction
Author	Bruce Shepard
Grades	7, 9
Curriculum Link	Social Studies: 7. 1, 7. 2, 9. 1, 9. 2 Health and Life Skills: W-7. 7, R-9. 8 English Language Arts: 7, 9 C. A. L. M: n/a
Synopsis	Between 1905 and 1912 over one thousand blacks migrated from the United States to the plains region of Canada. They came mainly from Oklahoma in an attempt to escape the racial discrimination and prejudice they faced in the United States and settled in Saskatchewan and Alberta. Hoping to find a more inclusive society, they were similarly faced with similar discrimination. This is one story of those migrations.
Where the Value Lies	Exposes the falsity of the prevailing belief of Canada as an accepted, all-inclusive society, examining a history of prevailing racist attitudes.

ANTI-RACISM RESOURCE KIT

Title	Moon cakes in Gold Mountain: from China to the Canadian plains
Genre	Non-Fiction
Author	J. Brian Dawson
Grades	7, 8&9, 11
Curriculum Link	Social Studies: 7. 1, 7. 2, 9. 1, 9. 2, 20. 1, 20. 2 Health and Life Skills: 8. 5, 8. 6, 8. 7, 9. 6 English Language Arts: 7, 8&9, 11 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	Starting from an overview to the catastrophic economic conditions of the 18 th and 19 th century China resulting in the mass emigration of many poorer Chinese families, the book covers the resistance and daily problems encountered by the pioneer Chinese families settling in western Canada, specifically in Alberta in the late 19 th Century.
Where the Value Lies	With its focus on Alberta, the book highlights the racism that existed explicitly in our own backyard. Focus on treatment of immigrants to Canada in the early part of our history.

ANTI-RACISM RESOURCE KIT

Title	Patterns of Racism: attitudes towards Chinese and Japanese in Alberta 1920-1950.
Genre	Essay
Author	Howard D. Palmer
Grades	10, 11, 12
Curriculum Link	Social Studies: 10. 1, . 2, 20. 1, 20. 2, 30. 1, 30. 2 Health and Life Skills: English Language Arts: 10, 11, 12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	What Anglo-Albertans made of their new social reality, the flash points of conflict and nationalist hostility offset by forces of tolerance and cooperation during sixty years, is the heart of Palmer’s astute analysis. Palmer deftly casts light on the social, economic and political issues that inflamed tension during sixty years.
Where the Value Lies	This book highlights the concept of nationalism as it pertained to Alberta, explicating the hostile tension between “Albertans” and those who were seen as the foreign ‘other’.

ANTI-RACISM RESOURCE KIT

Title	Pourin' Down Rain
Genre	Non-Fiction
Author	Cheryl Foggo
Grades	9, 10, 11, 12
Curriculum Link	Social Studies English Language Arts
Synopsis	Cheryl Foggo has written a combined history of her family and memoir of what it was like to grow up as a black child in the predominantly white society of Calgary during the 1960s and 1970s. This book would make a valuable addition to junior and senior high school library collections. This book is a must read for all students, but may be of special interest to black Canadian youth who find little written about the experiences of people like themselves – Cheryl Foggo is not an immigrant but a forth-generation Canadian who just happens to be black.
Where the Value Lies	This book details a part of Western Canada and specifically Alberta's history that is often not included. Makes visible a history of Black Canadians and the racism they faced.

ANTI-RACISM RESOURCE KIT

Title	A Coyote Columbus Story
Genre	Fiction
Author	Thomas King & William Kent Monkman
Grades	1-5
Curriculum Link	Social Studies: 1. 1, 1. 2, 3. 1, 3. 2, 4. 1, 4. 2, 4. 3, 5. 1, 5. 2, 5. 3 Health and Life Skills: R-1. 5, R-1. 9, R - 2. 1, R-4. 8, R- 4. 9, W-4. 7 English Language Arts: 1-5
Synopsis	Thomas King takes his trademark Coyote character from his poems and transfers her into an animated ‘children’s’ book. The story explains Coyote’s (as a symbol for the native American’s) first encounter with the Europeans (particularly Christopher Columbus and Jacques Cartier).
Where the Value Lies	This is an extraordinarily useful book on so many levels. The vivid illustrations and vibrant colours will be welcoming to students in grades one to three, while the subtle message of the treatment of natives and desire to conquer of the Europeans will be invaluable to students learning about Canadian history. Explicates the relationships between the first encounters of the natives and the European colonialists. In using the Coyote figure, King also explains native religious beliefs about the origin of the universe, and the dissonance it finds when compared to the European beliefs regarding creation, and subtly highlights the racism experienced by the natives.

ANTI-RACISM RESOURCE KIT

Title	Black Cowboy Wild Horses
Genre	Non-Fiction (Children's)
Author	Julius Lester & Jerry Pinkney
Grades	1-3
Curriculum Link	Social Studies: 1. 1, 1. 2, 3. 1, 3. 2 Health and Life Skills: R-1. 5, R-1. 9, R - 2. 1 English Language Arts: 1-3
Synopsis	Based on the true story of Bob Lemmons, a former slave whose tracking ability as a Texas cowboy was legendary. Bob Lemmons sees the wild mustangs galloping across the open plains. Bob has tracked the horses for days, reading their hoofprints in the ground. Now he and his horse, Warrior, will run with the mustangs day and night until they accept his presence. Then Bob and Warrior will challenge the stallion leader to a fight to take over the wild herd and bring it into the corral.
Where the Value Lies	Challenges the normal assumption of cowboys as a homogenously white group, shedding light on a history that has, for the most part, been hidden.

ANTI-RACISM RESOURCE KIT

Title	I Have Been In Danger
Genre	Fiction
Author	Cheryl Foggo
Grades	4 - 6
Curriculum Link	Health and Life Skills: English Language Arts:
Synopsis	<p>Sidney Bailey, Ten, has always got on well with her twelve-year-old sister, Jackie. Their bond has been strengthened by the fun they have outdoors in a kids' group called Junior Forest Wardens, and by the lessons they learn about how to look after themselves in the world of nature. But, their closeness is threatened as Jackie begins to change, dropping the group and spending her time trying to impress a new crowd and a special new boy. The rift between them leads both girls to think more about their mixed heritage, with a Black mother and a White father. Sidney looks Black: Jackie doesn't. Jackie even envies the clearer identity that it gives her younger sister.</p> <p>On a camping holiday in the mountains, Jackie gets lost and Sidney has to find her. She needs her Junior Forest Warden skills and all her courage to deal with Jackie's injured ankle and bring them safely through a dangerous storm as the two girls spend a night alone in a mountain valley. Will they make it home? And will they ever be friends again?</p>
Where the Value Lies	Aside from being an entertaining story, this book addresses issues of colour, difference, and identity in a way that children of this age are able to understand. This book provides language to talk about the issues. As well, this book provides positive, real life images (not stereotypical) and real life situations.

ANTI-RACISM RESOURCE KIT

Title	Night John
Genre	Fiction
Author	Gary Paulsen
Grades	4-7
Curriculum Link	Social Studies: 4. 1, 4. 2, 4. 3, 5. 2, 5. 3, 7. 1, 7. 2 Health and Life Skills: R-4. 8, R- 4. 9, W-4. 7, W-7. 7, R-5. 6, R-5. 7, R-5. 8, R-5. 9 English Language Arts: 4-7
Synopsis	Set in the 1850's, this groundbreaking novel for young adults is an artistically crafted portrayal of a grim time in America's past, brought to light through the personal history of two characters. Sarny, a female slave at the Waller plantation first sees Night John when he is brought there with a rope around his neck, his body covered in scars. He had escaped north to freedom, but he came back - came back to teach reading. Knowing that the penalty for reading is dismemberment, Night John still returned to slavery to teach others how to read. And 12-year-old Sarny is willing to take the risk to learn.
Where the Value Lies	Offers a glimpse into the treatment of slaves during the 19 th century, including the attempts of slaves to educate themselves against racist policy

ANTI-RACISM RESOURCE KIT

Title	Naughts and Crosses
Genre	Fiction
Author	Malorie Blackman
Grades	6-9
Curriculum Link	Social Studies: 9. 1, 9. 2 Health and Life Skills: W-7. 7, R- 8. 5, R- 8. 6, R- 8. 7 R-9. 8, R - 9. 6 English Language Arts: 6-9
Synopsis	Blackman’s book imagines an alternative history, one where slavery was not an institution controlled by whites, but rather, where the whites were slaves. Focusing on two characters, Callum and Sephy, one of whom is a Naught (or a white) and the other a Cross (a black). Examines Callum’s existence without freedom or personal liberties, and the fledgling relationship that is formed between the two characters.
Where the Value Lies	Aims at exploring racism by attempting to twist our historical view of the history of racism. Particularly useful is the way in which it will allow the student to imagine themselves as part of that underprivileged group who exist without freedoms, liberties, and even schools.

ANTI-RACISM RESOURCE KIT

Title	Gold Dust
Genre	Fiction
Author	Chris Lynch
Grades	6-9
Curriculum Link	Social Studies: Health and Life Skills: W-7. 7, R- 8. 5, R- 8. 6, R- 8. 7 R-9. 8, R - 9. 6 English Language Arts: 6-9
Synopsis	It's 1975, and seventh-grader Richard Moncreif, a die-hard Boston Red Sox fan, anxiously awaits a break in the winter weather to begin training for baseball season. When he meets Napoleon Charlie Ellis, a new student from Dominica, he envisions their becoming the new Gold Dust Twins, following in the footsteps of the star Sox rookies Fred Lynn and Jim Rice. As Richard executes his plan with Napoleon, he realizes that there are obstacles to realizing his dream. First, although his baseball talent blossoms, Napoleon's main interests lie in music and cultural events foreign to Richard. More subtle is the daily undercurrent of racial tension that Napoleon faces, but which Richard is slow to acknowledge. Richard finally comes to understand that forces beyond their control affect their relationship. Lynch's story unfolds through Richard's eyes and readers become aware of racism much as Richard does, through the words and actions of those around him.
Where the Value Lies	Portrays the power society has to subtly determine our actions, with special focus on the relationships we form between those of other races.

ANTI-RACISM RESOURCE KIT

Title	Devil on my Heels
Genre	Fiction
Author	Joyce McDonald
Grades	7-9
Curriculum Link	Social Studies: Health and Life Skills: W-7. 7, R- 8. 5, R- 8. 6, R- 8. 7 R-9. 8, R - 9. 6 English Language Arts: 7-9
Synopsis	At 15, Dove's got a lonely side – her mother died when she was 2 and her father works a sort of benign neglect on her. But the coolest boy in Benevolence, Fla. seems to want to be with her on hot, steamy nights. She grew up with this boy, Chase, playing with him and Gator, a young black migrant worker, among the trees in her father's citrus groves. But all that innocence is in some murky past. Now, there's high-voltage tension between the migrants and the owners, and in that power struggle, the whites have turned to an old comfort, the Ku Klux Klan. Dove lands right in the middle of it, learning terrible truths as she tries desperately to right bloody wrongs.
Where the Value Lies	A portrayal of the role radical racist groups have on the destruction of minority cultures, as well as an historical look at tensions between landowners and the migrants who worked the land.

ANTI-RACISM RESOURCE KIT

Title	Group of One
Genre	Fiction
Author	Rachna Gilmore
Grades	7-9
Curriculum Link	Social Studies: Health and Life Skills: W-7. 7, R- 8. 5, R- 8. 6, R- 8. 7 R-9. 8, R - 9. 6 English Language Arts: 7-9
Synopsis	<p>Sure, her parents were born in India, but Tara has lived in Ottawa all her life - she's as Canadian as everybody else. There are more important things than where her family came from. Jeff, for instance. The new boy with the blue eyes and the brain that actually works. But then the grandmother she's never met, her father's mother, decides to come for a visit. Tara and her sisters Nina and Maya know little about their grandmother, apart from the fact that she was heavily involved with the Indian Independence movement with Mahatma Gandhi - and that she was not happy with her son's marriage. When Tara sees how this upcoming visit transforms her lively, upbeat mother into a mass of tensions, and threatens the happy-go-lucky atmosphere of her home, she undertakes to find out more about the dreaded grandmother. Tara is ready for battle, and when her grandmother arrives, Tara keeps her firmly at arm's length. Then Tara finds out how her grandmother came to join the Independence movement. . . How will this unsettling new information impact on Tara's life and affect her relationship with Jeff and her other friends? Most importantly, how will it impact on her own understanding of herself and her place in the world in which she lives?</p>
Where the Value Lies	Effectively elucidates the dichotomous nature of being 'Canadian' – society expects Tara to be “Indian,” and she is forced to grapple with societal expectations.

