Taking Action
Building a School-Wide Initiative

TOOLKIT

5

#SeeDifferent

TELUS | Greater Toronto Area community board™

Acknowledgments

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We would also like to thank the members of our See Different Advisory Committee who have been instrumental in the success of this program and the development of this toolkit:

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Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion

Table of Contents

Introduction to the See Different Toolkits

WHAT IS IT?

These toolkits include classroom or extracurricular programming material to support high school students in valuing and embracing diversity and inclusion. Each toolkit contains:

- professional development learning resources
- a facilitator manual for each activity
- student handouts, and
- a corresponding PowerPoint presentation that includes embedded multi-media resources (e.g. videos, images).

Our toolkits cover the following topics:

- diversity
- identity
- power
- privilege
- allyship
- equality vs. equity
- conflict mediation
- leadership
- cross-cultural communication and
- social action.

The curriculum is a combination of activities that have been adapted from existing public resources along with original content created by diversity consultants from the Canadian Centre for Diversity and Inclusion (CCDI)[1].

WHY SHOULD I USE IT?

See Different was a successful high school diversity and inclusion training program that reached over 500 students in five school boards[2] in Ontario. Its activities were developed and revised based on positive comprehensive feedback from teachers and students alike. Today, the program has been transformed into these toolkits, with the intention of supporting teachers in their efforts to build a safer school climate. Through these toolkits, See Different continues to be a strong contributor to the Canadian classroom. The toolkits help users apply equity and inclusion strategies[3] and connect to the following subject areas: Canadian and World Studies, English, Guidance and Career Education, Arts, and Social Sciences and Humanities. We invite all educators to bring See Different into their schools.

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1 CCDI is the parent organization of See Different.

2 See Different operated in the following school boards: Toronto Catholic District School Board (TCDSB), Peel District School Board (PDSB), Durham Catholic District School Board (DCDSB), York Regional District School Board (YRDSB) and York Catholic District School Board (YCDSB)

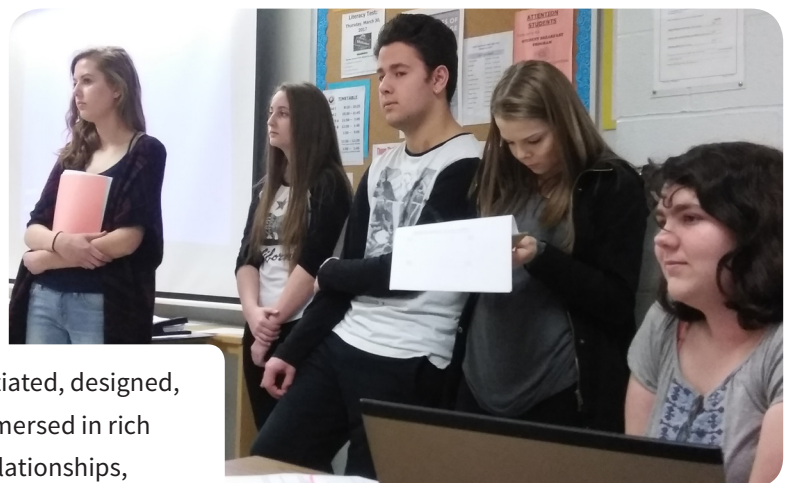3 For example, Ontario's Equity and Inclusive Education Strategy (2009).

Testimonials

" I liked how we were given the opportunity to create change in our school. **"**

See Different student participant

" I feel like I am more courageous and confident when speaking out about social issues and can apply this to the school environment. **"**

See Different student participant

" I totally appreciated the SWI that the students initiated, designed, planned and implemented. The students were immersed in rich experience as it built community, strengthened relationships, deepened understanding and employed practical skills of leadership. The SWI challenged the students to actively think about some of the real concerns and issues that are experienced by some of the most vulnerable members of our community.

Catia Minardi, Teacher | St Mary C.S.S, Durham Catholic District School Board

How to use these Toolkits

1 **Build your knowledge of diversity and inclusion** We highly recommend that teachers review the preliminary resources of each toolkit before delivering the workshop. A knowledgeable facilitator is needed to guide rich discussions with students.

2 **Determine mode of delivery** See Different can be delivered in several ways. It can be run as an extracurricular club, as a program integrated into a course, a stand-alone workshop, or you can simply pick and choose activities that you deem relevant for other contexts (e.g. team-building exercise for a sports team, student retreat program, etc.). Please note the concepts covered in Workshops 1 – 5 build on each other and increase in complexity. If you plan on delivering the full workshops, we recommend delivering the program in chronological order. The Master Toolkit is a compilation of Workshops 1 – 5. Below are a few logistical notes we invite you to consider depending on your mode of delivery:

- **If you choose to integrate the program into your course,** we recommend that See Different activities *not* be formally tested or evaluated[1] to encourage more active and authentic student participation. Rather, use these activities as complementary materials to your core programming and encourage students to reflect on the work that they do as they progress through the workshops.

