



A CLB 3/4  
Module

# Equity, Diversity, Inclusion, and Anti-Racism



Funded by the Alberta Government's  
Multiculturalism and Anti-Racism Grant

## Land Acknowledgement

*ATESL takes this opportunity to acknowledge the traditional territories of the Indigenous peoples and the Métis Settlements and Métis Nation of Alberta. We respect the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our community.*

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## Acknowledgements and Copyright

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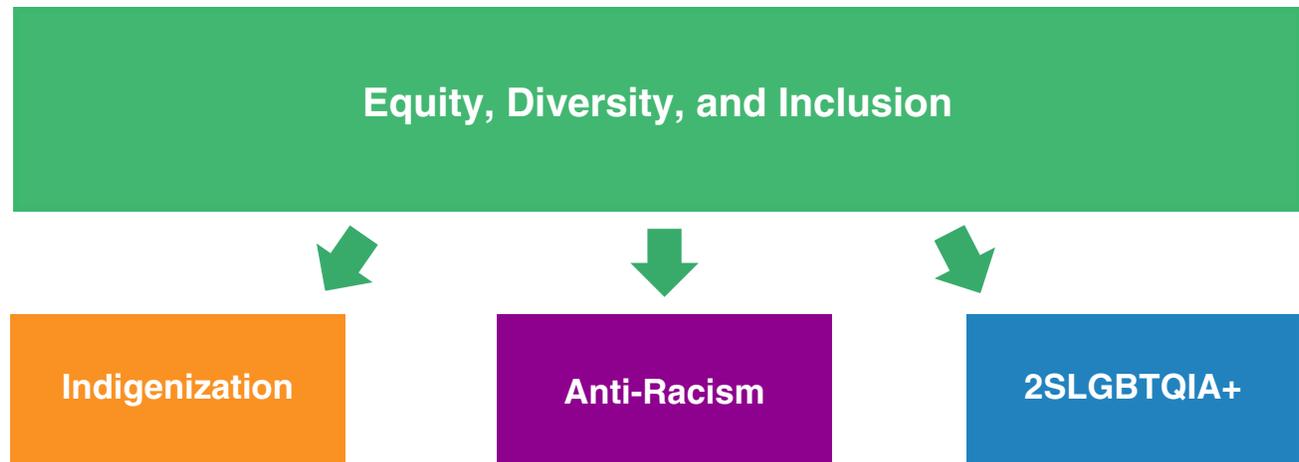
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# Key Considerations for Using this Module

Please read the following key considerations before using this module with your learners:

- This module focuses on equity, diversity, inclusion, and anti-racism in Alberta through the lens of three (3) key areas: Indigenization, Anti-Racism, and 2SLGBTQIA+.



- Each topic or concept is taught through interactive presentations, videos, stories, or posters.
- Pages with instructions for instructors are marked with  .
- Pages to be given to and used by learners are marked with  .
- Learners can be given [page 19](#) to access the digital e-Activities using their smartphone to scan the QR codes. Alternatively, they can be sent the link through email or text message, or the link can be posted in an LMS if using.
- It is important to acknowledge that information, terminology, and best practices in the areas of equity, diversity, inclusion, anti-racism, Indigenization, and 2SLGBTQIA+ are constantly evolving. This resource is not the final word on these matters but a part of the greater discussion on this topic. We encourage all those who use this resource to continue learning and growing as these topics evolve and to adapt this and other resources as necessary.

# Frequently Asked Questions



## ***Do I need to cover everything in this module?***

- The activities and all accompanying resources in this module can be used as a complete PBLA module, but that is not necessarily required. If a class is not able to cover every activity, that is okay. Specific activities can be done stand-alone provided learners are introduced to the necessary vocabulary and / or concepts required to complete the activity. If an instructor is planning to have learners complete the assessments, ensure they have completed sufficient skill-building and skill-using activities to facilitate reasonable outcomes.



## ***Why isn't there more information on other areas of equity, diversity, and inclusion?***

- The three (3) main topics in this resource (Indigenization, Anti-Racism, and 2SLGBTQIA+) are large in themselves and could warrant further activities and study. To ensure the completion of a module within a feasible timeline, not all areas of equity, diversity, and inclusion (EDI) could be included. Also, some concepts could not be included due to project scope as well as the language level limitations of learners at CLB 3/4. The development team looks forward to future modules on EDI that incorporate accessibility and other aspects of EDI.



## ***My learners need more information on these topics. What should I do?***

- Consult the supplementary resource list [here](#) and add more information where necessary. Choose what activities work best for each class. The activities are meant to support understanding and build the skills necessary to achieve success in the real-world tasks, but not all may be necessary for all classes.



## ***How long does this module take?***

- The answer really depends on the program (full-time, part-time, online vs. in-person vs. hybrid), the learner's level and interest, and on whether an instructor plans to use the material for stand-alone individual lessons or as a full module complete with assessments. Feel free to use what is needed to and omit what does not work for your learners or your program.



***I am concerned my learners will be resistant to the material.  
What should I do?***

- Approach topics gently and avoid “musts” (except in regard to the laws; it is okay to disagree, but we need to understand the law). Understand that this material is new and may challenge many long-held beliefs. Allow for flexibility of choice in the degree of participation and acceptance of ideas and concepts. It is okay to limit what you share. Participation can look different across cultures. Some prefer speaking while some prefer listening and more reflection. Also recognize that this is one of the more challenging areas one can teach. It may be preferable to teach this module with learners after trust and rapport has been built between instructor and learners.



***I am resistant to the material. What should I do?***

- Provide yourself with the same patience and understanding that you would to your learners. If you do not feel ready to approach this material, take some time to reflect on it and come back to it when ready. There are several (often free) courses through post-secondary institutions which provide readings and self-reflection activities related to Indigenization, Anti-Racism, 2SLGBTQIA+, and Equity, Diversity, and Inclusion which can increase awareness and understanding of these topics.



***My learners are struggling with vocabulary and the concepts.  
What should I do?***

- This is an important yet challenging set of topics, and there may be a lot of new vocabulary and ideas learners have not experienced before. Provide learners with access to the [audio glossary](#) for EDI terms and encourage independent review of vocabulary. Instructors can also refer to it as needed. Make review and recycling of EDI vocabulary a part of your daily routine. Go at the pace that is best for your learners. Some concepts and activities may need more or less time. Adjust how students are grouped (class, group, pair, and individual work) based on your class needs.

# Module Plan

Theme: Community / Education

Topic: Understanding Equity, Diversity, Inclusion, and Anti-Racism

	Listening	Speaking	Reading	Writing
<b>Real World Task Goals</b>	<ul style="list-style-type: none"> <li>• Listen to someone's personal description of themselves and how they identify themselves to better understand them (race, gender identification/ pronouns, sexual orientation, Indigenous heritage, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself and describe an inclusive classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a poster on EDI principles to understand equity, diversity, and inclusion best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences or a paragraph about making an inclusive classroom or workplace.</li> </ul>
<b>Context / Background Information</b>	<p>The definitions of equity, diversity, and inclusion; importance of understanding EDI concepts as a member of Canadian society; rights in Canada and Alberta; basic information about discriminated groups; Indigenous groups in Canada; basic Indigenous history and the purpose and importance of a land acknowledgement; reconciliation; basic concepts around racism; anti-racism and stereotypes, etc.; rights regarding sharing; meaning of 2SLGBTQIA+; preferred pronoun use; consider content warnings; declarations of safety; a clear statement of anti-racist/inclusion principles for the classroom.</p>			

**CLB  
Competency  
Areas and  
Statements**

Comprehending  
Information (CLB 3)

- *Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience, or daily routine.*
- *Identifies factual details, key words, and expressions as required.*

Sharing Information  
(CLB 3)

- *Give simple descriptions of concrete objects, people, or experiences in a few short sentences.*
- *[Descriptions are an attempt at taking a longer turn within an interaction with one person at a time.]*
- *Sustains about 4 or 5 sentences, which may not be adequately connected as discourse.*
- *Speaks in short sentences with some evidence of connected discourse.*

Comprehending  
Information (CLB 3)

- *Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics.*
- *Gets the gist.*
- *Identifies key information and main idea.*
- *Identifies key events, people, places, things (who, what, where, and when).*

Sharing Information  
(CLB 3)

- *Write a few sentences to describe a familiar person, object, place, situation or event. [Writing is up to about 5 sentences.]*
- *Uses a few connected sentences.*
- *Follows most spelling and punctuation conventions.*
- *Developing control of simple structures.*

Comprehending Information (CLB 4)

- *Understand short descriptive or narrative communication on topics of personal relevance.*
- *Identifies factual details, some implied meanings, key words, and expressions.*
- *Identifies who, what, where, and when.*

- *Some control over basic grammar structures and tenses.*
- *Vocabulary is somewhat limited for basic every day, routine communication.*

Sharing Information (CLB 4)

- *Give brief descriptions of personal experiences, situations, or simple processes, such as getting goods or services.*  
*[Descriptions are an attempt at taking a longer turn within an interaction with one person or a familiar supportive group.]*

Comprehending Information (CLB 4)

- *Understand the purpose, main idea, key information, and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.*
- *Gets the overall meaning.*
- *Identifies type and purpose of the text.*
- *Finds key information and specific details.*
- *Compares simple information.*

Sharing Information (CLB 4)

- *Write a short paragraph to describe a familiar situation, event, personal experience, or future plan.*  
  
*[Writing is about 1 paragraph.]*
- *Uses basic paragraph structure.*
- *Follows most spelling and punctuation conventions.*
- *Adequate control of simple structures.*
- *Conveys main ideas and supports them with some detail.*

- *Sustains about 5 to 7 sentences, which are adequately connected as discourse.*
- *Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse.*
- *Adequate control over basic grammar structures and tenses.*
- *Vocabulary is adequate for basic everyday, routine communication.*

## Language Focus

- Vocabulary related to how people identify (ethnicity, gender identity, sexual orientation, and related terms); key terms relevant in the topics of equity, diversity, inclusion, Indigenization, Anti-Racism and 2SLGBTQIA+ (see Master Vocabulary list on page 12).
- Phrases related to inclusive practices (ex. using inclusive language, listening, reporting discrimination, making land acknowledgements, etc.)
- Word order for sentences related to inclusive actions.

<p><b>Language and Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• <i>Listening for key words to understand how people identify.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Using models and sentence frames to develop appropriate language chunks for introductions and sharing information.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reading headings to help predict content.</i></li> <li>• <i>Scanning to find details.</i></li> <li>• <i>Using a glossary to find the meaning of new words.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Using a checklist after writing.</i></li> </ul>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>• <i>Watch a short video or listen to a short recording of someone's personal description of themselves and how they identify themselves and answer questions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduce yourself and describe an inclusive classroom.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read a poster/fact sheet on equity, diversity, and inclusion principles and answer questions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Write a few sentences (CLB 3) or a paragraph (CLB 4) about making an inclusive classroom or workplace.</i></li> </ul>

# Master Vocabulary List

- Refer to the [audio glossary](#) for pronunciation and definitions of these vocabulary words and phrases.

## EDI

- Equity
- Diversity
- Inclusion
- Culture
- Respect
- Discrimination
- Human Rights
- Identity

## Indigenization

- Indigenous Peoples
  - First Nation
  - Inuit
  - Métis
- Colonization
- Residential Schools
- Treaty
- Reserve
- Reconciliation
- Land Acknowledgement
- Métis Settlements

## Anti-Racism

- Racism
- Ethnicity
- Privilege
- Power
- Stereotypes
- Social Justice Advocate

## 2SLGBTQIA+

- Gender Identity
- Sexual Orientation
- Pronouns
- Two-Spirit
- Lesbian
- Gay
- Bisexual
- Transgender
- Cisgender
- Queer/Questioning
- Intersex
- Asexual
- + (plus)
- Pansexual

## Supplementary Vocabulary Activities

- **Word Cards:** Have learners create word cards for the key vocabulary terms studied during the day's activities. Learners can write terms on one side of the card and the definition on the reverse side. Encourage learners to use the audio glossary following modelling and demonstration of how to do so by the instructor. A printable template is provided on [page 15](#). Learner-friendly definitions can be found in the [audio glossary](#). These can be reused over and over in several ways. The activities below are organized in a general order to slowly move from receptive skills and meaning to productive output. It is very important for learners to make these cards gradually as they move through the module and not all at once. They can create new cards for a few of the new keywords studied that day. Not every new word should get a card, but words that the class feels are important to understanding the key ideas of that particular lesson.
  - a. **Definition Quiz:** Have learners place their cards on their desk with the vocabulary term facing up (so they can't see the definition). The instructor can read out a definition and learners will look for the term that matches that definition and hold it up. Check as a class and explain the term if there is confusion. Repeat for anywhere from 4-8 cards. After learners grasp this activity, it can be repeated in pairs in future lessons, with Partner A laying out their words cards definition-side up, and the Partner B laying out their cards with the vocabulary terms face up. Partner A will read a definition out from their set of face-up cards, and Partner B will look for the corresponding vocabulary term card. This activity can eventually be done with the Partner A reading out a definition and Partner B recalling the term without looking at cards.
  - b. **Vocabulary Reflection: Ask Three Partners:** At the end of every lesson, have learners choose one term from their set of word cards they are struggling to understand. This can be a word from the day's activities or words from previous activities they are still struggling with. Have them pick up that word card, mingle around the classroom, and ask three (3) different partners about the meaning of the word they themselves chose. Their partners can attempt to explain the word or say "I'm not sure about that word either." Learners must attempt to find at least three (3) partners who can explain the word. The instructor will need to circulate and support to see which terms learners are struggling with. After learners have received three (3) explanations and are seated again, elicit words chosen from individual students and have them explain the meaning based on their discussion with partners. Clarify and correct erroneous understanding as necessary by pulling up the definition from the [audio glossary](#), asking the class guiding questions, and / or eliciting examples. Do this for four (4) to five (5) students and choose different students when repeating this activity in future classes.