ANTI-RACISM RESOURCE KIT

Title	The Joy Luck Club
Genre	Fiction
Author	Amy Tan
Grades	10-12
Curriculum Link	Social Studies: Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	Four mothers, four daughters, four families whose histories shift with the four winds depending on who's "saying" the stories. In 1949, four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they choose to gather to raise their spirits and money. "To despair was to wish back for something already lost. Or to prolong what was already unbearable." Forty years later the stories and history continue.
Where the Value Lies	Highlights challenges confronted by new immigrants to a predominantly white society, examining the way they are forced to construct their own identities and stories in the face of overwhelming homogeneity.

ANTI-RACISM RESOURCE KIT

Title	Black Like Me
Genre	Autobiography
Author	John Howard Griffin
Grades	10-12
Curriculum Link	Social Studies: 20. 1, 20. 2, 30. 1, 30. 2 Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	Black Like Me is a chronicle of the journalist John Howard Griffin's experience going 'undercover,' literally, to become a black man in the southern united states in the 1950s. What follows is a chilling account of the resistance and racism he experienced.
Where the Value Lies	Immensely entertaining yet frightening account of the blatant racism experienced by a white man who pretends to be black. Startling shift in attitudes and prejudices bestowed upon him.

ANTI-RACISM RESOURCE KIT

Title	Othello, The Tempest
Genre	Drama
Author	William Shakespeare
Grades	10-12
Curriculum Link	Social Studies: Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	Both Othello and The Tempest contain characters (Othello and Caliban) identified by their markedly physical (racial) difference in the eyes of the European society.
Where the Value Lies	Valuable in examining the methods in which the racially marginalized characters are forced to construct their identity through the beliefs, ideas, and prevailing notions about the inferior and dangerous 'other'. Particularly useful in that the 16 th century is the first occurrence of when "race" (as we know it) becomes a defining characteristic of humanness. Also useful in examining the effects of colonialism on the subaltern group.

ANTI-RACISM RESOURCE KIT

Title	Obasan
Genre	Fiction
Author	Joy Kogawa
Grades	10-12
Curriculum Link	Social Studies:20. 1, 20. 2, 30. 1, 30. 2 Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	With events based on the life of Joy Kogawa, <i>Obasan</i> focuses on a young girl who, during WWII is forced to move with her family from her home in Vancouver to internment camps in Alberta. In her reflection, she attempts to gain understanding of where her mother was during this tumultuous time in her upbringing.
Where the Value Lies	Brilliant look at the treatment of the Japanese and racist policy of the Canadian government during World War II, especially in the construction of the Asian community as dangerous and evil.

ANTI-RACISM RESOURCE KIT

Title	Green Grass, Running Water
Genre	Fiction
Author	Thomas King
Grades	10-12
Curriculum Link	Social Studies: Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : n/a
Synopsis	The plot revolves around the escape from a mental hospital of four very old Aboriginal men called Ishmael, Hawkeye, Robinson Crusoe and the Lone Ranger. These, however, are no ordinary natives. They may be the last survivors of the Indians interned at Fort Marion in Florida in the 19th century. Or perhaps they are the first human beings, as described in tribal creation myths. Their repeated breakouts--37 to date--have coincided with disasters: the 1929 stock market crash, the eruption of Mt. St. Helens, etc. Their mission this time brings them into the lives of an eccentric Canadian Blackfoot family: Lionel Red Dog, who sells TV sets and has no ambition; his sister Latisha, who owns a restaurant that bilks thrill-seeking tourists by purporting to serve them dog meat; Uncle Eli Stands Alone, a former university professor who is determined to prevent the operation of a dam on Indian land; and Charlie Looking Bear, a smarmy lawyer who works for the company opposing Eli's cause. Wavering emotionally between Lionel and Charlie is Alberta Frank, who dates both of them and wants a baby but knows that neither man is husband material.
Where the Value Lies	Examines the impact of the clash between Native cultures and European society, and how they are played out in present day society. Reflects tremendously on the history of colonialism, as well as prevailing stereotypes about native culture.

ANTI-RACISM RESOURCE KIT

Title	The Truth About Stories
Genre	Fiction
Author	Thomas King
Grades	10-12
Curriculum Link	Social Studies: Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	Part of the CBC Massey Lecture Series, The Truth About Stories tells, in part, Thomas King's own life story, as well as numerous takes of the traditional Native creation myth, all the while elucidating why it is important for each person to have his or her own unique story.
Where the Value Lies	Brilliantly suggests that each person must necessarily have the ability to tell his/her own story. Implicit in this is that the natives have been unable to tell their own stories due to the imposed values of dominant European culture on their society.

ANTI-RACISM RESOURCE KIT

Title	Charlie
Genre	Short Story
Author	Lee Maracle
Grades	10-12
Curriculum Link	Social Studies: Health and Life Skills: English Language Arts: 10-12 C. A. L. M. : P3, P4, P8, P9, R2
Synopsis	This short story focuses on an Aboriginal student who escapes from a government sanctioned colonial school in order to find his family.
Where the Value Lies	Contains elements of the European method of 'construction' of marginalized groups. Also highlights the Canadian history of missionary schools where aboriginals were recommended to attend in order to better fit into society.

Website Resources

This section provides websites that contain resources for teachers and students. Each website is described in detail so teachers will have an idea of the kind of information provided on the site, and whether the site is teacher-specific or appropriate for their students.

Each website has been linked to a particular unit in Social Studies, Language Arts, Health and Wellness or CALM (for Alberta Learning Curriculum see: <http://education.alberta.ca/teachers/program.aspx>). These are only suggestions of how the resources may be incorporated into lesson plans; teachers may find many other possibilities.

There is a brief overview of the content of each website. In addition, there is an overview of specific teacher and student resources that can be found on the site. These resources might include; lesson plans, book lists, student activities, group projects suggestions, readings, videos and links to other resources.

Alberta Association for Multicultural Education

Source	Canada www.aamed.ca/
Curriculum Link	Social Studies, C.A.L.M. and Language Arts
Grades	K-12
Subject	This website provides an annotated bibliography of video resources addressing issues of representation, racism, difference, Canadian cultural history and identity, Aboriginal history in Canada, religion and culture, terrorism and war.
Resources	This website provides teachers with an list of video resources. Teachers are provided valuable information on each video – short description, running time, grade level, cost, and supplier. The website also provides links to other related websites.

Committee on Race Relations and Cross Cultural Understanding (CCRCCU)

Source	Canada www.crrccu.org/
Curriculum Link	Social Studies C.A.L.M. Language Arts
Grades	K-12
Subject	This website provides information about the Committee and their services. They provide anti-racism programs and resources for teachers, students and community members.
Resources	The website provides teachers with anti-racism program resources and contact information.

Human Rights and Equal Opportunity Commission

Source	Australia www.hreoc.gov.au/racial_discrimination/index.html
Curriculum Link	Social Curriculum: 10. 1, 10. 2, 20. 1, 20. 2, 30. 1, 30. 2 (Appendix A) English: 10-12 (Appendix D) Health and Life Skills: n/a (Appendix B) C. A. L. M: P3, P4, P8, P9, R2 (Appendix C)
Grades	10-12
Subject	The focus of this website is to address the prevailing myths surrounding refugees, migrants, and Aboriginal peoples in Australia. In doing so, it is hoped that the student will develop: <ul style="list-style-type: none"> a) stronger understanding of issues concerning asylum seekers and refugees, migrants and multiculturalism and Aboriginal and Torres Strait Islander peoples; b) analytical and research skills including internet research skills; c) an understanding of the importance of numeracy skills during research and when studying society and culture; and d) critical literacy skills, particularly in relation to representations of issues central to social, economic and political debate.
Resources	The site provides teachers with a list of recent publications and reports that can be downloaded or ordered online. In addition, there is a short list of websites and links for further exploration for teachers and students to explore. In the “Face the Facts” section, there is provided a glossary of discriminatory terms, as well as a very useful Activity/Resource section, divided into 3 main sections: Refugee, Migration and Multiculturalism, and Aboriginal and Torres Strait Islander People. In addition, each of these sections addresses questions such as “What are Refugees?” and “What are the impacts of migration?” The website also provides links to “Voices of Australia” which encourages understanding of different racial issues. There is, for instance, a Muslim website entitled “Listen” that reports the experience of racism experienced by Muslims in Australia post September 11.

ANTI-RACISM RESOURCE KIT

	<p>Multi-cultural lifestyles and perspectives are shared through personal accounts and experiences with racism and discrimination. Communities are working in collaboration with federal and municipal governments to deconstruct stereotypes.</p> <p>Although the information presented is specific to Australian policies, government, area-specific issues and racial tensions, universal themes of anti-racism are explored.</p>
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Northern Alberta Alliance On Race Relations

Source	Canada www.naarr.org/index.php?option=com_content&task=view&id=35&Itemid=51
Curriculum Link	CALM (7-12) Social Studies (6-12) EG. 7. 2. 1, 7. 2. 2,7. 2. 3, 7. 5. 4, 7. 5. 6 Language Arts (K-3)
Grades	K-12
Subject	This website provides teachers with classroom resources. 1) Race and Respect (grades 7-12) – is a resource for secondary teachers and provides interactive activities that address issues related to human rights, multiculturalism and anti-racism. The classroom activities are clear with detailed instructions (including the time required and materials necessary) and learning outcomes. 2) All Colours Are Beautiful (grades 6 – 9) – uses literature to illustrate issues of racism. This resource provides teachers with tools to facilitate open discussion of the causes and implication of racism. 3) Cultural Crossroads (K-3) – provides a list of Resources to support the new Social Studies Curriculum.
Resources	This site provides teachers with classroom resources, students with youth initiatives, and links to other valuable sites.

UNAC Youth Forum against Racism

Source	Canada www.unac.org/yfar/index_e.htm
Curriculum Link	Social Curriculum: K. 1, K. 2, 1. 1, 1. 2, 3. 1, 3. 2, 7. 1, 7. 2, 9. 1, 9. 2, 10. 1, 10. 2, 20. 1, 20. 1, 30. 1, 30. 2 English: 5. 1. 1, 5. 1. 2, 5. 1. 3, 5. 1. 4, 5. 2. 1, 5. 2. 2, 5. 2. 2, 1. 1. 1, 1. 2. 1, 1. 2. 2, 2. 1. 1, 2. 1. 2, 2. 1. 4, 2. 2. 1, 2. 2. 2, 2. 3. 1, 2. 3. 2, 3. 1. 1, 3. 1. 2, 3. 2. 2, 3. 2. 4 Health and Life Skills: W-5. 7, R-3. 1, R-3. 5, R-4. 1, R – 5. 9, R-8. 8, R-9. 1 C. A. L. M: P3, P4, P8, P9, R2
Grades	K-12
Subject	The website delivers a plethora of resources available for the instruction and learning of racism in the curriculum. It supplies a list of resources (essays, videos, curriculum guides et al) analyzed by YFAR participants. Most importantly, the website provides “The Kit – a manual by youth to combat racism through education,” a teaching tool that details current issues in racism, key concepts in anti-racism, myths and misconceptions, and a list of references.
Resources	The Kit offers lesson plans and exercises that can be implemented in the curriculum (a cultures game, for example), and provides a list of links for further resources. In terms of suggesting resources for further study and analysis by teachers, The Kit compiles an extraordinarily useful and comprehensive list of books, videos and essays that deal with the issue of racism. The information contained within the website can certainly be used at all ages and for all grades in a school curriculum. The site also represents multi-ethnic people engaging in discussion forums on racism, sharing diverse life experiences and perspectives

UBC Press Anti-Racism Books – Anti Racist and Multicultural Education

Source	Canada http://pep.educ.ubc.ca/anti.html
Curriculum Link	Social Curriculum: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2, 4. 1, 4. 2, 4. 3, 5. 2, 5. 3, 7. 1, 7. 2, 9. 1, 9. 2, 10. 1, 10. 2, 20. 1, 20. 2, 30. 1, 30. 2 English: 5. 1. 1, 5. 1. 2, 5. 1. 3, 5. 1. 4, 5. 2. 1, 5. 2. 2, Health and Life Skills: W-5. 7, R-3. 1, R-3. 5, R-4. 1, R – 5. 9, R-8. 8, R-9. 1 C. A. L. M: P3, P4, P8, P9, R2
Grades	K-12
Subject	An extraordinarily useful resource that compiles books published by UBC Press and provides annotations, quotations, and reviews
Resources	Important for the teachers, this site also categorizes the books by subject appropriateness, age suggested, and grades, as well as whether these books would serve as a teacher’s resource or be more pertinent in certain provinces. The only drawback to this website is that only the books published by UBC Press are represented. The majority of authors, characters and heroes are members of the culture that is written about. Visual represent of multiculturalism is expressed through photos and artwork. The language used is primarily English with multi-language words used for culturally specific artifacts, materials, ceremonies and character names.