- **If you choose to run See Different as an extracurricular club,** be aware these workshops are a lengthy commitment for students (average 1.5 - 2 hours each). We recommend offering an incentive (e.g. food, swag) so that you have regular participation and attendance.

3 **Customize the curriculum content** From our experience, we know that no two schools are alike. Schools each have specific challenges when it comes to building a safe climate. Regardless of which mode of delivery you choose, we invite teachers to customize activities in this toolkit to ensure the curriculum highlights **local** diversity and inclusion issues that pertain to your specific school communities[2]. Taking the extra step to customize the curriculum will allow you to create an optimal learning experience that resonates with your students. See below for an example of curriculum customization:

- **See Different Toolkit** "We now know that our invisible dimensions of identity can impact our interactions with others. Can someone provide an example of what this can look like in school?"

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1 If you plan to assess the program content in some capacity, we recommend using activities and goals from Toolkit 5, as this workshop aims to support students in planning a school-wide project.

2 To better understand the local needs of your school, consult your school/school board for any data they may have about student perceptions of equity, inclusion and safety. If not available, consider developing and distributing an exploratory survey to your staff and students to identify specific needs in your school community. See this link from the Ontario Ministry of Education to access a template of a Safe Schools Survey: http://www.edu.gov.on.ca/eng/teachers/climate.html

- **Customization** "We now know that invisible dimensions of identity impact our interactions with others. When thinking about our school, how does mental health (local relevant issue), an invisible dimension of identity, impact students' interactions with others?"

To make this easier for you, throughout our Toolkit we have flagged the activities in which we recommend customization. You will see this icon beside the activity:

In addition to content, we encourage educators to customize structure wherever possible, to be inclusive of different learning needs.

4 Facilitate This toolkit has been designed with user-friendliness in mind. The facilitator manual outlines step-by-step instructions on how to facilitate each activity. Each activity outlines the objective, duration and corresponding PowerPoint slides.

We also use this icon to flag activities that may generate a sensitive or controversial discussion amongst your students:

We invite teachers to be extra mindful and attentive during these activities, as a skilled facilitator will be needed to maintain a safe space and generate critical discussion.

Finally, the following colour-coded prompts are intended to express various components of the activity:

PREAMBLE

This is the introduction to the activity. It explains the purpose of the subsequent activity.

SET-UP

Some activities require a specific setup. This section will tell you how you might wish to arrange desks, chairs, group your students, etc.

INSTRUCT

Written in the first-person narrative these are the instructions you can use to communicate the activity to your students.

DEBRIEF

This section highlights the key take-aways from the activity.

Toolkit 5

Taking Action
Building a School-Wide Initiative

DESCRIPTION

In this workshop, students will build on the key concepts covered in previous workshops in order to execute an effective School-Wide Initiative (SWI). Students will also identify strategies to invite peers to participate in their campaign. If possible, students will be encouraged to leverage the use of school data to inform the content and direction of their SWI.

Note for facilitator This workshop cannot be delivered as a stand-alone workshop. This is an action-based preliminary workshop to get students started on planning a School-Wide Initiative, a project or campaign aimed at addressing a diversity and inclusion challenge affecting your school.

Before delivering this workshop, consider the following:

- You and your school administration should be prepared to support the students with the SWI they develop after this workshop. This could involve: allocating a small budget for the SWI (to purchase food, swag, decorations, etc.), coordinating logistics to organize an offsite trip, connecting students with community organizations, etc. Consult your school administrators before this workshop to be clear of what the parameters for the SWI will be.

- Students will need time to organize their SWI once they select a topic and campaign format (the goals of this workshop). Depending on the scale of the proposed SWI, make sure to account for adequate planning time for your students. We recommend an additional five action-based planning workshops (a total of 10 hours).

- It is easy for students to start ambitious and then lose momentum as planning gets trickier. Keep students on track by outlining specific goals for each subsequent planning workshop and consider implementing an accountability system (e.g. participation

marks, assessment of the SWI, reflection journals throughout the process, etc.). Communicate this accountability system in this workshop.

- If available, consult your school events calendar to ensure the launch of your SWI does not coincide with major school events. Propose a tentative timeline for your students that maps out the subsequent planning workshops and the expected launch of the SWI.

DURATION

Approximately 2 hours.

MATERIALS NEEDED

- Laptop, projector
- Flipchart/blackboard
- Sticky notes

LEARNING OBJECTIVES

By the end of Workshop 5 students will:

1 **Review** concepts covered in Workshops 1 - 4

2 **Identify** and practice effective strategies ('calling-out vs calling-in') to invite peers to participate in a campaign or dialogue about diversity and inclusion

3 **Identify** how data can be leveraged to inform the content and direction of a social justice campaign

4 **Brainstorm** ways they can take agency to extend knowledge gained from previous workshops to the broader school population and local community

5 **Identify** objectives, structure, logistics and resources for their School-Wide Initiative

FACILITATOR GUIDES/STUDENT HANDOUTS INCLUDED

- Facilitator Guide 1 – SWI Samples
- Student Handout 1 – Using Social Media for Social Change

Preliminary Readings: Build your Knowledge

Below is a list of resources on key topics in this workshop. The 'Key Questions' section gives you an idea of what the resources cover. In many cases, these are questions that students have asked during workshop delivery in the past.