- c. **Word Sorts:** Have learners sort the words into categories similar to Activity 14: Vocabulary Review in this module. Learners can sort words into groups of the same first sound, number of syllables, meaning categories (all words relating to Indigenization or all words related to gender identity, etc.) or other groups.
- d. **Spelling Challenge:** Have learners quiz partner or group members on the spelling of terms on the word cards. Instruct learners to try to spell as best they can using their knowledge of syllables, phonics etc. If they get absolutely stuck, they can quickly look at the card for a few seconds and then flip it over and again try to spell without looking.



# Word Card Template


# Supplementary Resources

- Please consult the following resources for definitions, supplemental teaching resources, or general information.

## ► Definitions of Terms

1. Queen's University: Office of Indigenous Initiatives Terminology Guide  
[https://www.queensu.ca/indigenous/ways-knowing/terminology-guide#:~:text=Indigenous%22%20is%20an%20umbrella%20term,Indigenous%20Peoples%27%20\(UNDRIP\)](https://www.queensu.ca/indigenous/ways-knowing/terminology-guide#:~:text=Indigenous%22%20is%20an%20umbrella%20term,Indigenous%20Peoples%27%20(UNDRIP)).
2. Canadian Centre for Diversity and Inclusion: Glossary of Terms  
<https://ccdi.ca/media/3150/ccdi-glossary-of-terms-eng.pdf>
3. 2SLGBTQIA+ terminology – Glossary and Common Acronyms  
<https://women-gender-equality.canada.ca/en/free-to-be-me/2slgbtqi-plus-glossary.html>

## ► Indigenization

1. Truth and Reconciliation Commission of Canada  
<https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>
2. ATESL Best Practices – Indigenization  
<https://www.atesl.ca/resources/best-practices-adult-eal-and-linc-programming-alberta/indigenization/>
3. Indigenous Voices in the Classroom Curriculum (The Immigrant Education Society)  
<https://www.immigrant-education.ca/resources/teaching-resources>
4. Indigenous Awareness Resources (MANSO)  
<https://mansomanitoba.ca/resource-category/indigenous-awareness/>
5. Reconciliation Awareness LINC Lessons – RALL (ISSofBC)  
<https://issbc.org/our-resources/reconciliation-awareness-linc-lessons-rall/>

## ➤ Anti-Racism

1. ATESL Best Practices – Anti-Racism

<https://www.atesl.ca/resources/best-practices-adult-eal-and-linc-programming-alberta/anti-racism/>

2. University of Calgary - Taking Action Against Anti-Black Racism

<https://www.ucalgary.ca/equity-diversity-inclusion/literacy-and-education/anti-black-racism>

3. University of British Columbia: Historical, Systemic and Intersectional Anti-racism: From Awareness to Action (Free Online Course)

<https://pdce.educ.ubc.ca/anti-racism-awareness/>

4. MANSO Anti-Racism Training Resource Guide

<https://docs.google.com/document/d/1x1pJaiNRggIHTknVV9A7UpExgdKLSPIUh0hAg9lxKCU/edit>

5. City of Calgary Anti-Racism Resources

<https://www.calgary.ca/social-services/anti-racism/resources.html>

## ➤ 2SLGBTQIA+

1. ATESL Best Practices - 2SLGBTQIA+ Inclusion

<https://www.atesl.ca/resources/best-practices-adult-eal-and-linc-programming-alberta/2slgbtq-inclusion/>

2. Federal 2SLGBTQIA+ Action Plan... Building Our Future, with Pride

<https://women-gender-equality.canada.ca/en/free-to-be-me/federal-2slgbtqi-plus-action-plan.html>

3. Alberta Canadian Mental Health Association

<https://alberta.cmha.ca/lgbtq2s-resources/>

4. YMCA Canada: 2SLGBTQIA+ Inclusion

<https://www.ymca.ca/2slgbtqia-inclusion>

5. Gender Spectrum Collection (Creative Commons Images)

<https://genderspectrum.vice.com/guidelines>

## Other Resources

1. AAISA Anti-Discrimination Webinar  
<https://aaisa.ca/toolkit/anti-discrimination-webinar/>
2. Norquest College: Diversity & Inclusion Materials for English as an Additional Language Classes (Includes Anti-Racism, Indigenization, and 2SLGBTQIA+ resources)  
<https://www.norquest.ca/about-us/centres-and-institutes/colbourne-institute-for-inclusive-leadership/resources.aspx>
3. Tutela: Various collections for resources on EDI, Indigenization, Anti-Racism, and 2SLGBTQIA+ (will require Tutela login)  
<https://tutela.ca/Collections>

*There are many other resources that can supplement an instructor or learner's knowledge of these topics. Terminology and best practices are constantly evolving, so it is best to consult multiple resources where possible.*

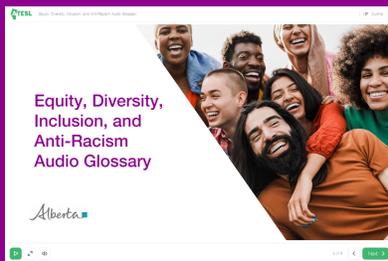


# List of e-Learning Activities

- Scan the QR Codes with your smartphone to access the activities.

## 1. Equity, Diversity, Inclusion, and Anti-Racism Audio Glossary

Digital e-Activity ([link here](#))



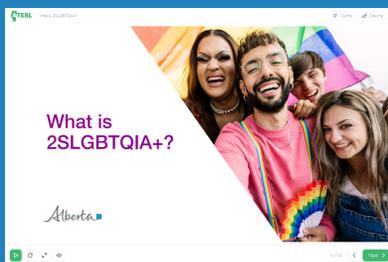
## 2. Equity, Diversity, and Inclusion in Alberta

Digital e-Activity ([link here](#))



## 3. What is 2SLGBTQIA+?

Digital e-Activity ([link here](#))





# List of Video Files

- Scan the QR Codes with your smartphone to access the videos.

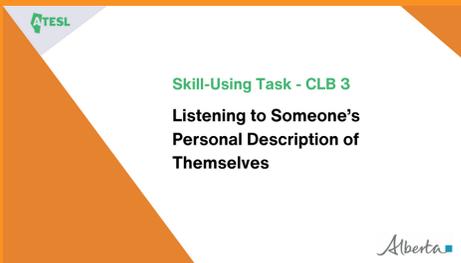
## 1. Meet Ashlyn

Video ([link here](#))



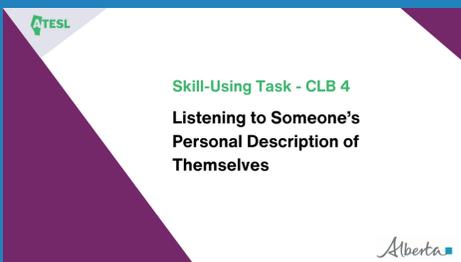
## 2. Listening - Skill-Using Task (CLB 3)

Video ([link here](#))



## 3. Listening - Skill-Using Task (CLB 4)

Video ([link here](#))



# Section 1:

## Introduction to Equity, Diversity, and Inclusion





# Activity 1: What is Equity, Diversity, and Inclusion?

## Purpose of Activity:

To introduce learners to the concepts of equity, diversity, and inclusion; provide examples and definitions; and provide input for a discussion.

## Set Up:

1. This activity can be done as a whole-class activity to introduce the concepts of equity, diversity, and inclusion. Open the digital activity [Equity, Diversity, and Inclusion in Alberta](#) and display to learners either on a smartboard/projector or through a shared screen in an online class. Alternatively, the activity can be sent to learners or posted in an LMS for individual viewing.
2. Lead learners through the activity. Either click through the audio and have learners listen OR ask for volunteers to read the text and ask concept-checking questions as you move through the activity. Complete the three (3) definition questions at the end of the digital activity as a class.



## Activity 2: Equity, Diversity, Inclusion, and Anti-Racism Goal Setting

### Purpose of Activity:

To set goals related to equity, diversity, and inclusion.

### Set Up:

1. Hand out the worksheet to learners. Elicit a learner to read the first goal, assisting as necessary. Concept check each goal with learners and explain as required.
2. Repeat with each goal.
3. Have learners re-read each goal on their own and decide if they want to achieve that goal. If so, they should put a check in the box in the column to the right of that goal. If learners have a different goal, they can write that goal in #7, but this is not required.
4. Circulate and assist learners as required. If desired, this worksheet can be added to a learner's language portfolio.



## Activity 2: Equity, Diversity, Inclusion, and Anti-Racism Goal Setting

### Introduction:

1. Read the goals in the table below.
2. Put a checkmark ✓ in the column beside the goals you want to achieve.
3. If you have a different goal, write the goal in the blank beside #7.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Learn new words that describe people's identities (ethnicity, sexual orientation, gender, etc.)	
2. Listen to someone give details about themselves (such as where they are from, their pronouns, their gender, and what languages they speak).	
3. Share information about myself.	
4. Describe an inclusive classroom.	
5. Read posters to find information about equity, diversity, inclusion, and anti-racism.	
6. Write sentences / a paragraph about how I can be inclusive.	
7. Other: _____ _____	



## Activity 3: Identifying Equity, Diversity, and Inclusion

### Purpose of Activity:

To identify equity, diversity, and inclusion in action by seeing real-world examples.

### Set Up:

1. Hand out the worksheet to learners. Model the activity: read one example description of a classroom situation and then ask learners which principle (equity, diversity, or inclusion) this is an example of.
2. Learners will work through the remaining questions in pairs. After they are finished, check together as a class and have learners discuss the reasons for their choices.
3. Brainstorm other examples (as a class) of equity, diversity, and inclusion that you can find in a classroom/school, workplace or community. If learners are unsure, provide examples or display pictures and/or ask questions to elicit possible examples. Some other examples are:
  - Wheelchair and mobility aids for those with disabilities (equity)
  - Signs in Braille for blind individuals, subtitles for those hard of hearing, and audio support for non-literate individuals (equity)
  - Translation support in different languages for health services (equity)
  - Different food choices for those with different dietary requirements such as halal, gluten-free, vegetarian, vegan, etc. (equity)
  - Different cultures, gender identities, sexual orientations, and languages are present in a workplace or in promotional materials (diversity)
  - Places provided for those from different faiths to pray (inclusion)
  - The use of people's pronouns (inclusion)

### Answers

1. diversity (b)
2. inclusion (c)
3. equity (a)
4. diversity (b)
5. inclusion (c)



# Activity 3: Identifying Equity, Diversity, and Inclusion

## Instructions:

1. Read the sentences below with a partner and circle the best word (equity, diversity or inclusion) to describe the sentence.
2. You will do the first example together as a class.
3. Answer questions #2-5. Be prepared to explain your choice.

1. The class has students from nine (9) different countries.

a) equity 

b) diversity 

c) inclusion 

2. All students can ask and answer questions.

a) equity 

b) diversity 

c) inclusion 

3. Two (2) students can't read the smartboard because of eye problems. The teacher lets them sit at the front of the class so they can read the smartboard.

a) equity 

b) diversity 

c) inclusion 

4. The class has people from many different ages and religions.

a) equity 

b) diversity 

c) inclusion 

5. The teacher calls the student whatever name they wish to be called. When the teacher doesn't know how to say a name, they ask the student.

a) equity 

b) diversity 

c) inclusion 



## Activity 4: Diversity in Canada

### Purpose of Activity:

To expand on the meaning of diversity and recognize terms such as sexual orientation, gender, ethnicity, etc., and to introduce the strategy of using the audio glossary to confirm meanings of new words.

### Set Up:

1. Cut out the word strips and post around the classroom with some space between each OR have learners copy terms in their notebook if online. Terms used are: language, gender identity, ethnicity, sexual orientation, and religion.
2. Put learners into five (5) groups. Have each group start at one station and discuss the word on the strip of paper. Learners can discuss what they think the word means, the associated symbol, and possibly some examples.
3. After 1-2 minutes, have groups rotate in order so each group is now at a new strip. Continue until all groups have had the opportunity to discuss each word.
4. Elicit the meaning of each term from the learners, discussing any differences in their understanding of the terms as a class. Once each group has shared what they think the term means, consult the [audio glossary](#) to confirm the definition with learners. Explain to learners that they can use the audio glossary throughout the module to check the meanings of words when they are unsure. You may also want to discuss other ways that people are different (age, ability / disability, education, economic status, neurodiversity, etc.) that while beyond the scope of the resources developed for this project are also important considerations for equity, diversity, and inclusion.
5. Have the learners copy each of the five (5) umbrella terms (language, ethnicity, sexual orientation, gender identity, and religion) in their notebook with space below each to write a few examples. As a class, discuss several examples of each (ex. language: Arabic, Chinese, Tigrinya, etc. or for gender identity: man, woman, transgender) and have learners copy two (2) examples in their notebook under each umbrella term.