Minnesota Advocates for Human Rights

Source	U. S. A. http://www.mnadvocates.org
Curriculum Link	Social Curriculum: 3. 1, 3. 2, 4. 1, 4. 2, 4. 3, 5. 2, 5. 3, 7. 1, 7. 2, 9. 1, 9. 2, 10. 1, 10. 2, 20. 1, 20. 2, 30. 1, 30. 2 English: 5. 1. 1, 5. 1. 2, 5. 1. 3, 5. 1. 4, 5. 2. 1, 5. 2. 2, Health and Life Skills: W-5. 7, R-3. 1, R-3. 5, R-4. 1, R – 5. 9, R-8. 8, R-9. 1 C. A. L. M: P3, P4, P8, P9, R2
Grades	3-12
Subject	Dedicated to introducing international human rights and responsibilities to students grades 3 –12. The website offers a comprehensive Human Rights Education Curriculum and Resources which focus on materials gathered as a result from expertise gained by specific components of their work, such as refugee and immigrant issues in Minnesota, fact-finding missions pertaining to children's and women's rights, human rights issues since September 11, and other areas of human rights
Resources	The website offers downloadable teaching guides or individual lesson plans. The plans utilize charts, tables, graphs, and maps to convey important information about immigration such as: who comes from other countries to settle in the U. S. , why they come, the process by which they are allowed in, where they settle, their impact on the economy, and the "nuts and bolts" of U. S. immigration policy. Immigration is presented within an historical context and through firsthand accounts and role-playing activities. The site also provides an interesting curriculum that focuses on U. S. policy post- September 11, including case studies on post-September 11 biases and discrimination. The site also provides an immigrant quotient quiz designed for grades 6-12, which provides an eye-opening look at the reality of immigrants and refugees historically and currently composing our communities.

Teaching Tolerance

Source	U. S. A. http://www.tolerance.org/teach
Curriculum Link	<p>Social Curriculum: K. 1, K. 2, 1. 2, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2, 4. 2, 4. 3, 5. 2, 5. 3, 6. 1, 7. 1, 7. 2, 8. 2, 9. 1, 9. 2, 10. 1, 10. 2, 20. 1, 20. 2, 30. 1, 30. 2</p> <p>English: 5. 1. 1, 5. 1. 2, 5. 1. 3, 5. 1. 4, 5. 2. 1, 5. 2. 2, 5. 2. 2, 1. 1. 1, 1. 2. 1, 1. 2. 2, 2. 1. 1, 2. 1. 2, 2. 1. 4, 2. 2. 1, 2. 2. 2, 2. 3. 1, 2. 3. 2, 3. 1. 1, 3. 1. 2, 3. 2. 2, 3. 2. 4</p> <p>Health and Life Skills: K. 6, K. 9, R-1. 5, R-1. 9, R - 2. 1R-3. 6, R-3. 7, R-3. 9, R- 4. 1 R-4. 9, W-4. 7 R-5. 6, R-5. 7, R-5. 8, R-5. 9, R-6. 1, R-6. 2, R-6. 4 R-6. 7, R-6. 8, L-6. 3,</p> <p>C. A. L. M: P3, P4, P8, P9, R2</p>
Grades	K-12
Subject	Probably the most comprehensive and useful website in learning about racism and discrimination. The site presents sections for teachers, teens, kids, and parents, each of which link websites, books, and media resources for further exploration.
Resources	<p>There are numerous teaching guides, kits and handbooks, as well as a list of classroom activities. Perhaps the most useful function of the website is the ability to find activities based on grade, subject, and tolerance topic. For teens there are interactive resources to explore racism, such as posters, bias tests, the ability to explore words, essays (which can be accessed and submitted) and an information pack. The site is intuitive and accessible, breaking the components of the site into age group, where there can be explored books, topics and activities. Excellent site all around. From K-12 and everyone</p> <p>The site visually represents the participation of various cultural groups involved in anti-racism initiatives within school communities. Students share authority and participants determine the success of the programs. Problems are being addressed and solved by members of the minority and dominant cultures. Life within multicultural school communities is expressed through students narratives</p>

QCA Respect for All

Source	United Kingdom www.qca.org.uk
Curriculum Link	<p>Social Curriculum: K. 1, K. 2, 1. 2, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2, 4. 2, 4. 3, 5. 2, 5. 3, 6. 1, 7. 1, 7. 2, 8. 2, 9. 1, 9. 2, 10. 1, 10. 2, 20. 1, 20. 2, 30. 1, 30. 2</p> <p>English: 5. 2. 2, 1. 1. 1, 1. 2. 1, 1. 2. 2, 2. 1. 1, 2. 1. 2, 2. 1. 4, 2. 2. 1, 2. 2. 2, 2. 3. 1, 2. 3. 2, 3. 1. 1, 3. 1. 2, 3. 2. 2, 3. 2. 4</p> <p>Health and Life Skills: K. 6, K. 9, R-1. 5, R-1. 9, R - 2. 1, R-3. 6, R-3. 7, R-3. 9, R- 4. 1 R-4. 9, W-4. 7 R-5. 6, R-5. 7, R-5. 8, R-5. 9, R-6. 1, R-6. 2, R-6. 4 R-6. 7, R-6. 8, L-6. 3,</p> <p>C. A. L. M: P3, P4, P8, P9, R2</p>
Grades	K-12
Subject	<p>Respect for all: valuing diversity and challenging racism through the curriculum</p> <p>This website is useful in the way it contains activities that have been utilized by teachers who have posted them on the site. What is ingenious about the set-up of this site is the way in which the activities are listed by subject, divided into aim, activity, description, and commentary</p>
Resources	<p>Very valuable in that each of the activities has been attempted by teachers, who have listed their own reactions to the projects, as well as what occurred when the activity occurred in the classroom. This allows the teacher to see what the successes, failures, and challenges were about the activity. This site also provides potential areas that racism and awareness can be implemented into particular subjects. Activities and guides.</p> <p>Teachers/educators determine the standards for success based upon student responses and academic assessment. Learners hold the power in reference to the application of activities.</p>

United Against Racism

Source	Canada www.unitedagainstracism.ca
Curriculum Link	Social Curriculum: 2. 1, 2. 2, 4. 1, 4. 2, 4. 3, 5. 2, 5. 3 English: 5. 1. 1, 5. 1. 2, 5. 1. 3, 5. 1. 4, 5. 2. 1, 5. 2. 2, 5. 2. 2 Health and Life Skills: R-3. 6, R-3. 7, R-3. 9, R- 4. 1 R-4. 9, W-4. 7 R-5. 6, R-5. 7, R-5. 8, R-5. 9, R-6. 1, R-6. 2, R-6. 4 R-6. 7, R-6. 8, L- 6. 3 C. A. L. M: n/a
Grades	2-6
Subject	United Against Racism (UAR) works towards the elimination of racism and discrimination in society. This unique initiative is community based and Aboriginal led. Aboriginal youth also play a vital role in the development of anti-racism tools and resources, and in the transmission of anti-racist values and methodologies through education
Resources	<p>The focus of this website is on Aboriginal integration in Canadian society, and raising awareness of Aboriginal culture. The site provides a list of fictional books for youth dealing with racism and multicultural issues. It contains a list of basic definitions (prejudice, discrimination et al). No activities or teaching guides are listed.</p> <p>The Aboriginal youth voice/perspective is empowered through opportunities to take leadership roles in issues that affect their lives and create positive change in their communities and the world at large. There is visual and knowledge representation of Aboriginal cultures.</p>

National Coalition for Dialogue and Deliberation

Source	U. S. A. http://www.thataway.org
Curriculum Link	Social Curriculum: Teacher Resource English: Teacher Resource Health and Life Skills: Teacher Resource C. A. L. M: Teacher Resource
Grades	Teacher Resource
Subject	National Coalition for Dialogue and Deliberation (NCDD) provides resources, programs, and networking opportunities for a rapidly growing community of practice dedicated to solving group and societal problems through honest talk, quality thinking and collaborative action.
Resources	The resources found on this website are primarily for teachers and educators, who are focused on problem solving through dialogue and critical thinking within a group/community setting. The Learning Exchange gives access to the NCDD's collection of articles, books, trainings, manuals, and links. This site provides links to web pages pertaining to K-12 education, conflict resolution, and anti-racism. Visual representation of multicultural groups, sharing of cultural knowledge, success is determined by participatory groups, problems are solved through communication of multi-ethnic experiences and knowledge.

Artists Against Racism

Source	International http://www.artistsagainstracism.org
Curriculum Link	Social Curriculum: K. 1, K. 2, 3. 1, 3. 2, 6. 1, 9. 1, 10. 1, 10. 2, 20. 1, 20. 2, 30. 1, 30. 2 Health and Life Skills: R-3. 4, R-4. 4, R-3. 6,
Grades	6-12
Subject	ARR is an International, non-profit, organization where artists reach out as role models for youths. Their mission is to build an understanding of all peoples. To speak to the youth, the future of our global community, about the basic human right of equality, so that a civilized society will, in the next millennium, finally result.
Resources	The site provides links to various resources for both teachers and students. This site supports grassroots development of school clubs to address equality, racism, discrimination and provides tools and activities for the classroom. Artist role models use their stature positively to help the world become a world of equality by opening dialogue through quotes and social justice efforts. The site provides visual representation of multicultural artists in anti-racism initiatives. Personal perspectives and life experiences with racism are shared, empowering students to make changes in their lives and to confront social inequality. Role models are from various ethnic backgrounds.

***The Ontario Institute for Studies in Education of
the University of Toronto (OISE/UT)***

Source	Canada http://www.oise.utoronto.ca/research/studentequity/index.php
Curriculum Link	Social Curriculum: Teacher Resource English: Teacher Resource Health and Life Skills: Teacher Resource C. A. L. M: Teacher Resource
Grades	Teacher Resource
Subject	Raise educator awareness about racism, sexism, classism, heterosexism, ableism, linguistics, and other oppressions. To provide educators with practical resources, information and activities that both develop their own knowledge and the awareness of their students about equity issues.
Resources	Annotated bibliography, tools and community connections (websites) can be searched by: Human Rights Related Topics - lists six areas of interest for social justice: Anti-racism; (Dis)ability; First Nations, Aboriginal Learning and Knowledge; LGBTQ; Women's and Gender Studies; and, Work, Labour and Class. Subject Related Topics - lists nine broad subject categories for elementary and secondary school teachers: Arts; Career Studies; ESL; Humanities; Physical Education & Health Studies; Sciences & Mathematics; Social Sciences; Special Education; and, Technological Studies.

City College of San Francisco (CCSF): The Tolerance Project

Source	U. S. A. http://www.ccsf.edu/Resources/Tolerance/
Curriculum Link	Social Curriculum: 10. 1, 10. 2, 20. 1, 20. 2 English: 5. 1. 1, 5. 1. 2, 5. 1. 3, 5. 1. 4, 5. 2. 1, 5. 2. 2 Health and Life Skills: R-6. 7, R-6. 9, R7. 6, R-7. 7, R-8. 7, R-8. 8, R-9. 7, R-9. 8, R-9. 9, C. A. L. M: P. 4, P. 7, P. 8, P. 9, P. 10
Grades	6-12, Teacher Resource
Subject	The Tolerance Project is a collaborative web resource for learning and teaching how to understand, create, nurture, and find tolerance to promote peace.
Resources	The web pages are a collection of teaching resources, materials and lessons that have been tested in the classroom. Resources recognize that lessons are learned through poignant, peaceful awareness differences as well as from hostile histories or present day animosities amongst class members or the larger community. Student and teacher forums allow for the sharing of ideas and discussions to take place. Student resources include, articles, projects and links to equality based organizations Student forums express individual narratives and a working knowledge of racism on a global level. Student perspectives of what they observe socially amongst cultures are used to examine problems and create discussions.