After reviewing these resources, you will feel more confident in leading this workshop, and be better equipped to generate critical class discussion, answer students' questions and support them on their diversity and inclusion journey.

CALL-OUT CULTURE

KEY QUESTIONS

- What does it mean to 'call-out' someone?
- What is 'calling-in'?

RESOURCES

Ahmad, A. (2015). A Note on Call-Out Culture. In *Briarpatch Magazine*. Retrieved from
https://briarpatchmagazine.com/articles/view/a-note-on-call-out-culture

Hudson, L. (2013). *Why You Should Think Twice Before Shaming Anyone on Social Media.*
Retrieved from http://www.wired.com/2013/07/ap_argshaming/

CAMPAIGN-BUILDING FOR YOUTH

KEY QUESTIONS

- What are some effective ways to engage youth on social media?
- How can youth work towards social change?

RESOURCES:

Ho, E., Clarke, A., & Dougherty, I. (2015). Youth-led social change: Topics, engagement types, organizational types, strategies, and impacts. *Futures, 67.* Retrieved from
http://www.sciencedirect.com/science/article/pii/S0016328715000075

Reticker-Flynn, Julia. (2013). *Youth Activist's Toolkit.* Retrieved from
http://www.advocatesforyouth.org/publications/publications-a-z/2229-youth-activists-toolkit

Overview of Toolkit 5 Activities

Introductions | 12

Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) that they can use in the future

Design a Campaign | 13

Objective To identify components of an effective campaign

Calling-in vs. Calling-out | 14

Objective To understand the difference between calling-out and calling-in and what these look like in practice

See Different in Action | 17

Objective To inspire students to get started on thinking about their SWI, by looking at examples of See Different campaigns that have been achieved in other schools

Using Data to Drive Social Action | 18

Objective To understand how data can enhance the impact of a social campaign

SWI Brainstorm | 19
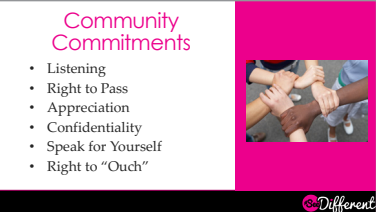
Objective Select a topic for the SWI

Action-Planning | 21

Objective Get started on planning a SWI

Facilitator Guides/Handouts | 23

1 Introductions

Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) that they can use in the future

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
5	**SET-UP** Have students sit in a circle (ideally) or in an arrangement where everyone can see each other. **INSTRUCT** Welcome participants and repeat inclusive introductions as observed in previous workshops. (e.g. Indigenous land acknowledgement, participants practice correct pronunciation of others' names, state preferred pronouns).	 **Slide 1**

If time permits, invite participants to breathe deeply, leave the day behind them and be present: Please share one thing that you have on your mind and then proceed to leave it behind e.g. "I have an important science test I need to study for but I am going to put that on pause for a bit and be fully present today."). This is a way for you to share your ongoing thoughts and experiences for the day and check-in before the beginning of the workshop. *Note: this is highly recommended for teachers facilitating this workshop as an after-school activity.*

Display the Community Commitments that were created previously. Ask students:

- Are there any more commitments we would like to add?

Slide 2

Once Commitments Commitments are reviewed, ask students:

- Can you recall the key activities and concepts that were covered in Workshop 4?

Once students share their ideas, conclude the Introduction with slide 3:

- There are diverse approaches to conflict.
- An ally is someone who supports and empowers.
- There are effective allyship strategies.
- Effective communication strategies can help alleviate conflict.
- Inclusive leaders are aware of cross-cultural communication strategies.

Slide 3

2 Design a Campaign

Objective To identify components of an effective campaign

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15	**SET-UP** Prior to starting this activity, write down the following campaign topics on sticky notes, for your students to randomly draw from: • Healthy eating • Clean up the environment • Enjoy reading • Increase daily exercise These campaign topics can be changed. They should remain simple and broad for the purposes of this exercise. Number students off from one to four. Ask them to arrange themselves in their groups, according to their number. **PREAMBLE** The purpose of the next activity is to identify elements of an effective campaign, so that we can apply these to our own upcoming SWI. **INSTRUCT** Each group will be given a random campaign topic. For the next five minutes, you will be asked to brainstorm a campaign around that topic. Your parameters are as follows: • The target audience for the campaign are teenagers in your neighborhood. • Your goal should be to have an impact and inform your audience about the topic. • Your resources are virtually unlimited. Try to think of successful campaigns that you have personally been affected by or have been involved in. For example: Ice Bucket Challenge, Movember, etc. This can help you begin your brainstorm on what elements of a campaign are effective in drawing people in. Be as creative as possible. Have the four sticky notes available in a bowl. Ask one student from each group to randomly select a topic. *(continued next page)*	Design a Campaign •GOAL: to have an impact •TARGET: young people •HOW: unlimited resources Different **Slide 4**

