



A CLB 3/4
Module

Equity, Diversity, Inclusion, and Anti-Racism



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

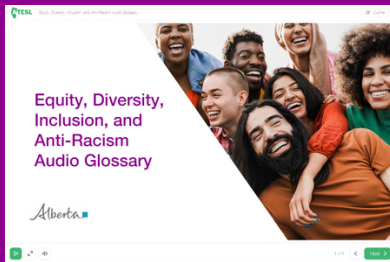


List of e-Learning Activities

- 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](#))



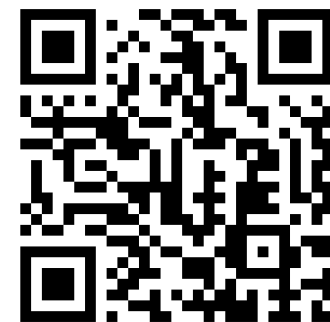
2. Equity, Diversity, and Inclusion in Alberta

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.

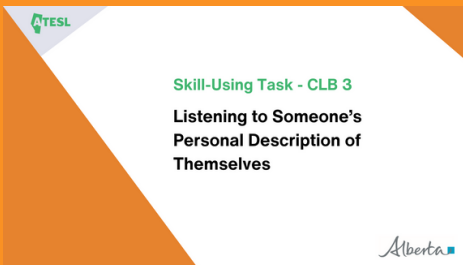
1. Meet Ashlyn

Video ([link here](#))



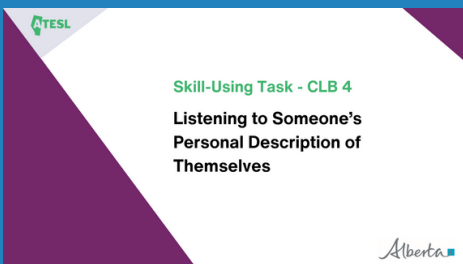
2. Listening - Skill-Using Task (CLB 3)

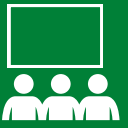
Video ([link here](#))



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

Video ([link here](#))





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


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 (word strips)

1.

Language



2.

Ethnicity



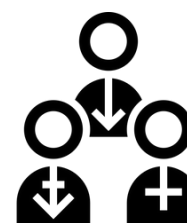
3.

Sexual Orientation



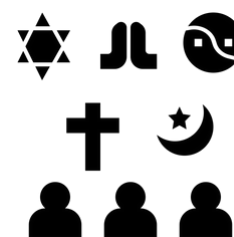
4.

Gender Identity



5.

Religion





Word Card Template



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



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)

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)

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 Acknowledgment

How to Make a Land Acknowledgement

- Follow these steps to make a land acknowledgement.

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

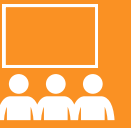
Step 2: On the left side, click "Where am I?" (may need to allow permission)

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)

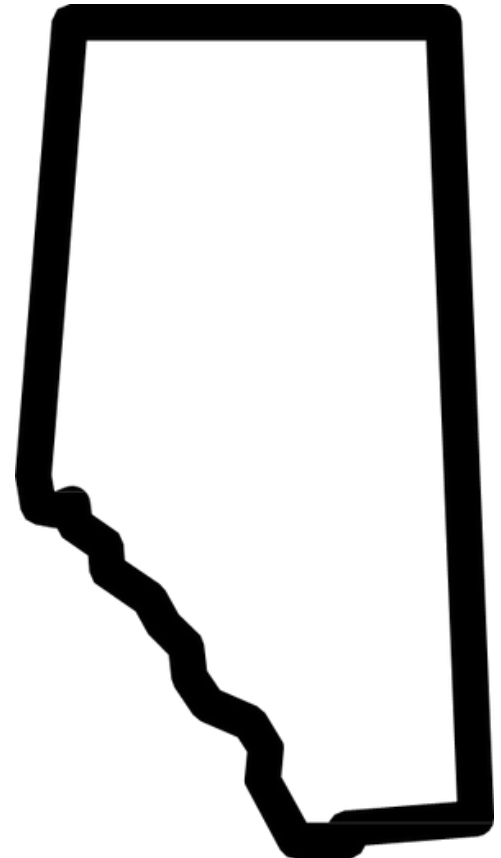
- _____

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

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.”



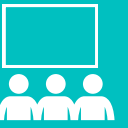
Is this racism? YES NO

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



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]



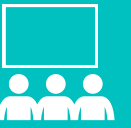


How to be Anti-Racist: Poster Details

- 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.

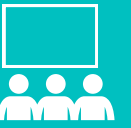
1. It is important to tell someone if you see racism.
 - a. Yes
 - b. No

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?

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?



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">• Attracted to someone of the same sex or gender.
2. <u>L</u> : Lesbian	<ul style="list-style-type: none">• 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).
3. <u>G</u> : Gay	<ul style="list-style-type: none">• When a person's gender identity is different from the gender given to them when they were born.
4. <u>B</u> : Bisexual	<ul style="list-style-type: none">• A woman who is attracted to other women.
5. <u>T</u> : Transgender	<ul style="list-style-type: none">• A person who is attracted to two (2) or more different sexes or genders.

<p>6. <u>Q</u>: Queer</p>	<ul style="list-style-type: none"> 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.
<p>7. <u>Q</u>: Questioning</p>	<ul style="list-style-type: none"> 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.
<p>8. <u>I</u>: Intersex</p>	<ul style="list-style-type: none"> When someone does not feel sexual or romantic attraction to other people.
<p>9. <u>A</u>: Asexual / Aromantic</p>	<ul style="list-style-type: none"> A word used by people whose gender identity or sexual orientation is different from the other words in 2SLGBTQIA.
<p>10. <u>+</u>: Plus</p>	<ul style="list-style-type: none"> When a person has body parts that are different from traditional ideas of being a man or woman.



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

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



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?

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?

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

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

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: 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 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

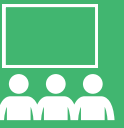
5. Why is it important to make this person's parents proud?
- a. they gave her a great life in Canada
 - b. they have lived in Canada for a long time
 - c. they speak Oromo and English

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



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

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



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.

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.



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