Some other examples are:

Language: French, Kinyarwanda, Oromo, Ukrainian, Italian, Farsi, Spanish

Ethnicity: Dinka, Oromo, Kurds, Japanese, Afghan, Ojibway, Métis

Sexual Orientation: bisexual, heterosexual, lesbian, gay

Gender Identity: man, woman, transgender, non-binary

Religion: Muslim, Jewish, Christian, Buddhist, Sikh

## Activity 4: Diversity in Canada (word strips)

1.

**Language**



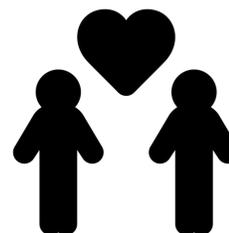
2.

**Ethnicity**



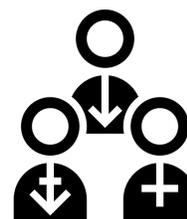
3.

**Sexual Orientation**



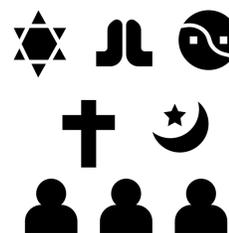
4.

**Gender Identity**



5.

**Religion**





## Activity 5: Diversity Vocabulary Review

### Purpose of Activity:

To review key terms associated with diversity (language, ethnicity, sexual orientation, gender identity, religion) and practice identifying examples of each.

### Set Up:

1. Write the five (5) terms from Activity 4: Diversity in Canada (language, ethnicity, sexual orientation, gender identity, religion) on the board. Review the meaning of each by eliciting from learners, beginning with “language” and “religion” (as learners are likely more familiar with these terms). This may include examples of each. “Sexual orientation,” “ethnicity,” and “gender identity” will likely be more difficult and require assistance from the instructor (such as providing explanation and examples).
2. Hand out the blank word card template. Have learner copy each of the five (5) terms on a different word card. Alternatively, photocopy the word strips from Activity 4: Diversity in Canada for each learner and have them cut them out so they each have their own set.
3. Model the following question stem: “What is an example of (language)?” Drill the stem for each example question using one of the five (5) terms on the board, then repeat with the remaining four (4) (ex. “What is an example of gender?, What is an example of ethnicity?”). Provide learners with one example for each either by eliciting or providing to learners. (ex. for gender: woman, man or transgender).
4. Put learners in pairs and have them practice asking each other five (5) questions using the question stem “What is an example of...?” Remind learners that if they are not sure about these terms or examples of each, they will learn more about these in future lessons in this module (that’s why they are studying this module) and for now to try for at least one example. Circulate and assist groups as needed.
5. Following the activity, have learners share which examples they came up with.



# Word Card Template




## Activity 6: Rights in Alberta and Canada

### Purpose of Activity:

To introduce the concept of rights in Canada.

### Set Up:

1. Say and write the words "Human rights" on one side of the board / screen and "discrimination" on the other side of the board/screen and elicit the meanings from learners (if possible). As a class, consult the [audio glossary](#) to check the meaning (Human rights: "Basic rights everyone should have. Example: the right to choose your religion or be safe from violence," and discrimination: "Not treating people fairly because of their ethnicity, gender identity, sexual orientation, age, or other identities." Ask learners if they know any of the human rights that are a part of Canadian law and elicit some if possible. Some examples are freedom of religion, freedom of expression (such as in using any language you wish as well as the freedom to be silent), freedom of association (to join together with others to make groups or to not join a group). Explain to learners that the main purpose of these rights is to prevent discrimination of people by the government because of things such as those practiced in the previous activity (language, sexual orientation, gender identity, religion, ethnicity, etc.). It is important to explain to learners that some these rights protect people from discrimination from the federal government and all organizations associated with them, while other rights (in Alberta under the jurisdiction of the Alberta Human Rights Commission) protect people from discrimination at work, in schools, in stores and restaurants, and in housing. It is also important to explain that these rights are not always guaranteed when dealing in one-on-one personal relationships (ex. you may not be able to file complaint against a neighbour; it depends on the situation). It is important to let learners know there is the Alberta Human Rights Commission where they can make a complaint or find more information if they believe their rights have been violated. This is beyond the scope of this resource (and language level) to cover in detail, but the links below can provide more information.
2. Hand out the worksheet "Rights in Alberta and Canada." Read the first statement as a class and discuss the meaning. Ask learners if they think this is true or not true. Check and discuss the answer as a class.
3. Have learners complete the remaining questions in pairs. The instructor can circulate and help as necessary for any challenging new words. After all groups have finished, check and discuss answers as a class. If unsure of any questions that come up, feel free to access the links below.

4. End the activity by reiterating that our rights are there to protect us from discrimination and by asking learners how they feel about having these rights. Explain that in the past and even now many people from different ethnicities, gender identities, religions, sexual orientations, and languages have faced discrimination. Tell learners they will learn more about a group of the First Peoples in Canada that has faced discrimination for a long time (Indigenous Peoples).

*A full discussion of all the rights of Canadians at the provincial and federal levels are beyond the scope of this resource. Check here for more information on the Canadian Human Rights Act and the Canadian Charter of Rights and Freedoms: <https://www.chrc.ccdp.gc.ca/en/about-human-rights/human-rights-canada> and here for more information on the rights outlined by the Alberta Human Rights Commission“ <https://albertahumanrights.ab.ca/>  
For information on i/legal job interview questions, check here: <https://www.canadahrcentre.com/base/interview-questions/>*

### Answers

1. a (Yes)
2. a (Yes)
3. b (No)
4. b (No)
5. b (No)



## Activity 6: Rights in Alberta and Canada

### Instructions:

1. Read the statements about rights in Canada and Alberta.
2. Circle "Yes" if this is true. Circle "No" if it is not true.

1. People can belong to any religion they want.
  - a) Yes
  - b) No
  
2. People can be any gender identity or sexual orientation.
  - a) Yes
  - b) No
  
3. Managers can ask you about your sexual orientation in a job interview.
  - a) Yes
  - b) No
  
4. In Alberta, landlords can decide who can rent from them by looking at the person's skin colour.
  - a) Yes
  - b) No
  
5. In Alberta, companies can pay women less money than men who do the same job.
  - a) Yes
  - b) No

## Section 2:

# Indigenous Peoples in Canada





## Activity 7: Indigenous Peoples in Canada

### Purpose of Activity:

To find introductory level-appropriate information about Indigenous Peoples in Canada.

### Set Up:

1. Explain that learners will learn more about groups of people in Canada that faced discrimination in the past and still do sometimes today. Hand out the "Indigenous Peoples in Canada" worksheet. Read the sentences for learners OR elicit learners to read each one. Drill correct pronunciation of terms as needed (you can consult the [audio glossary](#)).
2. Ask learners if they know the answers to the gaps and elicit the responses, but instruct them to **NOT** fill in the answers, just make predictions. This part of the activity can be done in pairs / groups.
3. After learners have had a chance to go through all blanks, provide them with the poster handout "Indigenous Peoples in Canada." If possible, display on a smartboard / projector or shared screen if in an online or hybrid environment.
4. Instruct learners to find the answers to the questions and write in the correct information. This can be done in pairs / groups or independently depending on your class.
5. After all learners or pairs / groups have completed the activity, check the answer together as a class, eliciting from learners and finding the answers in the displayed poster.



# Activity 7: Indigenous Peoples in Canada

## Instructions:

1. Read the questions below.
2. Find the answers in the worksheet "Indigenous Peoples in Canada" and write in the correct spaces below.

1. Who are the First Peoples in Canada?

- a) Europeans
- b) Indigenous Peoples

2. All Indigenous Peoples in Canada are the same.

- a) Yes
- b) No

3. The three (3) groups of Indigenous Peoples in Canada are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. How many Indigenous languages are there in Canada? \_\_\_\_\_ .

5. Where do some First Nations Peoples live? \_\_\_\_\_ .

6. Métis are the children of a \_\_\_\_\_ father and a \_\_\_\_\_ mother.

7. Where do most Inuit live? \_\_\_\_\_ .



# Indigenous Peoples in Canada

- Indigenous Peoples are the First Peoples in Canada. They were here before Europeans came.
- There are over 1.8 million Indigenous people in Canada. There are 258,640 Indigenous people in Alberta.
- There are over 70 Indigenous languages in Canada.
- There are three (3) groups: First Nations, Inuit, and Métis.
- First Nations Peoples sometimes live on reserves. Reserves are areas where only First Nation Peoples can live. There are forty-five (45) First Nation communities in Alberta.
- Inuit are the Indigenous Peoples of the Arctic in Northern Canada. They have a different culture from First Nations and Métis. Some Inuit live in Alberta or other parts of Canada. The Inuit language is Inuktitut.
- Métis peoples are a different group than First Nations or Inuit. They are the children of a European father and First Nations mother. There are eight (8) different Métis settlements\* and over 114,000 Métis Peoples in Alberta.

Settlements are special areas in Canada for Métis Peoples. There are eight (8) settlements and all are in Northern Alberta. 6,500 people live there.



## Activity 8: The History of Indigenous Peoples in Canada (Part 1)

### Purpose of Activity:

To introduce learners to the history of Indigenous Peoples in Canada.

### Set Up:

1. Ask learners what they know about the history of Indigenous Peoples in Canada. Without confirming or denying their responses, tell them they will read and listen to a short history of Indigenous Peoples in Canada.
2. Hand out the worksheet, "The History of Indigenous Peoples in Canada."
3. Have learners cut out the four (4) paragraphs and read all four (4) with a partner.
4. Have learners predict the order of the paragraphs by putting them in order 1-4 on their desk.
5. Play audio story "[The History of Indigenous Peoples in Canada](#)" and share your screen OR send to learners for use on their digital devices.
6. Play the audio story for learners to have them confirm if their predicted order is correct or not. Check and confirm the correct order with the class. If possible, have learners glue the paragraphs in the correct order in their notebooks.



## Activity 8: The History of Indigenous Peoples in Canada (Part 1)

### Instructions:

1. Cut out the four (4) paragraphs and read each paragraph with a partner.
2. Put the paragraphs in order.
3. Listen to the audio story [here](#) and check your order.

In 2008, the government said they were sorry for the bad things done to Indigenous Peoples. This started Reconciliation. Reconciliation means to understand the history of Indigenous Peoples, treat them fairly, and make things better. It is about respect for Indigenous Peoples and their cultures.

The government took Indigenous children from their families. They put the children in residential schools. In residential schools, Indigenous children were not allowed to speak their own languages or practice their own cultures. They were away from their families for a long time. Many children died in these schools. The last residential school closed in 1996.

Indigenous Peoples lived in Canada before it was a country. They lived here for thousands of years. When Europeans came, life changed for Indigenous Peoples. The Europeans took Indigenous Land through colonization. Colonization is when one group of people takes land from others without asking and makes it their own.

The government made agreements with Indigenous Peoples about the land. First Nations made agreements called treaties that included reserves. Reserves are areas where only First Nations Peoples can live. Inuit made agreements to create Nunavut. The Métis made agreements to create settlements.



## Activity 9: The History of Indigenous Peoples in Canada (Part 2)

### Purpose of Activity:

To introduce learners to the history of Indigenous Peoples in Canada, identify important vocabulary, and understand a call for reconciliation.

### Set Up:

1. Hand out the vocabulary worksheet. Have learners read the questions and use the reading from the previous activity to choose the best answers. Do the first question as a class. After learners are finished, check and explain any misunderstanding as a class.

### Answers

1. b
2. c
3. b
4. history, fairly, better



## Activity 9: The History of Indigenous Peoples in Canada (Part 2)

### Instructions:

1. Read the questions below.
2. Look in the reading "The History of Indigenous Peoples in Canada" to find the answer.
3. Circle or write the correct answer(s) for each question.

### 1. Treaties are:

- a. a kind of clothing
- b. a legal agreement between two (2) groups
- c. places where people live

### 2. Reserves are:

- a. an agreement
- b. a promise between two (2) groups
- c. places where only First Nations Peoples live

### 3. Residential schools were good for Indigenous Peoples.

- a. Yes
- b. No

### 4. Reconciliation means to understand the \_\_\_\_\_ of Indigenous Peoples, treat them \_\_\_\_\_ and make things \_\_\_\_\_.



# Activity 10: Making a Land Acknowledgement

## Purpose of Activity:

To introduce learners to the concept of land acknowledgements, why they are made, and how to make them, and give learners a chance to practice saying them.