After five to seven minutes, write down students' ideas on the blackboard as each group shares their campaign plans.
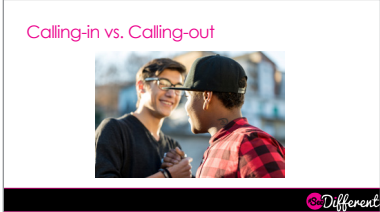
DEBRIEF

If not already mentioned, share these common elements of successful campaigns:

- Catchy title and slogan
- Engaging social media and possibly print media
- Accessible location
- Relatability (framing the campaign as one which personally affects participants)
- Campaign language is communicated in an accessible way (e.g. not too much jargon)
- Inclusive (i.e. diverse representation, accessible advertising, accommodations offered, etc.)
- Incentives to participate (e.g. prizes, contests, sign out of class, etc.)
- High-profile sponsors or endorsements
- 'Action-Item' that allows participants to engage easily. e.g. Ice Bucket challenge
- Free food
- Swag (e.g. t shirts, wrist bands, pins)

Remind students to keep these in mind as we begin to plan our SWI.

3 Calling-in vs. Calling-out

Objective To understand the difference between calling-in and calling-out and what these look like in practice

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	**PREAMBLE** Designing a campaign is a strategic process. We need to be intentional with every step. Most importantly, we want to make sure we use strategies that not only bring attention to the issue we want to highlight, but that also invite others at our school into this conversation. Two of these strategies include calling-in and calling-out. *(continued next page)*	Calling-in vs. Calling-out **Slide 5**

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STRATEGY ONE: CALLING-OUT

INSTRUCT

Ask students:

- What does it mean to call-out someone?
- Is it effective? Why or why not?

Once discussed, provide definition: To bring attention to someone in a public way, usually in the context after they have said or done something problematic or offensive.

Then, provide an example:

Racial Bias in Media

People of colour have called out the media on their representation of minorities, specifically young Black men:

http://www.cbc.ca/newsblogs/yourcommunity/2014/08/iftheygunnedmedown-calls-out-media-portrayal-of-black-youth-following-michael-brown-shooting.html

The hashtag #iftheygunnedmedown was used to highlight the media's bias in representing Black youth as thugs. African Americans used the hashtag to juxtapose photos of themselves, challenging the media on which photo they would choose when broadcasting a story about their community. This campaign occurred shortly after the death of Michael Brown, an unarmed teenager who was shot by police in the U.S. The campaign was a critique of the media who chose to share biased images of Michael Brown as a dangerous Black teenager.

Ask students:

- Can you think of any other examples of call-out campaigns that stirred a change in your thought or behaviour?

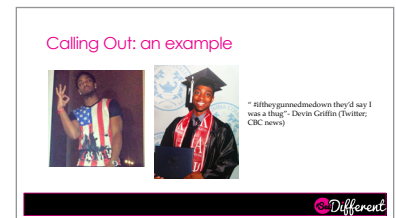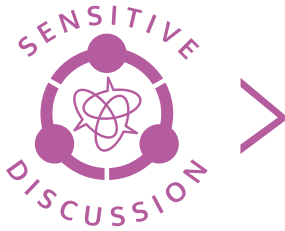### STRATEGY TWO: CALLING-IN

INSTRUCT

Ask students:

- What does it mean to call-in someone?
- Is it effective? Why or why not?

(continued next page)

Calling Out: an example

" #iftheygunnedmedown they'd say I was a thug"- Devin Griffin (Twitter; CBC news)

Slide 6

(continued from previous page)

Once discussed, provide definition: To bring attention to someone in a more private or personal manner, usually in the context after they have said or done something problematic or offensive.

Then, provide an example:

Anti-black racism in the Asian community

The Asian community in Toronto started a letter-writing campaign to engage their elders in a conversation about anti-Black racism:

https://www.thestar.com/news/immigration/2016/07/17/asian-canadians-launch-letter-campaign-to-address-racism-in-their-own-communities.html

The campaign "aims to create an open and honest space for conversation". It is a tool they are using to start a conversation within their own communities. It is directed towards people they know personally and the letter has been translated to numerous Asian languages.
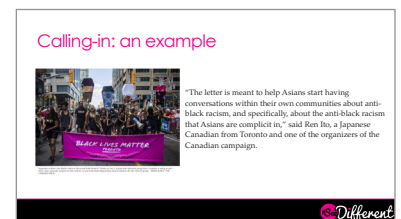
Ask students:

- Can you think of any other examples of call-in campaigns that stirred a change in your thought or behaviour?