Human Rights and Equal Opportunity Commission

Source	Australia www.humanrights.gov.au/education/index.html
Curriculum Link	Social Curriculum: Teacher Resource English: Teacher Resource Health and Life Skills: Teacher Resource C. A. L. M: Teacher Resource
Grades	Teacher Resource
Subject	The Human Rights and Equal Opportunity Commission (HREOC) has developed a structured online human rights education program for teachers of upper primary and secondary school students. The program has been developed as a direct response to increased demands for human rights education resources in schools and the relative absence of relevant published material that can be incorporated into current Australian education curricula.
Resources	<p>Program is delivered using the World Wide Web and includes a range of interactive, resource-rich, web-based learning modules for use in the classroom with students ranging in age from 12 – 17. Although the website is developed for the Australian curriculum the modules express universal equality and activities encourage students to explore the relevance of human rights to their own experiences, communities and countries.</p> <p>The Face the Facts module was developed to address the need for clear information that addresses prevailing myths about refugees, migrants and Indigenous people. There is also a collection of human rights education web links and flexible worksheets for use by teachers and students for research and exploration of human rights issues. Site provides links to international human rights material found within the United Nations and other Non-Government Organizations</p>

United Nations Cyber School Bus

Source	International http://www.un.org/Pubs/CyberSchoolBus/
Curriculum Link	Social Curriculum: Teacher Resource English: Teacher Resource Health and Life Skills: Teacher Resource C. A. L. M: Teacher Resource
Grades	Teacher Resource, 4- 12
Subject	The United Nations Cyberschoolbus is the online education component of the Global Teaching and Learning Project, whose mission is to promote education about international issues and the United Nations. The project produces high quality teaching materials and activities designed for educational use (at primary, intermediate and secondary school levels) and for training teachers. The vision of this Project is to provide exceptional educational resources (both online and in print) to students growing up in a world undergoing increased globalization.
Resources	The Internet is used as an educational tool and provides an effective medium with which to disseminate information and resources about international affairs and diverse communities of students and educators from around the world. Within the site there are a number of activities and projects that teach students about global issues in an interactive, engaging and fun way. The site provides specific lessons on race discrimination with facilitation guidelines, goals and assessment rubrics. The site also provides information on UN projects focused on student learning, community involvement and international human rights conferences for youth.

University of Calgary Diversity Toolkit

Source	Canada www.ucalgary.ca/~dtoolkit
Curriculum Link	Social Curriculum: Teacher Resource English Curriculum: Teacher Resource C. A. L. M: Teacher Resource Health and Wellness: Teacher Resource
Grades	Teacher Resource
Subject	This website provides possible courses of action for those who are trying to introduce the anti-racism curriculum into their existing programs at school. This webpage is primarily a resource bank for other websites.
Resources	This toolkit is particularly useful for teachers who are looking to gain further knowledge on racism and anti-racism. It also provides information on how to begin integrating anti-racism programs into schools that have no similar programs. This site offers a variety of on-line resources, funding sources, glossaries, examples of projects, and selected readings to help you get started.

Racism no Way

Source	Australia www.racismnoway.com.au/classroom
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2 (Appendix A) Health and Life Skills: R-1. 9, R-3. 6 (Appendix B)
Grades	K – 3
Subject	<p>This website analyzes the media’s portrayal of issues linking it to racism. The website is broken into sections which detail the various anti-racism education programs and strategies in place in education systems across Australia. Programs and strategies are grouped by action area.</p> <p>There is a library on the site to look up what racism is and about racism in schools, what the law says and facts on Australia's cultural diversity. Try the timeline locator to find key dates in Australia's history or the annotated bibliography to find useful resources on racism and anti-racism.</p> <p>Information on issues relating to anti-racism, multicultural and Aboriginal education including biographies of prominent Australians.</p>
Resources	<p>The materials contained in this section have been developed by teachers for teachers to use in the classroom. Various teaching and learning activities targeting students in the upper primary and secondary years are provided. Interviews with well-known Australians concerning their thoughts and experiences of racism are also provided. This section is updated regularly.</p> <p>There is a bank of online puzzles, crosswords, games that come in printable versions. This website also hosts online discussions dealing with the subject matter.</p>

Diverse Australia

Source	Australia www.harmony.gov.au/
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2 (Appendix A) Health and Life Skills: R-1. 9, R-3. 6, W-4. 1, W-4. 4 (Appendix B)
Grades	K – 4
Subject	This website outlines in detail the objectives and activities of Harmony Day, which began in 1999, occurs on 21 March each year and celebrates Australia's success as a diverse society united as one family by a common set of values.
Resources	There are many activities that they have already tried out on Harmony days. Includes lesson plans for teachers. Although, these activities were intended for the use of Harmony Day celebration, they can also be integrated into classroom activities on racism and anti-racism.

Yes, I can make a Difference

Source	U. S. A <u>Hastings.ci.lexington.ma.us/Library/Yes/yesican.htm</u>
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2, 5. 2, 4. 3, 5. 2, 5. 3 (Appendix A) Health and Life Skills: R-1. 9, R-3. 6, W-4. 1, W-4. 4 (Appendix B)
Grades	K – 5
Subject	<p>The goal of this website is to develop and use a set of resources to integrate active anti-racism into the Franklin School curriculum and community through a multi-pronged approach that includes resource development, staff training and student activities.</p> <p>This website revolves around the development of resources to help children learn ways of opposing racist and biased actions and attitudes.</p>
Resources	<p>The resources on these pages include lessons with readings and activities planned out for each lesson. There are many suggested resources for teacher to use in the classroom as well as resources to educate the teacher on the subject matter. This site also contains information pertaining to programs that teachers can create for the parents of the students at the school.</p> <p>Each grade revolves around a dominant theme. For kindergarten it's positive images, grade 1 is bringing people together, grade 2 is toward freedom, grade 3 deals with perspective, grade 4 is empowerment and finally in grade five it's writing about race. Each of these themes lead up to the theme in the following grade. There is specific literature, lesson plans, activities and website links for each grade.</p> <p>There are also literature-based anti-bias kits that contain books, activities, accompanying lesson plans, and supporting media. The lesson plans and activities help to integrate each kit with the Newton curriculum. These resources are available, to provide an opportunity for teacher collaboration, and to publish student work.</p>

Race Equality

Source	Scotland www.ltscotland.org.uk/raceequality/index.asp
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	5 – 12
Subject	<p>This most useful section of this site is the Glossary, which easily is understandable for grade 6 and 7 students and may have to be simplified for younger grades, but provides teachers with an excellent terminology resource. The staff development exercises are also effective and some might be usable for older students. The FAQs are very useful because many of these will come up in your classrooms and the site provides good suggestions for addressing them. The dealing with racist incidents section provides examples of how students and teachers might respond to racism.</p> <p>This site is very easy to use and appropriate for teachers and students.</p> <p>In addition, it provides connections with other areas of inequality. For example, when it explores dealing with and recording racist incidents, it tries to tie in how to deal with and record harassment/bullying on grounds of gender, sexual orientation, class, disability, religion and so on.</p>
Resources	<p>The material on this website is generally for the use for teachers who are at an early stage of developing an anti-racist approach to their practice. For teachers and schools who are already familiar with the concepts of anti-racist education and legislation, this resource may be useful for accessing further information. By going through the resources, a teacher can find out more about race equality and how to implement good practice in race-related issues. The material includes examples of good practice, exercises for staff development and electronic links to practical ideas about including racial equality in approaches to learning and teaching.</p> <p>This website also provides ideas for programs that schools can create for parent education on racism and anti-racism. These programs help ensure that parents do not bring these attitudes into the school or school grounds. It also provides parents with a clear understanding of what their children are learning in the classroom.</p>

**Centre for Education for Racial Equality in Scotland:
Drama Lessons to Address Prejudice and
Discrimination**

Source	Scotland www.education.ed.ac.uk/ceres/Curriculum/Drama.htm
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 3. 1, 3. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) Drama:
Grades	7 – 9
Subject	<p>The course was constructed as part of an ongoing initiative to deal with prejudice within schools via student participation in drama. The programs on this site are promoting awareness of the origins of prejudice and racism through the lenses of both the victim and the perpetrator. By doing this it is hoped students will begin to empathise with those on the receiving end of prejudice and, by understanding the motivation of the perpetrator, to react effectively to it.</p> <p>This course as it stands it best suited for teachers of Drama to use. However others can adapt and use as it suits, for example, within Personal and Social Education, English, Modern Studies and other related courses such as cultural or general studies.</p>
Resources	This website contains many ideas for activities and plays that could be integrated into a drama curriculum at the levels 7-9. The subject is taught through ten lesson plans. These lesson plans and activities have been tried out in prior classes.

The Kit: A Manual by Youth to Combat Racism through Action

Source	Canada http://www.unac.org/yfar/The_KIT.pdf#search=%22Anti-Racist%20Education%3A%20It%20starts%20within%20film%22
Curriculum Link	Social Studies: 7. 1, 7. 2, 8. 1, 8. 2, 8. 3, 10. 1, 10. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	7 – 12
Subject	<p>This website is a link to the pdf version of The KIT, an anti-racism resource created by youth. The KIT came together through a national project of the United Nations Association in Canada (UNA-Canada) called the Youth Forums Against Racism. Around 100 youth between the ages of 14 and 26 participated in a series of regional forums held from May to July 2001. While the forums travelled to Edmonton, Ottawa, Québec, and Halifax, the spirit behind the forums, and now this resource, came from all across the country — from Summerside to Kugluktuk, Prince George to Montréal. At each of these forums, participants recommended what they would like to see in a youth-focused anti-racism education model. Then a team of eight youth, representing each of the regional forums, had the difficult task of combining their peers’ recommendations into one idea.</p> <p>The KIT is an amalgamation of three complementary sections, all addressing racism: information, tools, and resources. The Information section looks at current issues and key concepts in racism, and debunks a range of myths and misconceptions. other anti-racism materials. This resource has been put together, collectively, by a team of youth who feel passionate about antiracism, and who believe in combating racism and racial discrimination through education. You will hear a multitude of voices in the KIT — not just those of the key authors, but also of the dozens of Youth</p>
Resources	The Tools section includes a wide range of interactive workshops for a variety of ages and interests, as well as a step-by-step guide for organizing an activity. A multitude of books, films, youth organizations, and educational materials are listed in the Resources section for further reading, action, and inspiration! And, a timeline noting key moments in Canadian history relevant to racism and anti-racism runs throughout the KIT. A resource like this bound by time and resources cannot be

ANTI-RACISM RESOURCE KIT

	<p>comprehensive. They have therefore looked at some issues more than others. Racism targeted at Aboriginal peoples is part of the Canadian past and present, and needs attention and action. In the wake of September 11, Canadian Muslims are facing a wave of racial and religious intolerance. We have focused to some extent on these two groups because they are targets of racism now. But their experiences are examples of how racism works and how it manifests itself in Canada.</p>
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VIDEOS

Each video in this section has been linked to particular units in the Social Studies, Language Arts, Health and Wellness or C.A.L.M Alberta curriculum (for Alberta Learning Curriculum see: http://www.education.gov.ab.ca/k_12/curriculum/). The curriculum links provided are only suggestions, with the expectation that teachers will make choices that fit their individual lesson plans and students' needs.

The descriptions on the videos provide a general idea about content, and we advise viewing all videos before using them.

Some video produces, as well as, independent teachers and organizations have created teacher's guides which are available with the video. The guides may include a teacher's guide to anti-racism, activities and discussion topics for students. The guides will be noted in the *Resources* section of the table.

In an effort to make the videos accessible to teachers, most of the videos listed in this section are can be borrowed from the University of Calgary McKimmie or Doucette libraries, the Alberta Civil Liberties Research Centre and the University of Calgary, or the Mount Royal College library.