## Set Up:

1. Before doing this activity with a class, instructors should try it themselves and confirm land acknowledgements with someone knowledgeable in their school. The websites used to determine land acknowledgements are still in development, may need some additional research to find pronunciation of the various traditional territories, and may need to be confirmed for accuracy. The following [video](#) provides accurate pronunciations of traditional territories in Alberta.
2. Discuss the concept of a land acknowledgement. Go to the audio glossary and find the definition and play for the class or have a learner read the definition. Discuss / review the concept of treaties and traditional territories. The audio glossary can again be used for definitions.
3. Explain to learners that land acknowledgements are made as a part of reconciliation, as a sign of respect for the Indigenous people who lived here before Europeans. Explain that learners may hear these at events for work, school, or community, and they are important to understand. Explain that the class will make a land acknowledgment together to participate in reconciliation.
4. First hand out the worksheet, "Making a Land Acknowledgement." Display a map of Alberta such as [this](#) on the screen. Have learners locate their city (Calgary, Edmonton, Medicine Hat, etc.), draw a small dot or circle on the map located on their handout to represent the location of their current city, and write the name of the city in the appropriate blank.
5. Follow the steps on the page, "How to Make a Land Acknowledgement," and do the activity as a class with the [website](#) shared on the screen.

6. Have learners copy the information for their land acknowledgment onto their sheet (traditional territories and treaty regions, etc.)
7. As a class, lead the learners in writing a land acknowledgment for their area. This will need to be led and supported heavily by the instructor as the language is challenging and spelling / pronunciation is difficult. The instructor will need to search for the correct pronunciation of territories in videos such as [this one](#).
8. Drill the pronunciation of all territories with learners and encourage them to use the audio glossary to listen and practice saying. You can also record the entire land acknowledgment on a smartphone and send to learners via email or WhatsApp if applicable.
9. For each day following the completion of this activity, elicit a volunteer to make the land acknowledgement at the start of each day.



## Activity 10: Making a Land Acknowledgment

How to Make a Land Acknowledgement

- Follow these steps to make a land acknowledgement.

**Step 1:** Go to the website [Whose Land](#).

**Step 2:** On the left side, click "Where am I?" (may need to allow permission)

**Step 3:** Look under "Traditional Territories" and "Treaties and Agreements." Copy the names of territories, treaties, and agreements onto the worksheet, "Making a Land Acknowledgement Part 1."

**Step 5:** Look at "Making a Land Acknowledgment Part 2." Listen to your teacher read the example land acknowledgement for Calgary.

**Step 6:** Write a land acknowledgement for your area. Use the information on your worksheet "Making a Land Acknowledgement Part 1."





# Making a Land Acknowledgment Part 1

## 1. Where I live (city / town)

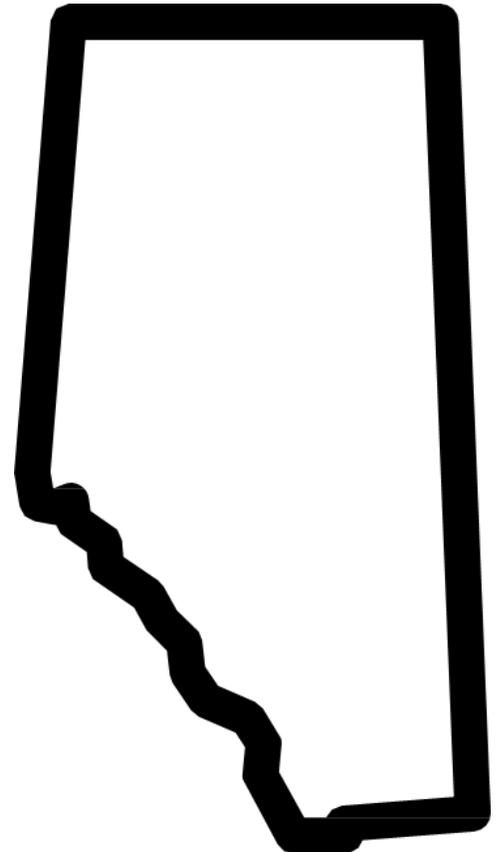
- \_\_\_\_\_

## 2. Traditional Territories

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 3. Treaty Regions

- \_\_\_\_\_
- \_\_\_\_\_



# Making a Land Acknowledgment Part 2



Look at the example for Calgary:

*I acknowledge that I live, work, and play on the Traditional Territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, the Métis Nation (Region 3), and all people who live in the Treaty 7 region of Southern Alberta.*

Now let's write our own:

- I acknowledge that I live, work, and play on the Traditional Territories of the

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# Section 3:

## Racism and Anti-Racism





## Activity 11: What is Racism?

### Purpose of Activity:

To introduce the concept of racism and practice identifying it.

### Set Up:

1. The example situations will need to be photocopied and cut out prior to the activity, so learners can be given one situation at a time and not be overwhelmed. One copy of each situation will be needed for each pair or group of learners.
2. Ask learners, "What does racism mean?" Various answers may be given. Bring learners' attention to the definition in the [audio glossary](#). Discuss the fact that racism can happen on purpose (consciously) or not on purpose (unconsciously). Stress that racism can sometimes be hard to identify.
3. Provide a content warning such as: "Racism is a serious topic and can be painful. Maybe many of you (the learners in this class) have experienced racism before. If you feel uncomfortable, you can do whatever you need to take care of yourself (such as take a break, not participate, share how you are feeling with a friend or teacher, etc.). This is important for us to talk about, but so is your self-care. Please let me (the instructor) know if you need anything."
4. Put learners in pairs. Hand out one copy of the first example situation to each pair. Have them read the example together. After each group is done, elicit what happened in the situation from the class. Ask the class to choose if they think this is racism or not. Discuss as a class.
5. Repeat with the remaining examples (2, 3, and 4), one a time. Have learners read each together in pairs, decide if this is an example of likely racism, and circle their answer "YES" or "NO." (Note: one example, Raj #3, is NOT an example of racism.)
6. Check together as a class after each example. Stress that it can be hard to identify racism, especially when it is unconscious or less direct. Highlight that people may act racist but will say that are not acting racist when asked or challenged.
7. End with a discussion of how learners think the various people in the story feel in these situations (ex. "How do you think Teklit / Hawa / Sierra feels?").

## Answers

Example #1: This is likely racism as the landlord only tells Teklit there are no apartments available after seeing him and asking where he is from, all while having a clearly visible "for rent" sign.

Example #2: This is clearly racism as the partner specifically says he does not want to work with Hawa because she is from Africa and says that "people from Africa are not good at English."

Example #3: This is no evidence of racism in this example. Raj had to wait, but so did everyone else at the bank. The manager and teller were kind and welcoming.

Example #4: This is likely racism as many members of Sierra's community had similar experiences of having bad things said about them specifically. Of course, more information is needed, but given the evidence of mistreatment of Indigenous Peoples in hospitals (as recently reported in the news), it is not uncommon.

\*\* These examples show examples of likely racism. In practice, racism can be more covert and harder to identify. As this is an introduction for many learners (at least in discussing this in English), the examples were kept more transparent. If possible, stress to learners the difficulty in identifying racism in some cases. Also, it is important that mistreatment of a particular individual in a racialized community does not always mean racism occurred, but it is common and should be considered.

Also, these examples were tailored more to identifying interpersonal racism as opposed to more systemic cases simply because of the language complexity required in discussing systemic racism.

Example #1:

Teklit is new to Canada. He is from Eritrea. He is looking for a place to live. He goes to an apartment and talks to the landlord. When the landlord sees Teklit, he asks Teklit where he is from. Teklit says “Eritrea.” The landlord says there are no apartments available. The landlord’s voice sounds angry. Teklit saw a “for rent” sign in front when he came to the apartment.



**Is this racism?                      YES                      NO**

Example #2:

Hawa is a student in an English class. She is from Chad. Hawa’s partner for a speaking activity is from a different country. Hawa’s partner tells Hawa’s teacher, “I want a new partner who can speak English better. People from Africa are not good at English.”



**Is this racism?                      YES                      NO**

Example #3:

Raj is from India. He came to Canada two (2) years ago. He goes to the bank to pay his bills. The bank is very busy, and Raj is waiting in a long line. The manager apologizes to Raj and the other people in line for the long wait. When Raj gets to the front of the line, the bank teller helps him and is very kind. Raj finishes his banking. The bank manager says “Thank you for coming to our bank. See you again.”



**Is this racism?                      YES                      NO**

Example #4:

Sierra is an Indigenous woman. She lives on a reserve close to a big city. Sierra is sick and has to go to the hospital. She is scared to go to the hospital. Some doctors and nurses said bad things about people from her community.



**Is this racism?                      YES                      NO**



## Activity 12: Reading a Poster: How to Be Anti-Racist

### Instructions:

To introduce the concept of anti-racism and some ways to be anti-racist. Also to practice reading headings or subtitles to better understand how headings relate to details / information that follow these.

### Set Up:

1. Review the concept of racism from the previous activity. Write or type the word “anti-racist” on the whiteboard or smartboard / computer screen. Ask the learners if they know what this word means. You can focus on the prefix “anti-” and see if learners have any other examples (antifreeze, antibiotic, etc.) Confirm with the learners that “anti” means “against” or “opposed to.” Discuss what “anti-racist” might mean. Find the term in the [audio glossary](#) and discuss the definitions, clarifying as necessary. As a class, brainstorm potential things people can do to be anti-racist.
2. Hand out the poster, “How to be Anti-Racist.” Bring learners’ attention to the title and elicit from them what they might learn from the poster (ways to be anti-racist). Bring learners’ attention to the sub-headings (understand racism; listen, learn and think; and speak up!) and why they are used (to help readers see what they coming sentences are about, to help people find information on a poster quickly, and to organize information on a poster). Discuss these sub-headings as a class and what they might mean.
3. Hand out the second worksheet, “How to be Anti-Racist: Poster Details,” with the sentences in boxes. Have the learners cut out each box, read the sentences in each box, and guess which heading they match. They can place the box under the appropriate heading. Discuss why headings are used (to let readers know what kind of information is located beneath them and to help them skim and scan to find information more quickly). After learners are finished doing this, elicit from the class why they matched each box of sentences where they did. Discuss any difficult or new language / phrases. Finally, if possible, have learners glue the boxes in place under the correct headings.

4. Have learners turn their poster over so they are not looking at it and then hand out the question sheet, “Reading a Poster - How to Be Anti-Racist.” Have learners read the questions in pairs but not yet look for the answers; they should only look at the questions. Have them guess under which heading in the reading they could find the answer. Concept check any difficult questions or words as a class.
5. Now have learners flip over the reading and attempt to find the answers (individually) as quickly as they can by checking under the heading they predicted. If they cannot find the information under that heading, they can look in a different place in the text. They can then circle or write the answers to the questions.
6. After all learners have answered all questions, elicit the answers as a class and discuss where learners found the answers and confirm the correct answers.

## Answers

### Correct Heading Matches:

#### **1. Understand racism**

- Racism is when people treat others unfairly because of the colour of their skin. Sometimes racism happens on purpose. Sometimes racism happens without trying to be racist.

#### **2. Listen, learn, and think**

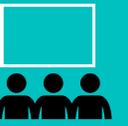
- Listen to people from other cultures.
- Learn about people from other cultures.
- Think about how you see people from other cultures.

#### **3. Speak Up!**

- Say “That’s wrong!”, “No!”, or “Stop!” when you see racism.
- Tell your manager or teacher.

## Question Answers

1. a (Yes)
2. b (No)
3. “That’s wrong”, “No!”, or “Stop”
4. b (No)
5. Think



# How to be Anti-Racist

There are many things you can do to be anti-racist.  
Here are some:

## 1. Understand Racism

[Empty light blue rectangular box for notes]

## 2. Listen, learn, and think

[Empty light blue rectangular box for notes]

## 3. Speak Up!

[Empty light blue rectangular box for notes]





## How to be Anti-Racist: Poster Details

- Listen to people from other cultures.
- Learn about people from other cultures.
- Think about how you see people from other cultures.

- Say “That’s wrong!”, “No!”, or “Stop!” when you see racism.
- Tell your manager or teacher.

- Racism is when people treat others unfairly because of the colour of someone’s skin.
- Sometimes racism happens on purpose. Sometimes racism happens without trying to be racist.



## Activity 12: Reading a Poster: How to Be Anti-Racist

### Instructions:

1. Read the questions below.
2. Look at the poster "How to be Anti-Racist."
3. Circle or write the correct answer for each question.

1. It is important to tell someone if you see racism.
  - a. Yes
  - b. No
  
2. Racism is when people are kind to other people with a different skin colour.
  - a. Yes
  - b. No
  
3. If you see racism, you should say \_\_\_\_\_ ,  
\_\_\_\_\_ or \_\_\_\_\_.
  
4. Racism is always on purpose.
  - a. Yes
  - b. No
  
5. All people should \_\_\_\_\_ about how we see people from different cultures.



## Activity 13: Anti-Racism: What Can I Do?

### Purpose of Activity:

To review and reflect on ways to be anti-racist.

### Set Up:

1. Review the poster “How to be Anti-Racist” used in the previous activity. Give learners a few minutes to re-read the poster with a partner and review ways they can be anti-racist. After several minutes, elicit from learners what they read.
2. Hand out the worksheet, “Anti-Racism: What Can I Do?”. Tell learners that they will discuss a few questions to see how we can use the information from the poster to be anti-racist. Have a learner read the first question and check understanding as a class, clarifying as necessary. Repeat with the other questions, ensuring learners understand what each question is asking them.
3. Put learners in new pairs and have them discuss the questions together.
4. After learners have adequately discussed all questions, come together as a class and discuss what they talked about with their partners.