Slide 7

DEBRIEF

Both strategies are effective in different contexts. We usually call-out someone when we cannot personally access a person or institution. Public figures (e.g. celebrities, politicians, etc.) or institutions (e.g. media, political system, etc.) which perpetuate exclusionary attitudes need to be called out so that the public can challenge their ideas and realm of public influence. This call-out may be done through a tweet, an op-ed, an advertisement, etc. Calling-in is more of an invitation to engage in dialogue to mediate a conflict or resolve a challenge that has transpired between people or groups of people that personally know each other.
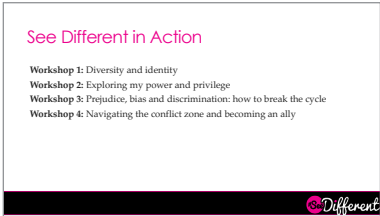
Both types of campaign-building processes are needed in our society, to correct ongoing injustices. Both examples provided here are examples of allyship. For the purposes of the SWI, we likely want to call-in our peers into a broader conversation about an issue we want to address in our school.

4 See Different in Action

Objective To inspire students to get started on thinking about their SWI, by looking at examples of See Different campaigns that have been achieved in other schools

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15	**PREAMBLE**	

The goal for the rest of the program is to do something impactful with the knowledge that you have gained through the workshops. You will organize a SWI and have the opportunity to take agency at your school.

INSTRUCT

Using slide 8, ask students:

- Can you recollect key concepts from previous workshops?

Emphasize that these concepts are tied to leadership and can be leveraged to help plan the SWI.

Next, present examples of past SWI that have been accomplished at other schools through the See Different program. These can serve as an inspiration or reference point when thinking about what can be achieved at your school:

Slide 8

SWI: Stouffville S.S In 2015-16, students at Stouffvillle S.S (Stouffville, ON) designed a peer-led mental health awareness workshop. They delivered it to each grade nine class during mental health awareness week. The 30-min workshops included interactive activities, a powerpoint presentation, videos from Bell Let's Talk and adapted activities from the See Different curriculum. The students also distributed resources from Kids Help Phone. In total they reached approx. 200 students.

Slide 9

SWI: Castlebrooke S.S In 2015-16, students at Castlebrooke S.S (Brampton, ON) designed a campaign on body image. They first shot a video featuring administrators and teachers, capturing their thoughts on body image pressures teens face. After circulating the video, they asked students during homeroom class to submit anonymous responses to the question "What is your biggest insecurity?"
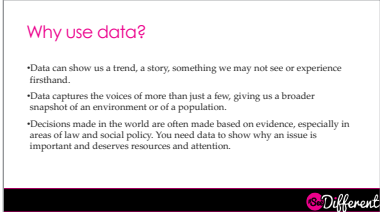
Slide 10.

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The students collected 400 responses. While most were to do with body image, they also captured responses related to cultural identity, gender identity, sexual orientation and race. The students tabulated the data and filmed another video featuring their findings. They shared the video with their school and planted all of the positive responses in the school garden, to symbolize the growth of body positivity.

If needed, see Facilitator Guide 1 for more samples of past SWI.

5 Using Data to Drive Social Change

Objective To understand how data can enhance the impact of a social campaign

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	**SET-UP** For this learning exercise to be particularly effective, you are encouraged to present data from your school and/or local community. Ask your administrators if you are permitted to share your Safe Schools data with your students (or any other data you may have that captures student experience or perceptions of inclusion at the school). Once obtained, prepare a few brief slides outlining the key findings. These can be inserted after slide 13. **INSTRUCT** Ask students: • Why is data an effective tool to use when developing campaigns? Once discussed, review reasons if not already stated: • Data can show us a trend, a story, something we may not see or experience firsthand. • Data captures the voices of more than just a few, giving us a broader snapshot of an environment or of a problem. • Decisions made in the world are often made based on evidence, especially in law and policy. You need data to prove your case and to show why an issue is important and deserves resources and attention. *(continued next page)*	 Using Data to Drive Social Change Why is data an effective tool to use when planning for social change? *Different* **Slide 11** Why use data? •Data can show us a trend, a story, something we may not see or experience firsthand. •Data captures the voices of more than just a few, giving us a broader snapshot of an environment or of a population. •Decisions made in the world are often made based on evidence, especially in areas of law and social policy. You need data to show why an issue is important and deserves resources and attention. *Different* **Slide 12**

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However, data can also have its limitations. No dataset is perfect. Ask students:

- Is data always accurate? Why or why not?
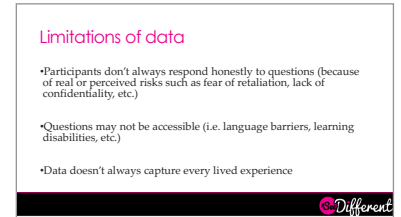- What does data not capture?