Children are not the Problem

Source	Toronto, ON : Prieto-McTair Productions (1991) Mount Royal College library 30min
Curriculum Link	Teacher Resource
Grades	K – 12
Overview	Per York University, the Sociology Video Project: “Daycare workers, primary school teachers and parents describe incidents of racist behavior, its impact on young children and the need to develop educational programs that recognize Canada's multicultural community.”
Resources	Per Minh Hoang (undergraduate): “The topic of this video would be appropriate for a course on race & racism or a developmental/social psychology course. The content and language are straightforward, making the video comprehensible, but it is not enlightening, thought-provoking, or stimulating. The only interesting thing in it was the commentary/explanation provided by a professor from Seneca College. Everyone else provided a basic and infantile knowledge on the topic of racism & racist behaviour in children. The video is also very slow-paced. It would be a waste of university classroom time – don’t show this to your class. The level of difficulty is best suited to grade 12 students.”

The Canada Series: Multiculturalism

Source	Access Network (1995) University of Calgary Doucette library 20min
Curriculum Link	Social Curriculum: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 5. 3, 6. 1, 7. 1, 7. 2 (Appendix A) Health and Life Skills: R-1. 9, R-3. 6, W-4. 1, W-4. 4 (Appendix B)
Grades	K – 7
Overview	Special Canadian Communities is a study of communities that maintain a distinctive cultural lifestyle. It is about the way people keep their traditions, languages, and beliefs through changing times. They observe traditional celebrations, religious beliefs, and values; as they continue to practice traditional arts, skills and cooking. At the same time, they have integrated with a larger Canadian community.
Resources	The resource manual comprises student books, teaching units, and media resources for social studies, history, and geography programs suitable for students from elementary to high school.

Not So Different

Source	National Film Board of Canada (1985) 6 min 48 sec
Curriculum Link	Social Studies: K.1, K.2 (Appendix A) Health and Life Skills: R-K-9, R-1.9, R-3.6 (Appendix B)
Grades	K, 1, 3
Overview	According to the National Film Board of Canada: “This delightful, humorous fable is set in the Land of Same, where the law of the land is “sameness”. Everyone has to behave the same, wear the same clothes, live in the same houses, drive the same cars, eat the same food -- you name it, it's the same! Everything runs, smoothly (although it's a bit dull!), until the arrival of some different people, causing a wave of “different ness” to spread across the land. So the law is changed to “different ness”. Things aren't dull any more, but life is chaotic! Eventually a meeting is held to vote on same or different. The outcome? Well, see for yourself -- it's not the same -- but not so different. . . “

Building a School Community, Piece by Piece

Source	Lovink Media (2001) Alberta Civil Liberties Research Centre Library 14min 7sec
Curriculum Link	Social Studies: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 5. 3 (Appendix A)
Grades	K, 1, 2, 5
Overview	Set at an elementary school, the film shows how a diverse student body in coordination with a similarly diverse group of teachers and administrators has created a successful multicultural community. Programs emphasizing tolerance, generosity, mastery (academic), respect for cultural differences and random acts of kindness are profiled through student interviews within classrooms, with comments from teachers and administrators.

Playing Fair Series

<p>Source</p>	<p>Carol's Mirror National Film Board of Canada (1991) 14min 5sec</p> <p>Hey, Kelly National Film Board of Canada (1992) 15min 10sec</p> <p>Mela's Lunch National Film Board of Canada (1991) 14min 23sec</p> <p>Walker National Film Board of Canada (1992) 13min 53sec</p>
<p>Curriculum Link</p>	<p>Social Studies: K. 1, K. 2, 1. 1, 4. 1, 4. 2 (Appendix A) Health and Life Skills: R-K-9, R-1. 9, R-3. 6, W-4. 1, W-4. 4 (Appendix B)</p>
<p>Grades</p>	<p>K – 4</p>
<p>Overview</p>	<p>Playing Fair is a series of four dramas for 6 to 12-year-olds designed to spark discussion and thought about racism, as well as respect and equality for all children. Central to each is a conflict which illustrates the exclusion, inequality, name calling and taunting experienced by racial minority and Aboriginal children. Titles include: Carol's Mirror: Carol, a black student, is interested in playing the lead in her school's annual play, Snow White; nevertheless, Carol and her classmates find a solution (14 min. 5 sec.); Hey, Kelly: Robert calls Kelly a racist name and a fight ensues. The principal gives them a task to do during detention. While working together, Robert and Kelly learn to cooperate and also find out that they have something in common (15 min. 10 sec.); Mela's Lunch: Having just immigrated to from India, Mela is trying to make friends; at first, Allison goes along with some classmates who make Mela feel unwelcome but ultimately, skin color and country of origin are not an obstacle to friendship or self-esteem (14 min. 23 sec.); and Walker: Walker is an Aboriginal foster child whose only playmate is his dog. Jamie is a lonely young white boy who is afraid of dogs, and has some strange ideas about Aboriginal people. Walker ignores the racism of the bigger boys and reaches out to Jamie (13 min. 53 sec.).</p>

The Magic Quilt

Source	National Film Board of Canada (1985) 12min 52sec
Curriculum Link	Social Curriculum: K. 1, K. 2, 1. 1, 1. 2, 2. 1, 2. 2, 5. 3 (Appendix A) Health and Life Skills: R-1. 9, R-3. 6, W-4. 1, W-4. 4 (Appendix B)
Grades	K –5
Overview	According to the National Film Board of Canada: “Visual gags, humor, sound effects, live action and cut-out and embroidery animation combine to make this an enchanting parable of good will and understanding. A group of children finds a magic quilt that is their passport to a voyage of discovery. They step inside the quilt and as they travel through its velvet farmlands and satin cities, they experience the multiculturalism of Canada. The quilt is torn and the magic broken when a quarrel breaks out. Once the quilt is repaired and harmony restored, the children have learned that patience and goodwill are needed to mend and maintain quilts, friendships, and nations.”

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A Kid's View on Canada

Source	National Film Board of Canada (1992) 28min 15sec
Curriculum Link	Social Curriculum: 1. 1, 2. 1, 5. 2, 5. 3 (Appendix A) Health and Life Skills: R-1. 9, R-3. 6, W-4. 1, W-4. 4 (Appendix B)
Grades	1 – 5
Overview	Per Equity (educ.queensu.ca/~equity/audio/race_culture.html): “A delightfully unique view of Canada as seen through the eyes of 9-year-old children. Occasionally hilarious and often insightful, the children's comments are always revealing and cover the gamut of issues: from racism to clear-cut logging to Québec separation. The result is a lively discussion starter on what it means to be a Canadian growing up in the '90s.”

Canadian Portraits

Source	National Film Board of Canada (1989) 29min 56sec
Curriculum Link	Social Curriculum: 5. 2, 5. 3 (Appendix A) Health and Life Skills: W-4. 1, W-4. 4 (Appendix B)
Grades	4, 5
Overview	Per the National Film Board of Canada: "In this tribute to the cultural diversity that characterizes present-day Canada, a teenage girl, answering an exam question about people who have played an important role in building this country, decides to focus on the contributions made by so-called "ordinary folk." These are the people profiled in the video. They speak candidly about the successes they have achieved, the problems they have faced as members of minority groups, and the contributions they have made to our society. These "Canadian portraits" are interwoven with historical material from the past which shows the nature and extent of this country's multicultural make-up."

In Service

Source	National Film Board of Canada (1993) 24min 5sec
Curriculum Link	Social Studies: 5. 3, 6. 1 (Appendix A) Health and Life Skills: W-4. 4 (Appendix B)
Grades	4-6
Overview	According to the National Film Board of Canada: “The story of a Black girl's first exposure to racism. Young Nell really looks forward to the weekly visits from Helen, a family friend. Helen is "in service" in a big house, which Nell imagines must be wonderful. After all, doesn't Helen live in a big house? And doesn't she often bring beautiful clothes for Nell's family? When Nell visits Helen, she comes to understand what "in service" really means. She also comes to understand herself a little better.”

Land of Hope

Source	National Film Board of Canada (1996) 28min 28sec
Curriculum Link	Social Curriculum: 5. 2 (Appendix A)
Grades	5
Overview	<p>According to the National Film Board of Canada: “Dramatic stories spanning two centuries of the Canadian immigrant experience. In 1755, the Acadian people were expelled from Nova Scotia by the British and forced to relocate in South Carolina. Ten-year-old George was uprooted from his home, forced to hide from bounty hunters and eventually found refuge amongst the Micmac people. It was only years later that his parents returned and they became a family again (6 min. 40 sec.). As a child, Kate Boyle fled Ireland's potato famine of 1847. Typhoid fever claimed the lives of many during the ocean voyage, orphaning thousands of children. She was among those many youngsters who were eventually adopted by French-Canadian families (6 min. 34 sec.). In the late 1800s, John Ware became one of the first Black cowboys. A skilled horseman, Ware overcame the prejudices of his time to make his mark as a successful rancher (8 min. 30 sec.). Joe Mah, a Chinese laborer, confronted incredible hardships and racism when he tried to settle his family in the new land (7 min. 23 sec.).”</p>

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Eyes on Canada/Focus on Canada

Source	<p>Eyes on Canada/Coup d’oeil sur le Canada National Film Board of Canada (2001) 2min 17sec</p> <p>Focus on Canada/Point de mire sur le Canada National Film Board of Canada (2001) 6min 7sec</p>
Curriculum Link	Social Studies: 2. 1, 4. 1, 5. 1, 7. 1, 7. 2, 20. 1, 20. 2 (Appendix A) C. A. L. M: P4, P7, P10 (Appendix B)
Grades	2, 4, 5, 7, 10, 11
Overview	<p>According to the National Film Board of Canada: “Eyes on Canada/Coup d’oeil sur le Canada and Focus on Canada/Point de mire sur le Canada are a lively musical montage expressing the creativity and innovation that is at the heart of Canada and its people. Stunning images of our diverse landscapes--from immense wilderness and bustling cities to the kaleidoscopic faces of our people--offer a whirlwind tour of a dynamic and multi-cultural country. A film without words.”</p>

Asian Canadian History Collection

Source	National Film Board of Canada (2006)
Curriculum Link	Social Studies: 7. 1, 7. 2, 8. 1 (Appendix A)
Grades	7, 8
Overview	According to the National Film Board of Canada: “From the opening the West to baseball, Canadians of Asian heritage have helped build Canada. This 5-part collection of NFB documentaries highlights their contributions and recounts some of the injustices Asian Canadians have faced. These films will spark discussion and animate lively debates in the classroom. Use these titles to explore racism, the building of the Canadian West and World War II history.”

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Colour Blind

Source	National Film Board of Canada (1999) NFB Order # C9199 233 Alberta Civil Liberties Research Centre Library 25min 42sec
Curriculum Link	Social Studies: 7. 1, 7. 2, 9. 2, 20. 1 (Appendix A) C. A. L. M: P4, P7, P10 (Appendix C)
Grades	7, 9, 10, 11
Overview	According to the National Film Board of Canada: “Colour Blind is a film about subtle racism and its daily impact on teenagers in high school. To outsiders, Princess Margaret Senior Secondary, in the heart of Surrey, BC, looks like an ordinary high school. To teachers and students, however, it was a school full of racial rage, segregation and violence. Its troubles began in 1995 when the predominately white student body became a predominately ethnic majority. Five years later, we follow five teenagers as they learn tolerance for each other's differences. Colour Blind documents that painful and confusing process of overcoming racial conflicts. The video's purpose is to encourage young students to examine their own behaviors and attitudes and to ask probing questions of themselves about how they react to racism within their own high school.”