## Activity 13: Anti-Racism: What Can I Do?

### Instructions:

1. Read the questions below.
2. Talk about each question with your partner.

1. What is racism?

2. How can I learn about people from other cultures?

3. What can I do if I see racism?

4. What can I do to be anti-racist?

# Section 4:

## 2SLGBTQIA+





## Activity 14: What is 2SLGBTQIA+?

### Purpose of Activity:

To introduce the acronym for 2SLGBTQIA+ and associated terms.

### Set Up:

1. Write the acronym “2SLGBTQIA+” on the board / screen and ask learners if they have seen this before, or if they know what it means. If learners are unsure, you can search the term in Google [here](#) and show them versions of the pride flag / logos. You can ask them if they have seen this anywhere, such as stores or schools. It may be worthwhile to remind learners of the rights discussed in Activity 4, specifically the right to express their gender identity or sexual orientation. Learners may disagree with this and have their own feelings about it, but everyone is protected from hate speech. If you have class or school / organization rules or guidelines around unacceptable behaviour, it may be worthwhile to gently discuss these if needed. Also, more knowledge around these concepts is not intended to necessarily change anyone’s beliefs, but to provide information on the different gender and sexual identities that exist in Canada.
2. Explain that this is a term or acronym where each letter has a special meaning and is often the first letter of another word. You can discuss other examples of common acronyms such as “ASAP” or “ATM” or “RBC” as well to help explain the concept.
3. Go to the [audio glossary](#) and find the term “2SLGBTQIA+” (it is the first term on the first page). Play the audio of the term and the definition and drill the pronunciation of each word that makes up 2SLGBTQIA+. Explain that there are a lot of words, but each has a special meaning for how people identify who they are and who they fall in love with. Explain that people with these identities have not always been treated fairly or kindly by others. While you don’t have to personally understand a particular gender identity or sexual orientation, we all have the same rights. Recognizing differences in people and how we all see and experience the world is something we can choose to do to be more inclusive classmates, neighbours, co-workers, and friends if we value equity, diversity, and inclusion.

4. Hand out the work sheet. Navigate to the digital interactive activity, “What is 2SLGBTQIA+?”, [here](#). Model how to go through the activity. Learners can use computers or their smartphones / digital devices to complete the activity in pairs. The link can be sent via email, WhatsApp, SMS / Text or linked in a LMS such as Avenue or Moodle. If learners do not have access to digital devices, you can do the activity as a class on a smartboard, projected computer screen, or shared screen online.
  
5. Learners will click on each of the terms to read the brief description and choose the corresponding matching definition on their worksheet. Do one example as a class so learners clearly understand how to do the activity. Remind learners that there is a second page. \*\* There are a lot of terms and many may be new to learners. It is okay to split this activity into different lessons, doing the first page in one class and the second page in a different class if more appropriate for the learners.
  
6. Once all learners / pairs have completed the activity, check the answers as a class. Explain any misunderstandings as they arise.
  
7. Explain to learners that they will learn more about these terms in future lessons, but they can go back to this digital activity, the worksheet, and the audio glossary to review these terms as often as they need to.

Answers:

1. <u>2S</u> : Two-Spirit	<ul style="list-style-type: none"> <li>Attracted to someone of the same sex or gender.</li> </ul>
2. <u>L</u> : Lesbian	<ul style="list-style-type: none"> <li>An English word that means an Indigenous person who has both male and female spirits inside them. It can be about how they feel inside (their gender) and who they love (their sexuality).</li> </ul>
3. <u>G</u> : Gay	<ul style="list-style-type: none"> <li>When a person's gender identity is different from the gender given to them when they were born.</li> </ul>
4. <u>B</u> : Bisexual	<ul style="list-style-type: none"> <li>A woman who is attracted to other women.</li> </ul>
5. <u>T</u> : Transgender	<ul style="list-style-type: none"> <li>A person who is attracted to two (2) or more different sexes or genders.</li> </ul>

6. <u>Q</u> : Queer	<ul style="list-style-type: none"> <li>Someone who is not sure about who they are attracted to or what gender identity is best for them. They are still finding out what their gender identity or sexual orientation is.</li> </ul>
7. <u>Q</u> : Questioning	<ul style="list-style-type: none"> <li>In the past, this was a bad word to talk about LGBTQIA+ people, but now some LGBTQIA+ people use it. Do not use it to talk about others until they use it first.</li> </ul>
8. <u>I</u> : Intersex	<ul style="list-style-type: none"> <li>When someone does not feel sexual or romantic attraction to other people.</li> </ul>
9. <u>A</u> : Asexual / Aromantic	<ul style="list-style-type: none"> <li>A word used by people whose gender identity or sexual orientation is different from the other words in 2SLGBTQIA.</li> </ul>
10. <u>±</u> : Plus	<ul style="list-style-type: none"> <li>When a person has body parts that are different from traditional ideas of being a man or woman.</li> </ul>



## Activity 14: What is 2SLGBTQIA+?

### Instructions:

1. Go to the digital activity: [What is 2SLGBTQIA+?](#) by clicking this link or scanning the QR code.
2. Click on a flag at the top of the activity to learn more about the words.
3. Draw a line from the word in the left column to the matching meaning in the right column.
4. Do the same thing on the next page.



1. <u>2S</u> : Two-Spirit	<ul style="list-style-type: none"><li>• Attracted to someone of the same sex or gender.</li></ul>
2. <u>L</u> : Lesbian	<ul style="list-style-type: none"><li>• An English word that means an Indigenous person who has both male and female spirits inside them. It can be about how they feel inside (their gender) and who they love (their sexuality).</li></ul>
3. <u>G</u> : Gay	<ul style="list-style-type: none"><li>• When a person's gender identity is different from the gender given to them when they were born.</li></ul>
4. <u>B</u> : Bisexual	<ul style="list-style-type: none"><li>• A woman who is attracted to other women.</li></ul>
5. <u>T</u> : Transgender	<ul style="list-style-type: none"><li>• A person who is attracted to two (2) or more different sexes or genders.</li></ul>

<p>6. <u>Q</u>: Queer</p>	<ul style="list-style-type: none"> <li>Someone who is not sure about who they are attracted to or what gender identity is best for them. They are still finding out what their gender identity or sexual orientation is.</li> </ul>
<p>7. <u>Q</u>: Questioning</p>	<ul style="list-style-type: none"> <li>In the past, this was a bad word to talk about 2SLGBTQIA+ people, but now some 2SLGBTQIA+ people use it. Do not use it to talk about others until they use it first.</li> </ul>
<p>8. <u>I</u>: Intersex</p>	<ul style="list-style-type: none"> <li>When someone does not feel sexual or romantic attraction to other people.</li> </ul>
<p>9. <u>A</u>: Asexual / Aromantic</p>	<ul style="list-style-type: none"> <li>A word used by people whose gender identity or sexual orientation is different from the other words in 2SLGBTQIA.</li> </ul>
<p>10. <u>+</u>: Plus</p>	<ul style="list-style-type: none"> <li>When a person has body parts that are different from traditional ideas of being a man or woman.</li> </ul>



## Activity 15: 2SLGBTQIA+ Word Card Review

### Purpose of Activity:

To review words related to 2SLGBTQIA+ that are challenging, and practice meaning and pronunciation of 2SLGBTQIA+ terms.

### Set Up:

1. Ask learners to look at the previous worksheet, interactive activity, or audio glossary and choose five (5) words they are confused about or are challenging for them.
2. Have learners cut out the flashcards from the template on pg. 64 and write each of their five (5) chosen terms on a different flashcard.
3. Put learners into pairs or small groups. Learners will review the definitions provided in the interactive activity or worksheet from Activity 14 and ask a partner or group member if they still don't understand the definition. The instructor can circulate and assist groups as needed with clarification of terms.
4. Learners can give then give their set of cards to a partner or group member. The partner will show the card to the learner and ask "What is \_\_\_\_\_?" and the learner will attempt to define or explain what the term means. Once finished, learners can switch roles.



# Word Card Template




## Activity 16: Listening for Pronouns

### Purpose of Activity:

To introduce the concepts of addressing people by their pronouns and expressing one's chosen pronouns.

### Set Up:

1. Ask learners “What can we say to refer to / talk about someone instead of the person’s name?” Various answers may be given, including “the person” or “the man / woman” or “she / he / they”, etc. Discuss the importance of not assuming one’s gender identity and pronouns, and how we can ask if not sure: “What are your pronouns?” You can also discuss the idea that some people’s pronouns may change if they come out or feel a set of pronouns better expresses their identity.
2. Elicit some common pronouns in sets of three (3) and provide example sentences if needed (“He likes apples.” “This is her book.” “They are from Iran.” etc.) Explain how often “they / them / their(s)” has been used to describe more than one person, but it can also be used for someone who doesn’t feel comfortable using more traditional gender pronouns, or when you don’t know someone’s gender identity. Explain to learners that there are many other pronouns in use by others, and they can always ask for the correct spelling and pronunciation when they encounter these, but to use what the person wishes.
3. Explain that learners will practice listening to speakers give their pronouns and check which pronouns they hear.
4. Play the listening file [here](#) (each speaker will be heard twice) and learner will mark their answers on their worksheet.
5. When finished, discuss answers as a class and replay the recording as necessary.

### Scripts and Answers:

1. My name is Jay. My pronouns are he, him, his. (a)
2. Hi, I’m Alex, my pronouns are they, them and theirs. (c)
3. Hello. my name is Isabella. My pronouns are she, her, and hers. (b)
4. Hi I’m Toni. My pronouns are she, her, hers and they, them, theirs. (b) and (c)



## Activity 16: Listening for Pronouns

### Instructions:

1. Listen to the speakers describe their pronouns.
2. Check the boxes for the pronouns they say.

#### 1. Jay

- a. he / him / his
- b. she / her / hers
- c. they / them / theirs

#### 2. Alex

- a. he / him / his
- b. she / her / hers
- c. they / them / theirs

#### 3. Isabella

- a. he / him / his
- b. she / her / hers
- c. they / them / theirs

#### 4. Toni

- a. he / him / his
- b. she / her / hers
- c. they / them / theirs



## Activity 17: Meet Ashlyn

### Purpose of Activity:

To introduce the acronym for 2SLGBTQIA+ and associated terms.

### Set Up:

1. Explain that learners will watch a video about someone who has faced discrimination named Ashlyn. Tell the learners they will listen to and watch Ashlyn's video many times and try to get as many details as they can. Tell learners they may want to listen for details about what they have been studying, such as where Ashlyn is from, where she lives now, pronouns, gender, sexual orientation, what has happened to Ashlyn in her life, and how Ashlyn feels now. To help learners keep this in mind, write columns or headings on the board / screen with these categories of information with spaces underneath to write what is elicited from learners. For example:

From

Living Now

Gender Identity

Pronouns

Sexual Orientation

Other Information

2. Play the video [here](#) for listeners. After they listen, elicit from them any information they were able to get and write it in the appropriate column on the board. If they found this difficult, assure them that they will get to listen several times and to just get what they can.
3. Listen again and repeat this step up to two (2) more times, continuing to add information as the learners hear and tell you. New vocabulary may come up which they partially catch and may ask you about, such as "pansexual." If this happens, take the time to see if anyone in the class knows the meaning and check the audio glossary.
4. After three (3) separate listens with elicitation and discussion in between each one, learners should hopefully have a good understanding of Ashlyn's experience. To support and further their understanding, write the following new words on the board (if not already elicited by learners) and discuss their meanings:

- pansexual (see [audio glossary](#))
- come out / came out (see [audio glossary](#))
- threats: when someone says they will hurt you or do something bad to you.
- physical abuse: when someone hurts your body on purpose, like hitting or kicking

5. Then hand out the worksheet “Meet Ashlyn.” Have learners read the questions in pairs. Concept check the meaning of questions so they are clear to learners. Learners can choose their answer at this point if they wish, but will have a chance to listen again.
6. Play the video again and have learners listen and circle their answers on the worksheet. Play one more time if needed. Check answers as a class and discuss.

### Transcript:

*Hi, my name is Ashlyn, and I use she / her / hers pronouns. I am from British Columbia, but now I live in Calgary, Alberta. I am a white, transgender woman, and I am pansexual. I faced discrimination, threats, and physical abuse after I came out as transgender. When I was young, I faced discrimination at school for being pansexual. It is difficult sometimes, but I am happy that I am transgender. I feel comfortable in my own body, and people like me for who I am.*

### Question Answers

1. c (woman)
2. b (No)
3. b (No)
4. a (Yes)



## Activity 17: Meet Ashlyn

### Instructions:

1. You watched the video three (3) times.
2. Read the questions below.
3. Watch and listen to the video again and answer the questions.

1. Ashlyn is a white, transgender \_\_\_\_\_ .
  - a. man
  - b. intersex
  - c. woman
2. People were always kind to Ashlyn after she came out as transgender.
  - a. Yes
  - b. No
3. Being transgender is always easy for Ashlyn.
  - a. Yes
  - b. No
4. Ashlyn is happy she is transgender.
  - a. Yes
  - b. No

# Section 5:

## Equity, Diversity, and Inclusion in the Classroom and Community





## Activity 18: Sorting Vocabulary (Review)

### Purpose of Activity:

To demonstrate understanding of categories of vocabulary important to equity, diversity, and inclusion concepts.