Once discussed, review limitations if not already stated:

- Participants don't always respond honestly to questions (because of real or perceived risks such as fear of retaliation, lack of confidentiality, etc.)
- Questions may not be accessible (e.g. language barriers, learning disabilities, etc.)
- Data doesn't always capture every lived experience (e.g. a student can be bullied because of their religion but if a bullying survey only asks about race, gender or sexual orientation, the respondent may not report on their experience at all).

DEBRIEF

While these limitations are important to be mindful of, we should still treat data as a good starting point to addressing an issue.

Conclude by presenting key findings from your school data. Guide students in identifying challenges or gaps in the school climate, based on the data. These gaps can be a starting point in thinking about what challenges they would like to address through their SWI.

Limitations of data

•Participants don't always respond honestly to questions (because of real or perceived risks such as fear of retaliation, lack of confidentiality, etc.)

•Questions may not be accessible (i.e. language barriers, learning disabilities, etc.)

•Data doesn't always capture every lived experience

Slide 13

School Climate data

Insert your local school data results here (e.g. Safe Schools Survey, health and well-being survey, etc.)

Slide 14

6 SWI Brainstorm

Objective Select a topic for the SWI

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
30	**SET-UP** Depending on the number of students you have, you can either split the class into two to three groups (so that students can brainstorm ideas in smaller groups) or you can lead a class discussion. *(continued next page)*	

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INSTRUCT

Using the gaps we identified in the previous exercise, we are ready to start our topic brainstorm for our SWI.

Within your group, you will be given 10-15 minutes to think about a potential topic for the SWI. Afterwards, we will re-group to see if we can decide on a topic collectively or combine ideas.

To help you get started on your brainstorm, consider the following questions with your group:

- Based on the data, what are some challenges or gaps we see in our school climate?
- Based on your experience of the school, what are some things we would like change and why?
- What are some topics that remain taboo or stigmatized at this school? What can we do to change this?
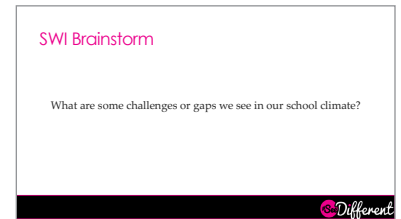- Who would we like to ally with?

To jog your brainstorm, you may also want to use your Power Flower from Workshop 2 to identify if there are specific challenges that are faced by specific identities. See slide 16 for example.

After 10-15 minutes, provide each group with a chance to share their initial ideas.

Once students share, put a 'pause' on the discussion and challenge students to think about ways the group can be inclusive in this brainstorm process:

- Think about the topics we just brainstormed. Are we missing a perspective that would be helpful in understanding this discussion on school climate?
- Which voices are not present during this brainstorm and why?
- If we are missing particular voices, what are some possible barriers that have prevented them from participating? What can we do to make this campaign-building process (and outcome) more accessible?

(continued next page)

SWI Brainstorm

What are some challenges or gaps we see in our school climate?

Different

Slide 15

SWI Brainstorm.

"I hear "that's so gay" all the time in our hallways. Maybe we can do an awareness campaign on homophobic language."

Questions to consider:

- Who do we want to be **an ally** to?
- What **challenge** would we like to address?
- What **change** would we like to see in this school?

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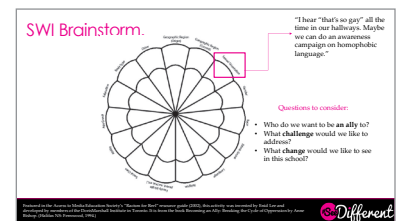
Slide 16

- If we choose to ally with a particular group, are you willing to invite that group to take over the SWI and have your role change from 'leader' to 'ally'? Are you prepared to back down if they do not want to be part of the campaign or if they do not want us to do this campaign?

Note for facilitator These questions are meant to encourage students to ally with different student groups in the school, to ensure the See Different group is speaking with and not over or on behalf of a particular voice (s). For example, if your group wants to build a campaign on learning disabilities, it would be appropriate to consult the Student Support Office (or other resources) to involve and/or consult students with learning disabilities in the campaign itself, before a topic is finalized.

If followup is needed based on the above questions, you may want to consider delaying the SWI topic selection until you can establish a more inclusive campaign-building process.

7 Action-Planning

Objective Get started on planning a SWI

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15	**INSTRUCT** Once students have selected a topic, use slide 17 to guide the structural planning portion of the SWI. Recognize that different campaign purposes need different logistics (e.g. an awareness campaign will need to be executed differently than a social experiment). *(continued next page)*	 **Slide 17**

(continued from previous page)

Once a general campaign format/structure (e.g. assembly, field trip, workshop, etc.) is agreed upon, have students sign up for teams and delegate tasks accordingly. See slide 18. The remaining time will be used to plan the SWI. You are expected to work with your teams to get your tasks done. You can distribute Student Handout 1 to the Marketing Team.

If you plan on implementing an accountability system (e.g. participation marks, SWI assessment, etc.), communicate this here so that students are aware.