Minoru: Memory of Exile

Source	National Film Board of Canada (1992) 18min 45sec
Curriculum Link	Social Studies: 8. 1 (Appendix A)
Grades	8
Overview	<p>According to the National Film Board of Canada: “The bombing of the American naval base at Pearl Harbour, by a nation he knew only by name, thrust nine-year-old Minoru Fukushima into a world of racism so malevolent he would be forced to leave Canada, the land of his birth. Like thousands of other Japanese Canadians, Minoru and his family were branded as an enemy of Canada, dispatched to internment camps in the interior of British Columbia, and finally deported to Japan. Directed by Michael Fukushima, Minoru’s son, the film artfully combines classical animation with archival material. The memories of the father are interspersed with the voice of the son, weaving a tale of suffering and survival, of a birthright lost and recovered.”</p>

Between: Living in the Hyphen

Source	National Film Board of Canada (2005) 43min 43sec
Curriculum Link	Social Studies: 8. 2, 10. 2 (Appendix A) C. A. L. M: P4, P7, P10 (Appendix C)
Grades	8, 10
Overview	<p>According to the National Film Board of Canada: "In Canada, diversity often means "one ethnicity + hyphen + Canadian," but what if you don't fit into an easy category? What if your background is a hybrid of ancestries and you live somewhere between, where cultural identities overlap?</p> <p>Between interweaves the experiences of a group of Canadians with one parent from a European background and one from a visible minority. They're all struggling to find a satisfying frame of reference. Cultural identity, it seems, is more complex than what our multicultural utopia implies.</p> <p>Seven individuals share stories of being multi-ethnic in a world that wants to put each person into a single category. Among them are award-winning poet Fred Wah, who recalls being told by his elementary teacher that he was Chinese, even though his background also includes Irish, Scottish and Swedish ancestry. When visiting China, however, he finds that he is not accepted as Chinese because he is mixed.</p> <p>Shannon Waters, who is half-Coast Salish, is questioned for participating in the First Nations Family Practice program. Although she chooses to identify with her Aboriginal ancestry, her connection with that background is challenged because of her appearance.</p> <p>The thought-provoking experiences of these Canadians come to life against an innovative visual landscape and soundscape. Filmmaker Anne Marie Nakagawa, drawing on her work as a multimedia artist, creates a stylistic documentary that plays with form.</p> <p>As globalization increasingly blurs borders, Between offers a provocative glimpse of what the future holds: a movement away from hyphens and "pure" bloodlines, towards a celebration of fluidity, hybridity and being mixed."</p>

A Shadow of Hate

Source	Guggenheim Productions, Washington, D. C(1995) University of Calgary Doucette library 40min
Curriculum Link	Social Studies: 8. 1, 8. 2, 8. 3 (Appendix A) C. A. L. M: P4, P7, P10 (Appendix C)
Grades	8, 10
Overview	According to the American Friends Service Committee: "Tells a story as old as humanity -- pointing the finger at those who don't look or act or think like we do, whether they be people of different religions, races, or sexual orientation. Produced by 3-time Academy Award winner Charles Guggenheim (for "Teaching Tolerance" in Montgomery, Alabama) this closed-captioned program spans 3 centuries to examine this country's ongoing struggle to live up to its ideals of liberty and justice for all. Provides a powerful perspective on historical events from the ordinary people who lived through them. Lessons focus on Quakers, Mormons, Jews, homosexuals, immigrants, Native Americans, Chinese, Mexican-Americans and Japanese."

Light in the Shadows

Source	Oakland, CA : World Trust (2003) Mount Royal College library 45min
Curriculum Link	Social Studies: 8. 1, 8. 2, 8. 3 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 10
Overview	According to Shakti Butler, New Day Films: “Light in the Shadows is a frank conversation about race among 10 women who participated in the ground-breaking video The Way Home. These American women of Indigenous, African, Arab, European, Jewish, Asian, Latina and Mixed Race descent, use authentic dialogue to crack open a critical door of consciousness. What lies behind it is a perspective on race that is often unseen/unnoticed within the dominant culture. With clear language, open hearts and a willingness to engage - even when it gets hard - these women travel over roads that demonstrate why valuable discourse on race is so laden with emotion, distrust and misunderstanding. Light in the Shadows is a springboard for critical self-inquiry and inter-ethnic dialogue.”
Resources	A study guide and teacher resources are included in this video. It includes suggested activities and discussion questions and topics.

Prejudice: The Monster Within

Source	Knowledge Unlimited (1996) University of Calgary Doucette library 31min
Curriculum Link	Social Studies: 8. 2 (Appendix A) C. A. L. M: P4, P7, P10 (Appendix C)
Grades	8, 10
Overview	<p>According to the University of Maine, College of Education and Human Development: “The video weaves interviews with middle and high school students, who discuss their own experiences and attitudes about prejudice, with background information on examples of prejudice from slavery to the crisis in Bosnia. It examines the reasons that prejudices have developed, as well as how each of us can identify prejudice in ourselves and work to overcome it.”</p> <p>In this video, teenagers relate the ways they have experienced prejudice. Historical information is shared by featuring perspectives from groups who have experienced persecution. The study guide reinforces the message of taking personal responsibility to combat any form of prejudice. This program will help each of us think more carefully about prejudice and arrive at our own solutions for combating the “monster within”.</p>
Resources	<p>There is a teacher’s resource guide for this video. The guide consists the following:</p> <ul style="list-style-type: none"> • A brief introduction, describing the video and stating goals and objectives • A Readiness Activity to be completed before viewing the video • Four follow-up lessons to be completed after viewing the video. A reproducible activity sheet accompanies each lesson • The complete script of the video • A brief bibliography

Bronwen & Yaffa: Moving towards tolerance

Source	National Film Board of Canada (1996) NFB Order # C9196 110 The Doucette Library, University of Calgary 28min
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P4, P7, P10 (Appendix C)
Grades	8 – 10
Overview	<p>According to the National Film Board of Canada: “Against a vibrant soundtrack of punk and rap music, two extraordinary young women from Halifax create change at the grassroots level by organizing benefit rock concerts to raise money for East coast Against Racism (E. A. R.).</p> <p>Bronwen and Yaffa have both experienced racism in their own lives and are determined to make a difference. Their message is simple to those who promote racism and those who struggle against it: "The world is getting way out of control. We don't have to live this way. We can change it."</p> <p>Together, they reach out to local bands to help raise money for E. A. R. , knowing that the universal language of music will speak out to, and help unite, the community. At the same time, they struggle to renew their friendship with Scott, a former, Ku Klux Klan member; he's trying to reform but he admits that there is still conflict within him. He talks about how the Klan provided him with a sense of belonging and how that can be tempting to many young people. His experience is further encouragement for the two young activists to continue to fight against racism and to practice the tolerance that they preach. As Yaffa tells Scott, "If we don't accept you back, there's no motivation for you to leave the Klan. "</p> <p>Bronwen & Yaffa (Moving Towards Tolerance) chronicles the efforts of these two determined young women as they successfully rally against racism: booking a variety of bands, putting up posters, writing an information booklet, organizing a writing contest so that young people can speak their minds, talking to people in the streets, and even encouraging Scott to speak at the concert. After the show, they realize that, even though the battle is huge, 'It is possible to get your message across and people do listen. . . and that's worth everything!'”</p>

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How biased are you?

Source	Princeton, NJ : Films for Humanities and Sciences (2001) Mount Royal College library 26min
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 10
Overview	According to UNL Video Services, “Racism is easily recognized in its extreme forms, but racial prejudice infiltrates everyday life in subtle, often unintentional ways as well. Discover just how prevalent bias is as you watch real-life adults followed with hidden cameras as they interact with people of different races. “

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The Truth about Hate

Source	Woodstock, On : Canadian Learning Co (1999) Mount Royal College library Available in three versions: Full-length (49 minutes); School (32 minutes); and, the School version is also available in Spanish.
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 10
Overview	According to View Tech Educational Media: “This emotional and hard-hitting program is part of AIMS Multimedia's "The Teen Files" series and hosted by Leeza Gibbons. It explores the origins of hate through the eyes of teens, as they come face to face with their own racism, ethnic bigotry, religious hatred and sexual discrimination.”

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Learning to Hate

Source	Learning to Hate Princeton, N. J. : Films for the Humanities and Sciences (1997) Mount Royal College library 42min
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 10
Overview	According to the Network of Alliance for Bridging Race and Ethnicity: “This program focuses on how children learn to hate and how attitudes about hatred differ from culture to culture. Interview with a youth of Arab-Israeli descent who becomes friends with a young Orthodox Jew; high school students in Bensonhurst analyze the origins of hatred against gays. Nelson Mandela, Elie Wiesel, and Vaclav Havel share their own experiences with hatred and discuss the resolve that helped them.”

Hi-Tech Hate

Source	Princeton, N. J. : Films for the Humanities and Sciences (1996) Mount Royal College library 20min
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 10
Overview	<p>According to Professor Kevin Bowyer, Computer Science and Engineering, University of South Florida: “This video discusses hate groups of the neo-Nazi / holocaust revisionist / skinhead variety, and their use of the internet for communications and recruiting. Since it is a Canadian video, it looks primarily at activities and people in Canada. But it also describes ties to groups in Russia and the United States. A main figure in the video is Ernst Zundel, whose conviction on some “criminal false news” charges was overturned by Canada's high court. There are clips of Zundel talking about himself, his organization, his “Voice of Freedom” video program, his meeting with Zhirinovsky in Russia, his tour of a concentration camp in Germany, and people in the U. S. who help him to get his program shown on local-access cable in the U. S.</p> <p>There is one clip of a revisionist arguing that historical photos of the holocaust are doctored. There are also clips of students discovering hate groups on the internet, and their reactions to what they read. There is brief mention of internet “flame wars” and whether they could lead to actual violence. There is brief discussion of bomb-making recipes available on the internet, with a reference to the Oklahoma City bombing. Overall, the video is good, even a little slick, in production quality. The balance of the content really seems more on the organizations and politics in Canada than on what happens on the internet, but it is overall a good video. Students in the U. S. would certainly learn that first amendment protections are not the same in all countries, and they would get a glimpse of what makes the hate groups so sickening.”</p>
Resources	For a similar film centered towards racism in the Canadian culture refer to the video titled “Cyber Hate or Freedom of Speech” Some of the same people are interviewed in this film.

The Internet: Cyber-Hate and Freedom of Speech

Source	Princeton, N. J. : Films for the Humanities and Sciences (1995) Mount Royal College library 20min 15sec
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 10
Overview	<p>This video uses the issue of “cyber hate” as a vehicle for discussion of freedom of speech and censorship. The actual content of “cyber hate” is treated with a minimum of sensationalism. There are glimpses of web page graphics that are offensive to most viewers. There are interview clips with individual skin-heads and holocaust revisionists. One of them makes the comment, in appreciation of the internet, “How could I get a broader audience?” There are also interview clips with a representative from the Simon Weisenthal Center, a Canadian anti-revisionist, students, university administrators, and Canadian government officials.</p> <p>This video does not deal in detail with the claims made by the holocaust revisionists, to show why they are wrong / dangerous / abhorrent. It does discuss in more detail the arguments for and against censorship of the internet from the viewpoints of various “stake-holders. ” Importantly for U. S. students, it clearly makes the point that freedom of speech as interpreted through the first amendment is not universal. The video is not heavy-handed in presenting “the” correct solution. The video is reasonably up-to-date, though there is one reference to “the anonymous re-mailer in Finland” that has since been shut down. Overall, this should be a good video to introduce the topics “internet hate” and free speech to students.</p>

The Heart of Hatred

Source	Princeton, N. J. : Films for the Humanities and Sciences (1997) Mount Royal College library 42min
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 11
Overview	According to Oregon State University, Multimedia Collection: “This program features conversations with a variety of people who have explored the heart of hatred. A Los Angeles gang member uses hate as a survival weapon. White supremacist leader Tom Metzger defends his policies of hate both in a court of law and in interviews. A former Israeli soldier tells how he disguised himself as a Palestinian in order to better understand the source of his own hatred. High school students in Bensonhurst, New York, discuss the beating death of a black youth in their neighborhood, and Myrlie Evers, wife of assassinated civil rights leader Medgar Evers, talks about her own triumph over hate after her husband's untimely death. A man who physically abused his wife is presented as an example of people who act hatefully when their identity and self-esteem are threatened.”