### Set Up:

1. Hand out the worksheet, “Sorting Vocabulary.” Instruct learners to follow the instructions on the worksheet. Model how to copy the words and cross out once used.
2. Some words (ex. two-spirit) can go in more than one category.
3. After completed, discuss the answers as a class, having learners explain why they made their choices. Provide feedback as necessary using the answer key below.

### Answer Key:

Indigenous Groups	Sexual Orientation	Gender Identity
• First Nations	• Lesbian	• Transgender
• Inuit	• Gay	• Non-Binary
• Métis	• Heterosexual	• Two-Spirit
• Two-Spirit	• Asexual	• Cisgender
	• Questioning	• Intersex
	• Bisexual	• Woman
		• Questioning



# Activity 18: Sorting Vocabulary (Review)

Instructions:

1. Read the words in the box.
2. Copy the words in the table under the correct heading. Some words can go in more than one heading. You can write these words more than once.
3. Use the [audio glossary](#) for any words you are unsure about.
4. Not all boxes in the table will be filled.
5. After you are finished, quiz your partner on the meaning of some of the words. Ask them "What does \_\_\_\_\_ mean?".

• Bisexual	• Transgender	• Métis	• Gay
• Two-Spirit	• Lesbian	• Pansexual	• First Nations
• Cisgender	• Questioning	• Intersex	• Woman
• Inuit	• Asexual	• Heterosexual	

Indigenous Groups	Sexual Orientation	Gender Identity
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•



## Activity 19: What are Stereotypes?

### Purpose of Activity:

To introduce the concept of stereotypes.

### Set up:

1. Write the following sentence on the board: “All people in Canada are nice.” Ask learners if this is true. Neither confirm nor deny any truth to the statement; just listen to what learners say. Then write “All people in Canada are mean” below the first sentence. Again ask learners if this is true. Again do not confirm nor deny. Hopefully there is variety in the responses of the learners. Ask learners if either of these statements are 100% true. If anyone says yes, ask them, how do they know? Have them met every person in Canada? They may say that “some people in Canada are nice / mean” or something that shows that neither of the written statements are 100% true. Explain that while some people in Canada may be either nice or mean (based on learners past experiences), there is no way to know this is true for all people (a useful quote is one from Chimamanda Adichie, who has said [the “problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story”](#)). This may need to be approached gently as some people may genuinely believe that all of a certain group have a certain trait. If encountering resistance, a good place to start may be to ask “Is this always true, 100%, every time? How do you know that?”
2. Explain to students that when we make statements about a group of people based on their ethnicity, sexual orientation, gender, religion, where they come from, etc., such as the two (2) statements written on the board, we cannot know that these statements are true because we don’t know every person from that group, and people are all different in many ways, even if in a group. Write “stereotypes” on the board and find the definition in the [audio glossary](#). Read the definition to learners and concept check for understanding. Ask learners how people from a group may feel when something says something about that group (example all people from a country, all people of a religion, all people who speak a language, all people of a gender identity, all people with the same skin colour). Explain that it is better to avoid using words like “all,” “every,” “always,” and “never” when talking about other people or other groups of people.

3. Provide a content warning: Explain to learners that in this class they will talk about stereotypes to help understand what they are and how to stop using them. Explain that this might be uncomfortable, and if learners can do what they need to take care of themselves. Remind learners that the classroom should be a safe place and making stereotypes can be hurtful to other classmates, so they should think carefully about what they say about another group and how they say it. Circulate as learners discuss. Participate in a follow-up discussion to elicit what learners said BUT tell learners not to share what their partner said and only to share what they said themselves (their partner has the choice to share if they want). Also tell learners they do not have to share if they don't want to. If all learners are reluctant to share, that is okay; you may want to share personal experience to kickstart the process. Class sharing does not necessarily have to occur for learners to benefit from the reflection done in the activity.



## Activity 19: What are Stereotypes?

### Instructions:

1. Read the sentences in the box below.
2. Talk about the questions with your partner.

### Set up:

- Remember that the class is a safe place for everyone.
- You can be honest but remember to be as kind as possible.
- Remember that stereotypes are just one story, not every story.

**Question #1:** In the past, did you hear stereotypes about people from your country or culture, your skin colour, or your religion? How do you feel about that?

**Question #2:** In the past, did you hear stereotypes about people with your gender identity or sexual orientation? How do you feel about that?

**Question #3:** In the past, did you make stereotypes about people...

- from a different country or culture
- from a different religion
- from a different skin colour
- with a different gender identity
- with a different sexual orientation

If so, how do you feel about that now?



## Activity 20: What is an Inclusive Classroom?

### Purpose of Activity:

To introduce learners to examples of inclusive and non-inclusive behaviours in a classroom and help develop discernment in evaluating behaviours.

### Set Up:

1. Ask learners what kinds of behaviours they like to see from teachers and classmates in a classroom. Provide a few examples such as, “my teacher and classmates listen to me” or “people greet me when I come to class.” Elicit as much as learners are able to share.
2. Tell learners they will look at some other examples of behaviours that are inclusive and some that are not and decide if they are a good behaviour.
3. Hand out the worksheet, “What is an Inclusive Classroom?”
4. Have learners read each sentence and choose three (3) sentences which are especially important to them. Have learners write a check beside these sentences. Then they can also write one of their own, but this is not required.
5. After they are finished, have them tell a partner which sentences they chose and explain why.



## Activity 20: What is an Inclusive Classroom?

### Instructions:

1. Read the sentences about an inclusive classroom.
2. Choose three (3) sentences which are important to you.
3. Write a checkmark ✓ in the box beside each of your three (3) sentences.
4. Write your own sentence for number eight (8).

1. My teacher and classmates ask me questions.	
2. I can say “no” or choose not to participate.	
3. I can speak my first language sometimes.	
4. I can express my gender identity, sexual orientation, and / or religion.	
5. My teacher and classmates treat me fairly.	
6. I can celebrate my culture.	
7. People call me by my name or my pronouns.	

Write your own:

--



## Activity 21: Introducing Yourself and Describing an Inclusive Classroom

### Purpose of Activity:

To practice ordering sentences and ideas coherently when speaking.

### Set Up:

1. Hand out the worksheet. Instruct learners to cut up sentence strips for speaker #1.
2. Instruct learners to order them as best they can.
3. Read the script to learners. Have learners listen and order them correctly, rearranging as needed based on their predictions. Repeat as necessary.
4. Repeat with sentences for speaker #2.
5. Check the answers as a class. Learners can then glue them in a notebook if possible.



## Activity 21: Introducing Yourself and Describing an Inclusive Classroom

### Instructions:

1. Cut up the sentences for speaker #1.
2. Put them in the order that you think the speaker will use.
3. Listen to your teacher and check. Reorder them based on what you hear.
4. Repeat with speaker #2.

### Speaker #1

My pronouns are they / them / theirs.

I like class when the teacher treats everyone fairly.

My name is Jake.

I feel safe when people use my pronouns.

I was born in Ottawa, Ontario but now I live in Grand Prairie, Alberta.

### Speaker #2

I feel safe when people don't ask me why I am single.

My pronouns are she / her / hers.

I am a cisgender woman, and I am a lesbian.

Hello. My name is Wei, and I am from China, but now I live in Brooks, Alberta.

An inclusive classroom is very important to me.

I feel safe in a classroom when people listen to me and respect me.



## Activity 22: What Can I Do?: Writing Inclusive Sentences

### Purpose of Activity:

To introduce the task of writing sentences about inclusive things you can do, to practice identifying inclusive actions learned in the module, and to write these in a short list.

### Set Up:

1. Elicit from learners what they have learned in the module about being inclusive, specifically inclusive actions. If learners are unsure, provide them with some hints such as “How can you speak?”, “What can you do to be anti-racist?”, “What things can you do for your classmates?”. Tell learners they will practice writing sentences about these inclusive actions using “I can...”. Check and confirm the meaning of “I can...” and elicit a few example sentences.
2. Hand out the worksheet. Have learners read and discuss the meaning of the actions in the box in pairs. Then elicit different learners to read an example and concept check the meaning of these actions as a class to elicit concrete examples and correct any misunderstandings.
3. Have learners choose four (4) actions that they think are very important and check the boxes beside these actions.
4. Have learners complete the paragraph by filling their chosen actions in the gaps.
5. Circulate and provide feedback as necessary.
6. Once learners are finished, have them read their four (4) sentences to a partner.



## Activity 22: What Can I Do? Writing Inclusive Sentences

### Instructions:

1. Read the inclusive actions in the table below with your partner.
2. Choose four (4) that are important to you and check the box beside them.
3. Write four (4) sentences on the lines below the table using "I can..."
4. Read your sentences to your partner.

• use inclusive language <input type="checkbox"/>	• listen to others <input type="checkbox"/>
• stop using stereotypes <input type="checkbox"/>	• learn about other people <input type="checkbox"/>
• include everyone in activities <input type="checkbox"/>	• call people by their name or pronouns <input type="checkbox"/>
• report discrimination <input type="checkbox"/>	• make a land acknowledgement <input type="checkbox"/>

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_



## Activity 23: Writing Inclusive Sentences: Word Order

### Purpose of Activity:

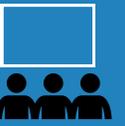
To provide learners with practice putting common phrases for inclusive actions into the correct word order in sentences.

### Set up:

1. Elicit from learners some of the inclusive actions from the previous activity (ex. I can stop using stereotypes. I can listen to others. I can use inclusive language.) Model saying a sentence including one of these actions in the wrong order (ex. “I listen can to others”). Ask learners if this sentence is easy to understand and if the word order in the sentence is important. Have learners correct the sentence. Write the sentence on the board as they tell you. Ask them why the words are in that order. For example, “I” comes first because that’s the person doing the action (the subject). We use “can” to talk about something we are able to do (instead of something we can’t do), and this usually comes before the main verb or action word. How you discuss word order with your learners depends on whether they know words such as subject, verb, object, modal, auxiliary, etc. Explain word order in the way that is most effective for your learners. If needed, model a few more examples of more simple English sentences to highlight common word order.
2. Hand out the worksheet “Writing Inclusive Sentences: Word Order” and do the first example as a class, again asking questions why certain words are in the order they are. Have learners complete the remaining questions on the worksheet without looking at previous worksheets. Walk around the classroom or provide support as needed.
3. Check the answers as a class by having learners orally tell you the answers for each question or having them write on the board.

### Answer Key:

1. I can use inclusive language.
2. I can listen to others.
3. I can report discrimination.
4. I can stop using stereotypes.
5. I can make a land acknowledgement.



## Activity 23: What Can I Do? Writing Inclusive Sentences

### Instructions:

1. Read the words.
2. Write them again but in the correct word order.
3. Remember to use punctuation.

1.

can

use

inclusive

I

language

---

2.

to

I

others

can

listen

---

3.

report

I

discrimination

can

---

4.

using

stop

stereotypes

I

can

---

5.

make

can

acknowledgment

land

a

---

# Skill-Using Tasks





# Skill-Using Task: Listening to Someone's Personal Description of Themselves

## Purpose of Activity:

To practice listening to a personal introduction and identifying important information such as name, pronouns, gender identity, language, etc.

## Set Up:

1. Explain to learners that they have learned a lot about different groups of people and that we have similarities and differences. They will now practice listening to two (2) speakers to identify details about them. The video for CLB 3 is [here](#). The video for CLB 4 is [here](#).
2. Hand out the worksheet with questions and have learners read through all of the questions so they know what to listen for.
3. Play the CLB 3 video first for CLB 3 learners in your class. Learners will hear each speaker three (3) times. You can pause the video between each round so learners can write or circle their answers. Then play the CLB 4 video for those learners in your class. CLB 4 learners have one extra question for each speaker.
4. After the video has played and learners have heard each speaker three (3) times, elicit and check the answers as a class.



CLB 3 video [here](#).



CLB 4 video [here](#).

## CLB 3 Scripts

### Speaker #1

Hi, my name is Iftu. My pronouns are she / her / hers. I am from Ethiopia. I speak Oromo and English. My religion is Islam. I moved to Canada when I was three years old, and now I am thirty-six years old. I want to make my parents proud.

### Speaker #2

My name is Emerson Ordonez. I'm male and I use he / him / his pronouns. I am from Colombia, and now I live in Calgary. I am of Hispanic-Mestizo descent. I am a cisgender male, and I was raised as male. I am a heterosexual. I think we should treat all people fairly.

## CLB 4 Scripts

### Speaker #1

Hi, my name is Iftu Hargaaya and my pronouns are she / her / hers. I immigrated to Canada as a refugee from Ethiopia with my parents and siblings. I am a Muslim. I came to Canada at the age of 3, and now I am 36 years old. I speak Oromo and English. My job is a teacher. My parents worked very hard to give me a better life in Canada, and so it's very important to me that I make them proud. It's nice to meet you.