Note: In the See Different program, students were provided with five additional workshops (10 hours) to organize their SWI. As a facilitator, make sure you provide your group with adequate time to plan the SWI by guiding teams to set goals and deadlines for each of their tasks.

In future workshops, you can establish:

- **Timeline** When do we plan to execute our SWI?
- **Logistics** Do we need to book a room and/or technology? Do we need administration approval? Are we inviting guest speakers? Etc.

SWI Teams

- Marketing
- Research
- Logistics/ Admin
- Design

Different

Slide 18

Facilitator Guides/Handouts | Toolkit 5

FACILITATOR GUIDE 1: SWI EXAMPLES

ST. MARY CATHOLIC SECONDARY SCHOOL (PICKERING, ON)
"LEARNING BEYOND LIMITS": A SCHOOL-WIDE INITIATIVE ON LEARNING DISABILITIES

When tasked to identify a diversity challenge affecting their school, the See Different group observed that students at their school **lacked awareness on what learning disabilities are and what kinds of barriers were faced by those who live with learning disabilities.** To tackle the stigma, the class decided to run a week long campaign involving two components. First, students filmed a video that featured staff and students across all grade levels. Interviewees were asked questions on learning disabilities and the types of supports students receive through the school. In partnership with the Student Support Office, the team also had the opportunity to **interview students with learning disabilities** so that the video was able to feature lived experience and firsthand insight, in order to increase awareness. Second, the team designed a **30-minute peer-led seminar.** The seminar involved interactive games, peer discussion and a screening of their video. Some of the activities involved, for example, getting participants to read a text with scrambled letters, effectively mirroring what it may be like to live with dyslexia. Importantly, See Different spent a considerable amount of time teaching peers the difference between equality and equity, and **why some students need accommodations to succeed.** To market their campaign, students designed t-shirts, made announcements and developed posters. The See Different team delivered their seminar to every gr.9 and 10 homeroom class, leading engaging discussions and creating a critical space for further learning and reflection, in regards to accessibility and inclusion at their school.

KESWICK HIGH SCHOOL (KESWICK, ON)
A SCHOOL-WIDE INITIATIVE ON RACISM, MENTAL HEALTH AND DISABILITY AWARENESS

When tasked to identify a diversity challenge affecting their school, the Keswick H.S See Different group identified that students in their school have a lack of awareness about the challenges affecting diverse groups. They concluded that educational workshops may benefit the student body in embracing diversity and cultivating inclusion.

The students divided into **three teams to design and deliver workshops on racism, disability awareness and mental health.** They spent their planning sessions conducting research on their topic, organizing

interactive activities for students, designing trivia games and researching guest speakers. Some of the featured activities were adaptations of the See Different curriculum, while others were activities that students researched. One example of such an activity was the disability team's use of noise-cancelling headphones, which they used to simulate hearing impairment. Through such content, students were able to lead discussions and engage their peers through creative avenues. To enhance participants' learning, each workshop also hosted **a guest speaker from local community organizations, such as Community Living**

Georgina, the York Regional Police and the Jack Talks Foundation. The speakers brought **subject expertise** and a local **community-based perspective** to the workshop content.

Each team delivered two 75-minute workshops to various classes, totaling six classes and an approximate reach of 150 students. Through this initiative, students were able to generate critical conversations about pressing diversity challenges in Keswick H.S and offer meaningful opportunities for students to learn more, become allies and get involved in their local community.

MADONNA CATHOLIC SECONDARY SCHOOL (TORONTO, ON)
"#LOVETHESHAPE": A SCHOOL-WIDE INITIATIVE ON BODY IMAGE
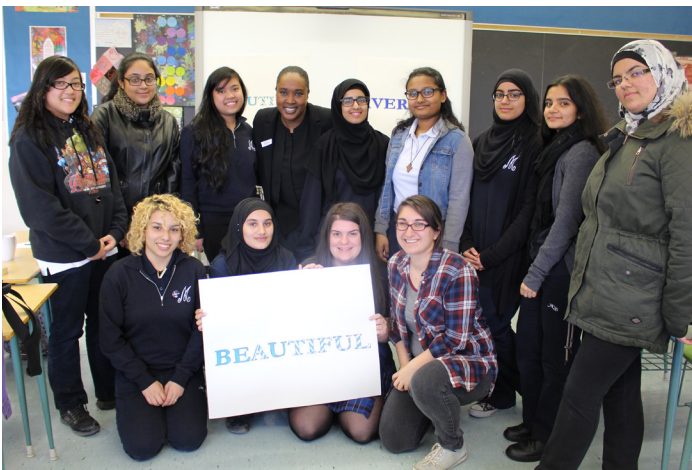
When tasked to identify a challenge affecting their school, the Madonna C.S.S See Different group concluded that many of their peers struggle with body image concerns and body confidence. At this all-girls high school, See Different felt this was a pressing issue that demanded their attention.