Under One Sky: Arab women in North America talk about the hijab

Source	National Film Board of Canada (1999) University of Calgary Doucette library 43min 30sec
Curriculum Link	Social Curriculum: 9. 1, 20. 1, 20. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 11
Overview	<p>According to the National Film Board of Canada: “To Western eyes, the veil is one of the most contentious symbols of Middle Eastern culture. For some it represents the oppression of Muslim women, mysterious sexuality and the struggle between Eastern and Western values. But for the North American Arab women who wear the hijab, the veil is a proud emblem of their identity and heritage.</p> <p>Against a backdrop of ads and Hollywood movies that exoticize or demonize the Middle Eastern woman, <i>Under One Sky</i> presents some very modern Arab women who trace their history, from early colonialist missions, to post-Gulf War feminism. Informed and articulate, these women reveal the ideologies behind the veil with passionate insight and unexpected flair.</p> <p>Director Jennifer Kawaja discovers that Arab women are adamant about tearing away labels imposed by both East and West. Whether denouncing right wing anti-abortionists or defending the right of Muslim women not to wear the hijab, veiled Arab women see no reason to follow anyone's dogma.”</p>

Anti-Racist Education: It starts within

Source	Nova Scotia Education and Culture (1993) University of Calgary Doucette library 12min
Curriculum Link	Social Studies: 8. 1, 8. 2, 8. 3, 10. 1, 10. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 12
Overview	A group of twenty Cole Harbour District School students of various racial, cultural, socio-economic, and academic backgrounds are led through five-day power play workshop under the direction of Anne Johnson-McDonald. They focus on issues of concern to Black and White students as well as issues facing other racially visible students. The students come to understand that racism affects the oppressed as well as the groups in society with the final product being the video <i>It Starts Within</i> .
Resources	A video study guide, <i>It Starts Within</i> is a tool which will help teachers impart cross-cultural understanding and race relations concepts to students. The objectives of the video production and student power play workshop from which the video was produced are to: <ol style="list-style-type: none"> 1. Provide a tool for teachers to help foster evaluation of self, curriculum, school practices and their effects on students (student behavior, reaction, response) 2. Reveal the various forms of racism, including both overt and subtle acts and to name the problem “racism” 3. Initiate discussion, and provide evaluative and observation activities. 4. Suggest possible outcomes

Skin Deep

Source	Berkeley, CA : Iris Films (1995) Mount Royal College library 25min 34sec
Curriculum Link	Social Studies: 8. 1, 8. 2, 8. 3, 10. 1, 10. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 12
Overview	<p>Per California Newsreel: “Skin Deep chronicles the eye-opening journey of a diverse and divided group of college students as they awkwardly but honestly confront each other's racial prejudices.</p> <p>Academy Award nominated filmmaker Frances Reid follows students from the University of Massachusetts, Texas A&M, Chico State, and U. C. Berkeley to a challenging racial awareness workshop where they confront each other's innermost feelings about race and ethnicity. She also accompanies them back to their campuses and on visits home in an attempt to understand why they think the way they do.</p> <ul style="list-style-type: none"> · An Italian American from Boston asks why the African American students seem to look at everything in terms of race; he wants to be judged as an individual. · A Latina daughter of California farm workers vigorously defends the affirmative action program which enabled her to go to college. · A Native American poignantly admits the pain of internalized racism which has long crippled his self-concept. · An African American woman says she's tired of having to correct white students for their blind, racist behavior - and is called hypersensitive. · A Vietnamese American comments that people have trouble remembering what his real name is. <p>Issues of self-segregation on campus, feelings of hurt and discrimination, conflicts over affirmative action, and ultimately, students' personal responsibility for making a difference all enter the interracial dialogue. The students eventually learn to hear each other, arrive at new levels of trust and understanding, and take their</p>

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	<p>first tentative steps towards building community.</p> <p>Skin Deep will trigger thoughtful discussion and encourage students to address the deep-seated barriers to building a campus climate which respects diversity. It is ideal for student development, residential life, counseling, and staff diversity training as well as courses in sociology, psychology, education, and ethnic and multicultural studies.”</p>
Resources	<p>There are online resources for teachers and students at: http://www.newsreel.org/guides/skindeep.htm Some of these resources include discussion topics, background on issues raised in this film, group activities and a teacher’s guide.</p>

The Color of Fear

Source	Oakland, Ca : Stir-Fry Production (1994) Mount Royal College library 25min 34sec
Curriculum Link	Social Studies: 8. 1, 8. 2, 8. 3, 10. 1, 10. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 12
Overview	<p>According to the American Friends Service Committee: “A film about the pain and anguish that racism has caused in the lives of eight men -- Asians, blacks, Latinos, and whites --spending an engrossing weekend retreat together. Tension develops between a white American and the other members, especially the African-American who angrily challenges this man's denial of white privilege and his perception of non-white disempowerment. Others highlight the tensions that exist between Chinese- and Japanese-Americans and between blacks and Latinos. When the white man's defense finally cracks, he remembers the role of his strict angry father, and the other group members then discuss the influence of their family of origin. Hierarchy and power prejudice between groups, and discomfort with "America" identity are insightfully discussed. Age level: High school to adult.“</p>

Race: The power of an Illusion

Source	California Newsreel (2003) Mount Royal College library
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 12
Overview	<p>According to PBS: “Race is one topic where we all think we're experts. Yet ask 10 people to define race or name "the races," and you're likely to get 10 different answers. Few issues are characterized by more contradictory assumptions and myths, each voiced with absolute certainty.</p> <p>In producing this series, we felt it was important to go back to first principles and ask, What is this thing called "race?" - a question so basic it is rarely raised. What we discovered is that most of our common assumptions about race - for instance, that the world's people can be divided biologically along racial lines - are wrong. Yet the consequences of racism are very real.</p> <p>How do we make sense of these two seeming contradictions? Our hope is that this series can help us all navigate through our myths and misconceptions, and scrutinize some of the assumptions we take for granted. In that sense, the real subject of the film is not so much race but the viewer, or more precisely, the notions about race we all hold.</p> <p>We hope this series can help clear away the biological underbrush and leave starkly visible the underlying social, economic, and political conditions that disproportionately channel advantages and opportunities to white people. Perhaps then we can shift the conversation from discussing diversity and respecting cultural difference to building a more just and equitable society.”</p>
Resources	<p>On the website http://www.pbs.org/race/000_General/000_00-Home.htm, they present some tools to help educators explore the significance of race through multiple disciplines. Lesson plans draw from the television series, the Web site and carefully selected resources.</p> <p>There are also 14 downloadable pages of Discussion Guides for episode summaries, an overview of important concepts from the film, a list of "Ten Things Everyone Should Know about Race," plus comprehension questions, discussion points, and suggested activities.</p>

Race: The world's most dangerous myth

Source	New York : Insight Media (1993) Mount Royal College library 59min
Curriculum Link	Social Studies: 8. 1, 8. 2, 8. 3, 10. 1, 10. 2 (Appendix A) Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 12
Overview	The concept of race is examined from scientific and cultural perspectives. The program also details the different classifications of race.

Taking Charge

Source	National Film Board of Canada (1996) University of Calgary Doucette library 25min 34sec
Curriculum Link	Health and Life Skills: W-8. 4, W-9. 4 (Appendix B) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	8 – 12
Overview	<p>According to the National Film Board of Canada: “Taking Charge shows teens taking the initiative to overcome the fears and vulnerabilities of growing up in an increasingly violent and rapidly changing society. Through role-playing, theatre groups, peer discussion groups and anti-violence collectives these young activists have “taken charge,” educating themselves and their peers towards a deeper understanding of the effects of violence rooted in sexism, racism and homophobia.</p> <p>We see through their various initiatives, as well as personal testimonies, that teens speaking and organizing against violence sends a positive message to everyone. Taking Charge encourages the viewer to re-examine definitions of violence, and shows how to effect change.</p> <p>The defiant lyrics of the theme song match the bold and creative energy alive in these teens. Witty animation sequences add a layer of visual playfulness, but the message remains: Do something before it is too late!”</p>

Gabrielle and Joe

Source	National Film Board of Canada (2006) 35min
Curriculum Link	Social Studies: 9. 1, 10. 1, 10. 2, 20. 1, 20. 1 (Appendix A) C. A. L. M: P4, P7, P10 (Appendix C)
Grades	9 – 11
Overview	<p>According to the National Film Board of Canada: “This documentary is about racism in a small, rural blue collar BC town. The story weaves through the lives of two Aboriginal youth who struggle to belong. They team up with other youth to help explore the ongoing segregation and distance imposed by their mostly-white community. Along the way, they confront the community at large, witnessing the viewpoints of their elders, peers, politicians, land owners, educators and law enforcement officers. What they see will change their lives. Produced with the assistance of the NFB's FAP program.”</p>

A Deathly Silence

Source	CBC (2003) Mount Royal College library 25min 34sec
Curriculum Link	Social Studies: 10. 2 (Appendix A) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	10
Overview	This is a documentary that would be useful for many different social studies and anti-racism courses, and is suitable for all levels of understanding. It explores the very timely issues of, but not just limited to, youth and violence, poverty and low-income neighborhoods, race and crime, community-police relations, racial profiling, community initiatives to stop youth violence, family relations, and many more. It allows voices as diverse as that of parents of murder victims, police and law enforcement, community and social workers, and the youth themselves who live in these low-income neighborhoods in Toronto, a form of agency and a chance to express their frustrations and opinions about what is happening around them, and one could sense the hopelessness and fatalism among both many of the youth and parents. This documentary would be good for classes on race/race relations, social class, and social structure, both in upper level and Intro courses.

Hearts of Hate: The battle for young minds

Source	Toronto, ON : Investigative Productions, Inc. (1994) Mount Royal College library 57min
Curriculum Link	C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	10
Overview	<p>According to Direct Cinema – Personal Use: “This unflinching documentary is an expose of Canadian racist groups and their frightening influence over young people. Hearts of Hate goes behind the scenes to document young racists and the groups they join: The Heritage Front, Aryan Nations, Church of the Creator, and the Canadian Liberty Net. Penetrating these secretive organizations, filmmaker Peter Raymont examines their manipulative and violent practices -- and the power they exert over young minds.</p> <p>In addition to the footage shot inside the white-supremacist movement, the film is comprised of testimonies from young people inside these groups, revelations from a former racist who abandons the movement, victims of violent racist attacks, and a young anti-racist activist.</p> <p>Hearts of Hate explores the hatred of racist groups and the appalling injuries they inflict on their victims. The film also examines the sophistication of the racist message, how hate groups exploit new technologies to excite and recruit young people. Finally, the film explores how best to stop these menaces to the stability of our society.”</p>

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Canada: We all Belong

Source	National Film Board of Canada (2001) 0min 31sec
Curriculum Link	Social Studies: 20. 1, 20. 2 (Appendix A) C. A. L. M: P4, P7, P10 (Appendix C)
Grades	10, 11
Overview	Canada: We All Belong is a 30 second public service announcement which promotes tolerance, respect and a sense of community amongst all Canadians.

Indecently Exposed

Source	Canadian Broadcasting Corporation (2005) Mount Royal College library 25min 34sec
Curriculum Link	Social Studies: 20. 1, 20. 2 (Appendix A) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	10 – 12
Overview	According to Knowledge Network: “Anti-racism expert Jane Elliott leads her renowned workshop in discrimination in this documentary that challenges Canadian attitudes towards Native Canadians and exposes systematic racism in Canada. Jane Elliott divides the 22 Canadians attending the workshop into two groups - the "blue eyes" and the "brown eyes" - and then discriminates against the blue eyes, thus creating a microcosm of society which teaches the blue eyes what it is like to be a target of discrimination. The intensity of the situation and the confrontational techniques force the participants to re-evaluate their behavior and to examine new ways to interact.”
Resources	A facilitator’s guide can be found at the following website: http://www.newsreel.org/guides/blueeyed.htm This website includes the following: <ul style="list-style-type: none"> • Introduction: Diversity Training Today • Background: Jane Elliott and the "Blue-eyed/ Brown-eyed" Exercise • Jane Elliott's Unique Approach to Diversity Training • A Synopsis of Blue Eyed • Using Blue Eyed in Organizational Settings • Using Five Common Viewer Reactions to Blue Eyed as Discussion Starters • Applying Blue Eyed to Your Organization: Eight Discussion Points • Bringing Closure to Your Screening: Four Paths for Personal Action • Acknowledgments

Blue Eyed

Source	San Francisco, CA : California Newsreel (1996) Mount Royal College library 45min
Curriculum Link	C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	10 – 12
Overview	<p>According to California Newsreel: “Blue Eyed lets viewers participate vicariously in the “Blue-Eyed/brown eyed” exercise. In the video, we see adults from Kansas City, Missouri, who were invited by a local organization, “Harmony,” to take part in a workshop about appreciating diversity. We watch as the group is divided according to eye color. Since the blue-eyed people are “on the bottom” they are crowded into a small, hot room without enough chairs and watched by strict security. Jane Elliott leaves them for a long while without any information while she prepares the brown-eyed people to be “on the top. ” The brown-eyed people are given answers to test questions and instructed to demean the blue-eyed people. When the blue-eyed people are brought into the room, some are required to sit at the feet of the brown-eyed people as Jane Elliott treats them according to negative traits that are commonly assigned to people of color, women, lesbians and gay men, people with disabilities, and other non-dominant members of society.</p> <p>Jane Elliott is unrelenting in her ridicule and humiliation of the blue-eyed people. When participants express sadness, shame, or tears, she drills in the point that participants only have to live this reality during the workshop, while people of color receive this treatment for a lifetime. Despite the fact that the group is participating voluntarily and, to some extent, knows what to expect, it seems clear that the exercise is painful. The blue-eyed participants experience humiliation and powerlessness. The participants of color watch as white people learn what they already know to be true. Later in the film, people of color talk about the stress of being denied housing, job opportunities and dignity as parents.</p> <p>Interspersed between clips of the exercise we see Jane Elliott in her home and on the streets of her community describing the origins and consequences of the exercise. She describes, with great emotion, how her family has been harassed and ostracized as a result of her efforts to educate white people about racism.”</p>