### Speaker #2

My name is Emerson Ordonez. I'm male and I use he / him / his pronouns. I am from Colombia and now I live in Calgary. I am of Hispanic-Mestizo descent and I speak English and Spanish. I am a heterosexual cisgender male. In my life, equity, diversity and inclusion are important because they help create fair and equal opportunities for all people.

### Answers

1) c   2) b   3) c   4) b and c   5) a

6) a   7) a   8) a   9) b   10) c



# Skill-Using Task - Listening to Someone's Personal Description of Themselves

## Instructions:

1. You will watch a video of two (2) speakers to understand personal information about them.
2. Read the questions, watch the video and circle, check, or write your answers. Some questions are for CLB 4 learners only.

## Speaker #1

1. What is this person's name?
  - a. Anna
  - b. Andrea
  - c. Iftu
  
2. What pronouns does this person use? (*check all that apply*)
  - a. he / him / his
  - b. she / her / hers
  - c. they / them / theirs
  
3. Where was this person born?
  - a. America
  - b. Canada
  - c. Ethiopia
  
4. What languages does this person speak? (*check all that apply*)
  - a. Amharic
  - b. English
  - c. Oromo

## CLB 4 ONLY

5. Why is it important to make this person's parents proud?
- a. they gave her a great life in Canada
  - b. they have lived in Canada for a long time
  - c. they speak Oromo and English

### Speaker #2

6. What is this person's name?
- a. Emerson
  - b. Jim
  - c. Ricardo
7. What pronouns does this person use? (*check all that apply*)
- a. he / him / his
  - b. she / her / hers
  - c. they / them / theirs
8. Who is this person attracted to?
- a. the opposite sex
  - b. the same sex
  - c. two (2) sexes
9. What is this person's gender identity?
- a. cisgender female
  - b. cisgender male
  - c. transgender male

## CLB 4 ONLY

10. Why are equity, diversity, and inclusion important to this person?
- a. because life is fair
  - b. because everyone is different
  - c. because everyone needs equal opportunities



# Skill-Using Task: Speaking about an Inclusive Classroom

## Purpose of Activity:

To use sentence frames to practice introducing yourself and speaking about an inclusive classroom.

## Set Up:

1. Hand out the worksheet, “Speaking about an Inclusive Classroom.” Bring learners’ attention to the sentence frames used in the previous worksheet, ex. “My name is..., I speak..., I am..., etc.”
2. Instruct learners to complete the sentences using their own information and model an example. Tell learners they can change the sentences if they choose; this is just an example to give them an idea of what they can say.
3. After learners complete the sentences, have them practice reading them with a partner. Circulate and provide feedback as necessary.
4. Learners can speak a second time without looking at the paper.
5. Provide feedback to the whole class at the end of the activity as required.



# Speaking about an Inclusive Classroom

## Instructions:

1. Read the sentence frames 1-6 below.
2. Complete the sentences with your information.
3. Practice reading them to a partner.
4. Put the paper away and try speaking again without looking.

1. My name is \_\_\_\_\_.

2. I was born in \_\_\_\_\_ and now I live in  
\_\_\_\_\_. I speak \_\_\_\_\_  
\_\_\_\_\_.

3. I am \_\_\_\_\_.

4. An inclusive classroom is important to me. I feel safe when  
\_\_\_\_\_.

5. I like it when \_\_\_\_\_  
\_\_\_\_\_.



# Skill-Using Task: Reading a Poster: Inclusive Language

## Purpose of Activity:

To practice reading a poster and identifying inclusive and non-inclusive words and phrases.

## Set Up:

1. Introduce the concept of inclusive language (words and phrases that are respectful to all people) and language that is not inclusive (words and phrases that are based on stereotypes or are racist / discriminatory). Explain that non-inclusive language can be used against any group of people based on their gender identity, ethnicity, sexual orientation, etc. and that inclusive language treats all people with respect. Explain that in the past and even today many people still use language that is not inclusive or is racist and discriminatory towards Indigenous, black and racially diverse peoples, but also to women and those in the 2SLGBTQIA+ community.
2. Elicit from learners the strategies they have practiced in previous activities for reading a poster (skimming, looking at titles and headings, and scanning for details).
3. Hand out the poster. Give learners one minute to skim and read titles and headings then flip over the poster so they can no longer see the text. Have learners discuss what title or headings they saw from the quick one-minute skimming and what they think the poster is about.
4. Have learners keep the poster turned over and have them read the questions but not to find the answers at this point. Once they are done reading the questions, elicit if there are any difficult words or phrases in the questions and clarify as necessary.
5. Have learners answer the questions by finding the answers in the poster.
6. Once finished, elicit the answers from individual learners and discuss as a class. Provide explanation and support where necessary.



## Skill-Using Task: Reading a Poster: Inclusive Language

### Instructions:

1. Skim the poster quickly on the next page for one minute, and then flip over your page.
2. Read the questions below.
3. Check the poster for the answers and circle or write your answers.

1. What does this poster talk about?
  - a. how to stop including people
  - b. how to use words that respect everyone
  - c. why diversity is important
  
2. What word should you use instead of “real” or “normal” woman?
  - a. cis woman
  - b. heterosexual
  - c. Inuit
  
3. Instead of “straight,” use the word \_\_\_\_\_.
  
4. Why is using “straight” not inclusive?
  - a. it can mean being gay is wrong
  - b. it can mean other gender identities are wrong
  - c. it can mean people are from India

# Using Inclusive Language



There are many words we can use (and not use) to help people feel included. Here are some...

STOP using...	Why	Say this...
<ul style="list-style-type: none"> <li>“Indian,” “red man,” and “native” for Indigenous Peoples</li> </ul>	<ul style="list-style-type: none"> <li>“Indian,” means someone from India. This word was used incorrectly for many years. Don’t use “red man,” or “native.”</li> </ul>	<ul style="list-style-type: none"> <li>“Indigenous” or use “First Nations,” “Métis,” or “Inuit” for specific peoples</li> </ul>
<ul style="list-style-type: none"> <li>“real” or “normal” for cisgender</li> </ul>	<ul style="list-style-type: none"> <li>“Real” or “normal” can mean that other gender identities are wrong.</li> </ul>	<ul style="list-style-type: none"> <li>“cis male” or “cis female”</li> </ul>
<ul style="list-style-type: none"> <li>“straight”</li> </ul>	<ul style="list-style-type: none"> <li>Saying “straight” can mean that being attracted to the same gender identity is “bent” or wrong.</li> </ul>	<ul style="list-style-type: none"> <li>“heterosexual”</li> </ul>



# Skill-Using Task: Writing Inclusive Sentences or a Paragraph

## Purpose of Activity:

To practice writing several sentences (CLB 3) or a paragraph (CLB 4) on what learners can do to be more inclusive in a classroom or work setting.

## Set Up:

1. Elicit some things people can do to be more inclusive that learners studied in previous lessons (ex. use inclusive language, use pronouns, listen to others, report discrimination, stop using stereotypes, make a land acknowledgement, learn more about other cultures / people etc.). Tell learners they will practice writing several sentences (CLB 3) or organizing sentences into a paragraph (CLB 4).
2. As an instructor, you can model this by first writing several sentences as expected for CLB 3 learners. Choose three(3) or four (4) ideas that resonate with you and write sentences. For example:  
  
I can do many things to be inclusive.  
I can learn more about other people.  
I can make a land acknowledgement.  
I can say “stop” when I see racism.
3. Briefly explain to learners why these are important to you and emphasize that they should choose actions / things they can do what are important to them (this may be different than their classmates and teacher).
4. Tell learners they can use their worksheets and poster from previous lessons to do this task. For CLB 4 learners, highlight the concept of putting these sentences together in a paragraph that starts with a sentence about why they want to be inclusive. Provide a model such as:

I want to be inclusive because it is important to me. There are many things I can do. I can learn more about people from different cultures, and I can listen when they talk to me. I can make a land acknowledgement. I can also say “stop” when I see racism.

Elicit other things learners could write for their first sentences. For example, “I want to be a good friend / classmate / neighbour” or “I want people to help people feel safe in class / at my job / in my community”.

5. Explain the checklist learners will complete after they finish writing. There is a different checklist for each level (CLB 3 and CLB 4). Go over each sentence in the checklist so learners clearly understand what they are looking for. Elicit or model examples of criteria as needed.
6. Have learners begin to write their sentences (CLB 3) and paragraphs (CLB 4). Circulate and provide feedback to learners as appropriate. You may also want to collect these and provide written feedback, and then return and discuss as a class before the formal assessment.



# Skill-Using Task: Writing Inclusive Sentences or a Paragraph

## Instructions:

1. Choose actions that you can do to be inclusive in a classroom.
2. CLB 3: Write 4-5 sentences.  
CLB 4: Write a short paragraph.
3. Then complete the checklist on the next page.

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## Checklist

### CLB 3

1. I wrote 4-5 sentences about an inclusive classroom.
2. I used inclusion words I learned in class.
3. I checked my spelling and punctuation carefully.

### CLB 4

1. I wrote a short paragraph about an inclusive classroom.
2. I used words inclusion words I learned in class.
3. I checked my spelling and punctuation carefully.

# Assessment Tasks





# Assessment Task: Listening

Listening to Someone Describe Themselves

Set Up:

1. CLB 3 Video is available [here](#). CLB 4 Video is available [here](#).
2. Hand out the listening assessment to learners and have them write their name and the date.
3. Have a CLB 3 learner read the instructions for the CLB 3 assessment and a CLB 4 learner for the CLB 4 assessment. Concept check so the instructions are clear.
4. Give learners a minute or two to read through the questions so they know what to listen for.
5. Play the videos for each level. Multiple listens are built into each video. Pause the video where prompted to allow learners the chance to mark down their responses. Learners will listen to Speaker 1 three times and then Speaker 2 three times.
6. Collect all assessments once learners have completed them. See the scripts and answer keys on the next two pages for grading purposes. Hold a feedback session where you check all answers together with learners and explain as necessary.



CLB 3 video [here](#).



CLB 4 video [here](#).



# Listening Assessment Scripts and Answer Keys

## CLB 3 Listening Scripts:

### Speaker #1

*Hello – my name is Suzanne Clavelle-Christensen.*

*I live in Pincher Creek, Alberta.*

*Pincher Creek is in southern Alberta.*

*There are three groups of Indigenous Peoples in Canada: First Nations, Inuit and Métis. I am a member of the Tahltan First Nation. Tahltan Territory is in Northwest British Columbia.*

### Speaker #2

*Hi, my name is Jenny and it's nice to meet you. I use both she / her / hers and they / them / theirs pronouns. I am from Ontario, but now I live in Lethbridge, Alberta. I am a white, cisgender woman, and I am bisexual. I have faced discrimination because I am bisexual.*

## CLB 3 Listening Answer Key

1. c
2. c
3. a
4. b
5. b
6. b and c
7. c
8. a

## CLB 4 Listening Scripts:

### Speaker #1

*Hello, my name is Suzanne Clavelle-Christensen. I live in Pincher Creek, Alberta. Pincher Creek is in southern Alberta. I am a member of the Tahltan First Nation. Tahltan Territory is in northwest British Columbia. Indigenous Peoples have lived on the land called Canada for thousands of years. Many bad things happened to Indigenous Peoples when Europeans came to this land. Reconciliation in Canada means to have better relationships with Indigenous Peoples. Everyone can be part of reconciliation. Learning about the history and cultures of Indigenous Peoples is an important part of reconciliation.*

### Speaker #2

*Hi, my name is Jenny and I use both she / her / hers and they / them / theirs pronouns. Let me tell you a little more about myself. I am a white cisgender woman, and my parents were both born in Toronto, Ontario. I was born in Ontario too, but now I live in Lethbridge, Alberta. I am bisexual, which is not accepted by everyone where I live. I have faced discrimination because I am bisexual, so I don't often tell people until I know I can really trust them. I only speak one language fluently, English, but I can speak a little Korean too because I used to live in Korea. It is very nice to meet you!*

## CLB 4 Listening Answer Key

1. c
2. a
3. b
4. c
5. a
6. b
7. b and c
8. a
9. b

# CLB 3 Assessment Task: Listening to Someone Describe Themselves

Module: Equity, Diversity, Inclusion, and Anti-Racism  
Competency: Comprehending Information  
Criteria: Identifies factual details, key words and expressions as required (Qs 1-8).



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Listen to the two (2) speakers and circle your answers for each question.

## Speaker #1

1. What is this person's name? *(1 point)*
  - a. Pamela
  - b. Sally
  - c. Suzanne
  
2. Where does this person live? *(1 point)*
  - a. Calgary, AB
  - b. Edmonton, AB
  - c. Pincher Creek, AB
  
3. Is this person Indigenous? *(2 points)*
  - a. Yes
  - b. No
  
4. Is Tahltan Territory in Alberta? *(1 point)*
  - a. Yes
  - b. No

## Speaker #2

5. What is this person's name? (1 point)
- a. Janet
  - b. Jenny
  - c. Joseph
6. What pronouns does this person use? *(check all that apply)* (2 points)
- a. he / him / his
  - b. she / her / hers
  - c. they / them / theirs
7. Who is this person attracted to? (1 point)
- a. the opposite sex
  - b. the same sex
  - c. two (2) sexes
8. How does this person describe their gender identity? (1 point)
- a. cis woman
  - b. cis man
  - c. transgender woman

Task Success: 7/10 points

Your score: \_\_\_\_/10

# CLB 4 Assessment Task: Listening to Someone Describe Themselves

Module: Equity, Diversity, Inclusion, and Anti-Racism

Competency: Comprehending Information

Criteria: Identifies factual details (Qs 5, 7, 8, 9), identifies some implied meanings (Qs 2, 4), identifies who, what, where and when (Qs 1, 3, 6).