To become more familiar with this area of work, See Different invited renowned **public speaker and body image activist, Jill Andrews.** Jill shared with students her own struggles with body image and why this issue needs more attention in schools and policy-making

circles. Following her presentation, students also interviewed her for their #lovetheshape video project.

Inspired by the highly successful Dove Self-Esteem commercials, the group decided **to stage their own body image social experiment.** The experiment involved asking participants to self-identify as either "Average" or "Beautiful", by walking through one of two labelled doors. Participants were asked to reflect on their decision after walking through the door. Students filmed this experiment and documented students' diverse responses. Some students reflected on **how media produces unrealistic standards of beauty** that make it difficult for young women to feel confident about their bodies. Others discussed the importance of peer support and how they feel confident about their body image because of the support of their friends and family.

See Different showcased their video project at their school's annual social justice event. This year's theme was body image, inspired by See Different's #lovetheshape campaign. Through this SWI on body image, See Different students aimed to encourage body positivity, build students' self-confidence and cultivate peer support.

ALL SAINTS CATHOLIC SECONDARY SCHOOL (WHITBY, ON)
"ANONYMOUSLY": A SCHOOL-WIDE INITIATIVE ON CYBERBULLYING

The See Different group at All Saints C.S.S observed that there was a divide between their in-person and online community. Specifically, students witnessed accounts of cyberbullying and/or heard of their peers' negative experiences on various social media platforms. To combat this issue, See Different produced a cyberbullying awareness campaign entitled "Anonymously". The first stage of their campaign involved collecting data from students. See Different visited select homeroom classes across all grade levels and **asked students to anonymously write down their experiences of cyberbullying**. They collected approximately 100 responses. In the second stage, students categorized their data **to better understand the perspectives of victims, perpetrators and bystanders of cyberbullying**. They also recorded common emerging themes. They found that the experiences captured were often to do with race, sexuality and body-shaming. The third stage involved students producing an online video that highlighted their campaign findings. The video also included **resources on where students could find support and how to report cyberbullying at their school.** The video concluded with a powerful spoken word piece centered around the emotional and psychological struggles faced by a victim of cyberbullying.

STUDENT HANDOUT 1: USING SOCIAL MEDIA FOR SOCIAL CHANGE

Social media is an effective tool for getting widespread attention on an issue. These guidelines can be helpful for using social media for specific, time bound campaigns.

1 **Outline your goals.** What is it that you want to achieve online? Are you running an awareness campaign and want your message to be as far reaching as possible? Are you trying to call other students/peers to do a specific action? Have a CLEAR idea of what you want your messaging to be before engaging with people online.

2 **Decide on your audience.** Who are you wanting to engage with online? Other students? Other organizations? Remember to gear your social media to the audience that you want, which may not necessarily be the audience that you have.

3 **Use visuals.** Images tend to attract more people than text. You can find license free images at:

    A Pixabay.com

    B Flickr.com

Free, decorative fonts can also be found at: www.dafont.com

But keep in mind that the images people in your school are likely to relate to are images you take yourself – so document as much as you can about your campaign, at all stages!

4 **Get discovered.** Social media conversations are happening all the time and they're happening incredibly fast. Find out what hashtags people are using and leverage those hashtags to get in on the conversation.

E.g. If you're running a campaign about gender equality that coincides with International Women's Day (March 8th), then use the International Women's Day hashtag (#IWD2015) in your own social media posts so other people participating in a related conversation can find it.

5 **Be social.** Use social media to generate conversations, not just observations. When other people start engaging with your campaign, be sure to engage back with comments, shares, likes, favourites, retweets, reblogs, etc. Make sure people know that you're interested in what they have to say and that you're ready to communicate.

STUDENT HANDOUT 1: TIPS AND TRICKS

YOU SHOULD:

- **Update your social media accounts frequently**
- **Show, don't tell** Rather than simply saying that your school-wide campaign is valuable, use images, statistics, personal anecdotes to SHOW why it's valuable.
- **Provide specific and simple action items for your followers**
- **Participate in your own action items** Give examples so it's easy for people to follow suit
- **Edit** Review/proofread/copyedit your posts before posting them out into the world to make sure there are no mistakes.

YOU SHOULDN'T:

- **Use offensive or potentially triggering language** Make sure your language is as inclusive as possible – anything that's not okay to say in a school isn't okay to say online!
- **Call-out specific individuals/peers** Social Media is not a tool to shame others, it's a tool to educate and inform!
- **Post any personally identifying information online** Posting last names, addresses, phone numbers, etc. could put yourself and others at risk. When referring to other people in your posts, try to refer to them by their first name or their social media handle.

EXAMPLE

Note: these images can be easily made using softwares such as Paint, Photoshop, Publisher, Mac-specific softwares (ex/Pages, Keynote), or web-based platforms.

Edmonton Potterwatch Institute for Charity (EPIC) showing their bookdrive progress on instagram – see @yeghpa

- Bright, dynamic image
- Short caption with specific action item
- Showcases participation in the campaign AND showcases success/progress in the campaign thus far