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Resources	<p>A facilitator's guide can be found at the following website: http://www.newsreel.org/guides/blueeyed.htm This website includes the following:</p> <ul style="list-style-type: none">• Introduction: Diversity Training Today• Background: Jane Elliott and the "Blue-eyed/ Brown-eyed" Exercise• Jane Elliott's Unique Approach to Diversity Training• A Synopsis of Blue Eyed• Using Blue Eyed in Organizational Settings• Using Five Common Viewer Reactions to Blue Eyed as Discussion Starters• Applying Blue Eyed to Your Organization: Eight Discussion Points• Bringing Closure to Your Screening: Four Paths for Personal Action• Acknowledgments
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Race, the Floating Signifier

Source	Northampton, MA : Media Education Foundation (1996) Mount Royal College library 25min 34sec
Curriculum Link	C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C) English: 10, 20, 30 (Appendix D)
Grades	10 – 12
Overview	According to the Media Education Foundation: “Arguing against the biological interpretation of racial difference, Hall asks us to pay close attention to the cultural processes by which the visible differences of appearance come to stand for natural or biological properties of human beings. Drawing upon the work of writers such as Frantz Fanon, he shows how race is a ‘discursive construct’ and, because its meaning is never fixed, can be described as a ‘floating signifier.’”
Resources	The Reference Edition features, unedited, the full lecture that Hall delivered at Goldsmith's College in London (65 min), as well as the 20-min question-and-answer session that followed.

The Angry Eye

Source	Orangeville, Ont. : McIntyre Media (2001) Mount Royal College library 35min
Curriculum Link	Social Studies: 20. 1, 20. 2 (Appendix A) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix C)
Grades	10 – 12
Overview	<p>According to California Newsreel: “Hailed as ‘a fascinating revisit’ to the famous 1968 Blue-Eyes/Brown-Eyes Exercise in discrimination by Jane Elliott, this film documents the effects of racial prejudice with startling force and emotional intensity.</p> <p>Taking pigmentation - in this case, eye color - as an arbitrary dividing line, Jane Elliott builds a microcosm of contemporary American society, compelling her more privileged blue-eyed participants to live in another world for the longest two and a half hours of their lives.</p> <p>The Angry Eye skillfully interweaves the young adults in the exercise with post-session interviews that show the participants struggling to come to terms with their recent experiences. Through the intense and often painful emotions that the exercise provokes shines a hope that, someday, we will overcome the capricious lines that divide us - if only we can learn to accept and appreciate our differences.”</p>
Resources	<p>A facilitator’s guide can be found at the following website: http://www.newsreel.org/guides/blueeyed.htm This website includes the following:</p> <ul style="list-style-type: none"> • Introduction: Diversity Training Today • Background: Jane Elliott and the "Blue-eyed/ Brown-eyed" Exercise • Jane Elliott's Unique Approach to Diversity Training • A Synopsis of Blue Eyed • Using Blue Eyed in Organizational Settings • Using Five Common Viewer Reactions to Blue Eyed as Discussion Starters • Applying Blue Eyed to Your Organization: Eight Discussion Points • Bringing Closure to Your Screening: Four Paths for Personal Action • Acknowledgments

Journey to Justice

<p>Source</p>	<p>National Film Board of Canada (2000) NFB Order # C9100 077 Alberta Civil Liberties Research Centre Library University of Calgary Doucette library 47min 8sec</p>
<p>Curriculum Link</p>	<p>Health and Life Skills: W-8. 4, W-9. 4 (Appendix A) C. A. L. M: P. 7, P. 10, P. 14, R. 3 (Appendix B) Law Sociology</p>
<p>Grades</p>	<p>7-12</p>
<p>Overview</p>	<p>According to the National Film Board of Canada: “Journey to Justice pays tribute to a group of Canadians who took racism to court. They are Canada’s unsung heroes in the fight for Black civil rights.</p> <p>Focusing on the 1930s to the 1950s, this film documents the struggle of six people who refused to accept inequality. Viola Desmond insisted on keeping her seat at a Halifax movie theatre in 1946 rather than moving to the section normally reserved for the city’s Black population. Fred Christie was denied service at a Montreal tavern because of his skin color and took his case to the Supreme Court in 1936. Hugh Burnette and Bromley Armstrong pressured the Ontario government to enact fair accommodation practices in the 1940s. Donald dedicated his life to reforming Canada’s biased immigration policy. Stanley G. Grizzle, president of the Toronto Brotherhood of Sleeping Car Porters, worked to ensure fair employment practices for his predominantly Black union members.</p> <p>These brave pioneers helped secure justice for all Canadians. Their stories deserve to be told.”</p>

Speak It! From the Heart of Black Nova Scotia

Source	National Film Board of Canada, 1993, 28:50 min NFB Order # C9192 139 Alberta Civil Liberties Research Centre Library
Curriculum Link	Social Curriculum: English: Health and Life Skills: C. A. L. M:
Grades	10-12
Subject	The film centres around a group of Black high school students in Nova Scotia speaking out about the silencing in educational materials of black cultural experiences in the Maritimes.
Resources	Excerpts from a series of stage monologues representing figures from Black history in the province are shown. Another excerpt shows students in a group with 2 Black teachers rapping and beat-boxing which appeared somewhat stereotypical. The film demonstrates how much even a small group of students can do to create local awareness about minority contributions to Canada's history and culture, and in the process learn something about themselves.

When Strangers Reunite

Source	National Film Board of Canada, 1999, 52:00 min NFB Order # C9199 019 Alberta Civil Liberties Research Centre Library
Curriculum Link	Social Curriculum: English: Health and Life Skills: C. A. L. M:
Grades	10-12
Subject	The film is useful in presenting the lives of immigrants who enter Canada as virtual refugees, separated from their family and working subsistence jobs to send any money possible back home
Resources	The struggle to reunite the family in Canada is a long one, and there are many issues in attempting to reintegrate as a unit after many years apart. Everyone (including the narrator) is from the Philippines and it's a great portrait of the Filipino expatriate community and the problems they face integrating into Canadian society. The film would assist people in understanding what the children of these families are going through, and would explain some of the difficulties they have in adjusting to life in Canada.

An Educators' Guide to Racial & Sexual Harassment in Schools

Source	Canada Law Book, 21:30 min Alberta Civil Liberties Research Centre Library
Curriculum Link	Social Curriculum: English: Health and Life Skills: C. A. L. M:
Grades	Teacher Resource
Subject	This film features a dialogue between a school principal and an education lawyer describing what constitutes racial and sexual harassment in an educational environment, and what the responsibilities of educators and administrators are.
Resources	The film is an excellent guide for making sure educators are doing everything they can to keep the school environment free of harassment, including defining a harassment policy and setting up complaint resolution procedures. The lawyer offers tips on how a school board can prevent legal liability as well. There are, however, no examples of actual situations; nor does the film cover educational strategies to combat racial or sexual harassment.

The Road Home

Source	Alberta Multiculturalism Commission, 1992, 50:00 min Alberta Civil Liberties Research Centre Library
Curriculum Link	Social Curriculum: English: Health and Life Skills: C. A. L. M:
Grades	7-12
Subject	The Road Home presents an overview of diverse Albertans and their contributions to the province's culture.
Resources	Some Albertans are 2 nd generation Ukrainian immigrants, some are Vietnamese refugees. A Holocaust survivor as well as a Trinidadian poet are featured. Both rural and urban experiences of immigration are shown. The film explores what constitutes the modern Canadian identity by showcasing the bits-and-pieces contributions to the mosaic by people of many different origins. The narration also changes between multicultural voices.

Hopes and Dreams: Stories from Young Refugees

Source	Alberta Civil Liberties Research Centre, 2003, 25 min
Curriculum Link	Social Curriculum: English: Health and Life Skills: C. A. L. M:
Grades	7-12
Overview	<p>Every day, somewhere in the world, people of all ages become refugees. People flee their home countries for many reasons such as war, famine, political or religious persecution, torture and even genocide. This can be particularly difficult for young people who, in the chaos and confusion of escape, can become separated from their parents. Many of them end up living in refugee camps without what we would consider the basic essentials of life...things like electricity, running water, and even food.</p> <p>In this video, you will meet a few of these young people who were forced to give up everything and flee their home countries. They talk about the barriers they faced including starting school not knowing any English, making friends and finding a job. Some of the biggest obstacles to acceptance are entrenched prejudices and discrimination. Many refugees encounter discrimination daily and in this video, they also talk about these experiences. These young people share their personal stories with the hope that their experiences will foster a greater understanding and tolerance of the plight of the refugee.</p>
Resources	Includes a video user's guide with teaching materials and glossary.

Alberta Civil Liberties Research Centre

Research Centre Publications

Please indicate choice(s) and fill out information form:

_____ *The Rights Angle: Human Rights Education Using the Newspaper—Teacher & Student Materials*. Background information for teachers, and student activities on human rights, the newspaper, the Charter, hate crimes, war crimes and applicable laws, suitable for secondary students. Includes reproducible handouts and overheads. 150+ pages. **Please indicate which province or territory's you would like**. Updated 2008. ISBN# 1-896225-24-1 (\$35 + \$5 s/h).

_____ *Know Your Rights in the Workplace: A Youth Employment Law Handbook*. Question and answer format deals with legal and other employment issues faced by youth in Alberta: employment standards, discrimination and harassment, work and age, salary, benefits, hours of work and breaks, overtime, safety and working conditions, holidays, and being fired. Includes a resource section and learning exercises. 145+ pages. 2008. ISBN # 1896225-24-56-X. (**\$25 + \$5 s/h**)

_____ *Freedom to Be: A Teachers' Guide to Sexual Orientation, Gender Identity and Human Rights*. Background information and resources for teachers and students on lesbian, gay, bisexual and trans-identified youth. Includes applicable laws; suitable for grades 9 and up. 116+ pages. 2007. ISBN# 1-896225-52-7. (**\$25 + \$5 s/h**)

_____ *Anti-Racism Resource Kit*. This Resource Kit is part the Anti-Racism Curriculum and Mentoring Project, and connected specifically to curriculum part of the project. The intent of the project is to promote and facilitate anti-racism education, at all levels of the formal education system. The goal is to ensure that every student receives appropriate and effective anti-racism education and support to address personal experiences of racism and enhance safety in self-affirming and productive ways. Includes books, websites and videos for teachers K-12. 130+ pages Updated 2009. ISBN# 1-896225-50-0 (\$25 + \$5 s/h)

_____ *Techno-tonomy: Privacy, Autonomy and Technology in a Networked World* Teacher and student material on the nature and value of identity, anonymity and authentication, the constitutional and legal aspects of anonymity and the new technologies which have changed our world. Includes a CD-Rom with interactive student activities, handouts and overheads. Suitable for grade 9 and up. 76+ pages 2007. ISBN # 1-896225-48-9 (**\$25 + \$5 s/h**).

_____ *Refugees and Discrimination: Teacher and Student materials*. Background information for teachers, and student activities on refugees in Canada. Includes applicable laws, suitable for secondary school students. 190+ pages. 2006. ISBN# 1-896225-43-8 (\$35 + \$5 s/h).

_____ *Family Law: Don't Get Lost in the Shuffle: Adult Handbook*. Answers questions that young people have about separation and divorce. Intended to assist adults. Can be used alone or with Don't Get Lost in the Shuffle Cards (Contact CLERC for information on these cards at (403) 207-9029). 32 pages. 2005. ISBN# 1-896225-39-X (\$7 + \$3 s/h).

_____ *Adoption Handbook*. Answers questions that young people have about adoption. Intended to assist adults. 28 pages. 2006. ISBN# 1-896225-41-1 (\$7 + \$3 s/h).

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