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Listen to the two (2) speakers and circle or check your answers for each question.

## Speaker #1

1. What is this person's name? *(1 point)*
  - a. Pamela
  - b. Sally
  - c. Suzanne
  
2. Is this person Indigenous? *(1 point)*
  - a. Yes
  - b. No
  
3. Is Tahltan Territory in Alberta? *(1 point)*
  - a. Yes
  - b. No
  
4. What is the meaning of reconciliation? *(1 point)*
  - a. to make new relationships with Indigenous Peoples
  - b. to learn about the history of Canada
  - c. to improve relationships with Indigenous Peoples
  
5. Who can be a part of reconciliation? *(1 point)*
  - a. all people in Canada
  - b. only Indigenous Peoples
  - c. White Europeans

## Speaker #2

6. What is this person's name? (1 point)
- a. Janet
  - b. Jenny
  - c. Joseph
7. What pronouns does this person use? *(check all that apply)* (2 points)
- a. he / him / his
  - b. she / her / hers
  - c. they / them / their
8. How does this person describe their gender identity? (1 point)
- a. cis woman
  - b. cis man
  - c. transgender woman
9. Why has this person experienced discrimination? (1 point)
- a. because people don't accept her gender identity
  - b. because people don't accept her sexual orientation
  - c. because people don't accept where she is from

Task Success: 7/10 points

Your score: \_\_\_\_/10



# Assessment Task: Speaking

## Introducing Yourself and Describing an Inclusive Classroom

### Set Up:

1. Hand out the speaking assessment to learners and have them write their name and the date.
2. Have a CLB 3 learner read the instructions for the CLB 3 assessment, and a CLB 4 learner for the CLB 4 assessment. Concept check so the instructions are clear.
3. Invigilate the test one-on-one with each student. Complete your feedback on their assessment tool. You can also record each assessment if preferred and write feedback after.
4. Collect all assessments once learners have completed them. See the sample scripts on the next page for grading purposes.



# Speaking Assessment Scripts and Answer Keys

## Sample CLB 3 Speaking

*My name is John Thompson.  
I am from Ontario but now live in Calgary, Alberta.  
My pronouns are he / him / his.  
I feel safe when people listen to me.  
I like class when people respect me.*

Other possible sentences (replacing some of those above) could be:

- I speak English and a little Japanese.
- I am a cis man, and I am heterosexual.
- I am a Buddhist.

## Sample CLB 4 Speaking

*My name is John Thompson.  
I am from Ontario, but now I live in Calgary, Alberta.  
My pronouns are he / him / his.  
I am a cis man, and I am heterosexual.  
An inclusive classroom is very important to me.  
I feel safe in a classroom when people listen and respect  
me and others. I want everyone to accept people from all groups.*

Other possible sentences (replacing some of those above) could be the same as the CLB 3 text.

# CLB 3 Assessment Task: Introducing Yourself and Describing an Inclusive Classroom

Module: Equity, Diversity, Inclusion, and Anti-Racism  
 Competency: Sharing Information



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Introduce yourself and describe an inclusive classroom.

CLB 3	Successful	Not Yet
<b>Overall:</b> Gives a simple, clear description that can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks for about 4 to 5 sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses basic vocabulary to talk about yourself.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks in short sentences with some connected ideas.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks using basic grammar that is sometimes correct.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:

# CLB 4 Assessment Task: Introducing Yourself and Describing an Inclusive Classroom



Module: Equity, Diversity, Inclusion, and Anti-Racism  
 Competency: Sharing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Introduce yourself and describe an inclusive classroom.

CLB 4	Successful	Not Yet
<b>Overall:</b> Gives a simple, clear description that can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks for about 5 to 7 connected sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate vocabulary to talk about themselves.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks in short sentences and some longer connected sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Speaks using basic grammar that is mostly correct.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:



# Assessment Task: Reading

## Reading an Equity, Diversity, and Inclusion Poster

### Set Up:

1. Hand out the reading assessment to learners and have them write their name and the date.
2. Have a CLB 3 learner read the instructions for the CLB 3 assessment and a CLB 4 learner for the CLB 4 assessment. Concept check so the instructions are clear. Make sure learners have the assessment tool and the accompanying poster for their level.
3. Have learners read the questions, then the poster, and complete the questions.
4. Collect all assessments once learners have completed them. See the answer keys on the next page for grading purposes. Hold a feedback session where you check all answers with learners and explain as necessary.



# Reading Assessment Answer Keys

## CLB 3 Reading Answer Key

1. a
2. b
3. b
4. a
5. b
6. b
7. c
8. a

## CLB 4 Reading Answer Key

1. a
2. b
3. cisgender
4. b
5. a
6. b
7. c

# CLB 3 Assessment Task: Reading an Equity, Diversity, and Inclusion Poster

Module: Equity, Diversity, Inclusion, and Anti-Racism

Competency: Getting Things Done

Criteria: Gets overall meaning (Q 1), scans formatted text to find specific information (Qs 2-7), interprets simple graphics (Q 8).



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Read the poster and then circle your answer for each question.

1. What does this poster talk about? *(2 points)*
  - a. how to include everyone
  - b. how to talk about your culture
  - c. how to use stereotypes
  
2. What word should you use for “man” or “woman”? *(1 point)*
  - a. guys
  - b. person
  - c. pronoun
  
3. Use people’s correct \_\_\_\_\_. *(1 point)*
  - a. gender
  - b. pronouns
  - c. stereotypes
  
4. Listening is more important than speaking. *(1 point)*
  - a. Yes
  - b. No
  
5. You should speak before you listen. *(1 point)*
  - a. Yes
  - b. No

6. Why should you stop using stereotypes?

(2 points)

- a. all people in a group are the same
- b. every person is different
- c. people like to tell their own stories

7. How can you learn more about other people?

(1 point)

- a. ask them about stereotypes
- b. listen to your teacher
- c. spend time with them

8. What does this picture mean?



(1 point)

- a. listen
- b. speak
- c. stop

Task Success: 7/10 points

Your score: \_\_\_\_/10

# How to be Inclusive

At our school, we include all people.  
How do we include people? Here are some ideas.



- Use inclusive words such as “person” instead of “man” or “woman.” Use people’s correct pronouns.

- Listen when people tell their stories. Wait for them to finish speaking before you speak. Try to listen more than you talk.



- A stereotype is when we believe that everyone in a group is the same. Stereotypes hurt! Every person in a group has a different story. Spend time with people from different groups to learn about them.

# CLB 4 Assessment Task: Reading an Equity, Diversity, and Inclusion Poster

Module: Equity, Diversity, Inclusion, and Anti-Racism

Competency: Getting Things Done

Criteria: Finds main ideas, specific information, and key details (Qs 1-7)



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Read the poster and circle, write, or check your answers for each question.

1. What does this poster talk about? *(2 points)*
  - a. how to include everyone
  - b. how to talk about your culture
  - c. how to use stereotypes
  
2. What word should you use for “man” or “woman”? *(1 point)*
  - a. cis
  - b. person
  - c. pronoun
  
3. Instead of “normal” use the word \_\_\_\_\_ . *(1 point)*
  
4. What should you use correctly? *(1 point)*
  - a. words such as “Native”
  - b. pronouns
  - c. stereotypes
  
5. Listening is more important than speaking. *(1 point)*
  - a. Yes
  - b. No

6. Why should you stop using stereotypes? (2 points)
- a. all people in a group are the same
  - b. our ideas about groups of people can be wrong
  - c. people like to tell their own stories

7. How can we learn more about other people? (2 points)
- a. listen to your teacher
  - b. share your name
  - c. spend time with them

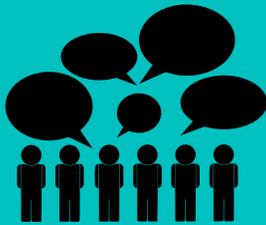
Task Success: 7/10 points  
Your score: \_\_\_\_/10

# How to be Inclusive

At our school, we include all people.  
How do we include people? Here are some ideas.



## Use inclusive language.



- Learn the correct words for Indigenous and 2SLGBTQIA+ peoples.
- Use “cisgender” instead of “normal.” Use “person” instead of “man” or “woman.”
- Use people’s correct pronouns.

## Listening when people tell their stories.

- Wait for them to finish speaking before you start to talk.
- Try to listen more than you talk.



## Stop using stereotypes.



- A stereotype is when we believe that everyone in a group is the same. Stereotypes hurt!
- Every person in a group has a different story. When you want to learn more, you can spend time with people from different groups.
- Ask respectful questions.



# Assessment Task: Writing

Writing Sentences / a Paragraph about Making an Inclusive Classroom or Workplace.

## Set Up:

1. Hand out the writing assessment to learners and have them write their name and the date.
2. Have a CLB 3 learner read the instructions for the CLB 3 assessment and a CLB 4 learner for the CLB 4 assessment. Concept check so the instructions are clear. Make sure learners have the assessment tool and the accompanying writing sheet for their level.
3. Have learners complete the assessment as instructed.
4. Collect all assessments once learners have completed them. Use the criteria on the assessment tool for grading purposes. Hold a feedback session where you provide feedback on the task and help learners understand the action-oriented feedback given on their assessment tool.

# CLB 3 Assessment Task: Writing Sentences about Making an Inclusive Classroom or Workplace

Module: Equity, Diversity, Inclusion, and Anti-Racism  
 Competency: Sharing Information



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Write four (4) to five (5) sentences about things you can do to make an inclusive classroom or workplace. You can use the posters from the module to help you.

CLB 3	Successful	Not Yet
<b>Overall:</b> Writes a short description the teacher can mostly understand.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses a few connected sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Follows most spelling and punctuation rules.	<input type="checkbox"/>	<input type="checkbox"/>
• Writes some correct simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate simple vocabulary about inclusion.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:

Instructions: Write four (4) or five (5) sentences about things you can do to make an inclusive classroom or workplace. You can use the words below to help you.

- land acknowledgement
- report discrimination
- pronouns
- inclusive language
- stereotypes
- learn

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# CLB 4 Assessment Task: Writing a Paragraph about Making an Inclusive Classroom or Workplace

Module: Equity, Diversity, Inclusion, and Anti-Racism  
Competency: Sharing Information



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Write a paragraph about things you can do to make an inclusive classroom or workplace. You can use the posters from the module to help you.

CLB 4	Successful	Not Yet
<b>Overall:</b> Writes a short description the teacher can mostly understand.	<input type="checkbox"/>	<input type="checkbox"/>
• Uses basic paragraph structure.	<input type="checkbox"/>	<input type="checkbox"/>
• Follows most spelling and punctuation rules.	<input type="checkbox"/>	<input type="checkbox"/>
• Writes some correct simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>
• Includes main ideas and some supporting details.	<input type="checkbox"/>	<input type="checkbox"/>

Successful

Almost There

Not Yet

Action-oriented feedback:

Instructions: Write a paragraph about things you can do to make an inclusive classroom or workplace. You can use the words below to help you.

- land acknowledgement
- inclusive language
- report discrimination
- stereotypes
- pronouns
- learn

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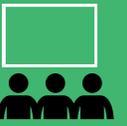


# Learning Reflection: Equity, Diversity, Inclusion, and Anti-Racism

Purpose of Activity: To provide the opportunity for learners to reflect on their learning in the module.

## Set Up:

1. Hand out the worksheet Learning Reflection: Equity, Diversity, Inclusion, and Anti-Racism (two pages / double-sided). Read the instructions to the class and model how to complete the activity.
2. Have learners discuss their reflections with a partner and then as a class. Brainstorm some ways learners can continue to practice the vocabulary, concepts, and skills learned in the module (such as reviewing their notes and worksheets, using the interactive activities, and checking the audio glossary for definitions, etc.)



# Learning Reflection: Equity, Diversity, Inclusion, and Anti-Racism

## Instructions:

1. Review the goals in the table below from the start of the module.
2. Put a check mark in the box for each goal.
3. Check "Yes" if the sentence is true for you or "I need more practice" if it is still difficult for you.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Yes	I need more practice.
1. I can use words that describe people's identities (ethnicity, sexual orientation, gender, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
2. I can listen to and understand someone give details about themselves (such as pronouns, gender, language, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
3. I can share information about myself.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can describe an inclusive classroom.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can read posters to find information about equity, diversity, inclusion, and anti-racism.	<input type="checkbox"/>	<input type="checkbox"/>
6. I can write sentences / a paragraph about how I can be inclusive.	<input type="checkbox"/>	<input type="checkbox"/>

7. Five (5) new important words I learned in this module are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

8. Two (2) words that are still difficult for me are:

- \_\_\_\_\_
- \_\_\_\_\_



ALBERTA TEACHERS  
OF ENGLISH AS  
A SECOND LANGUAGE