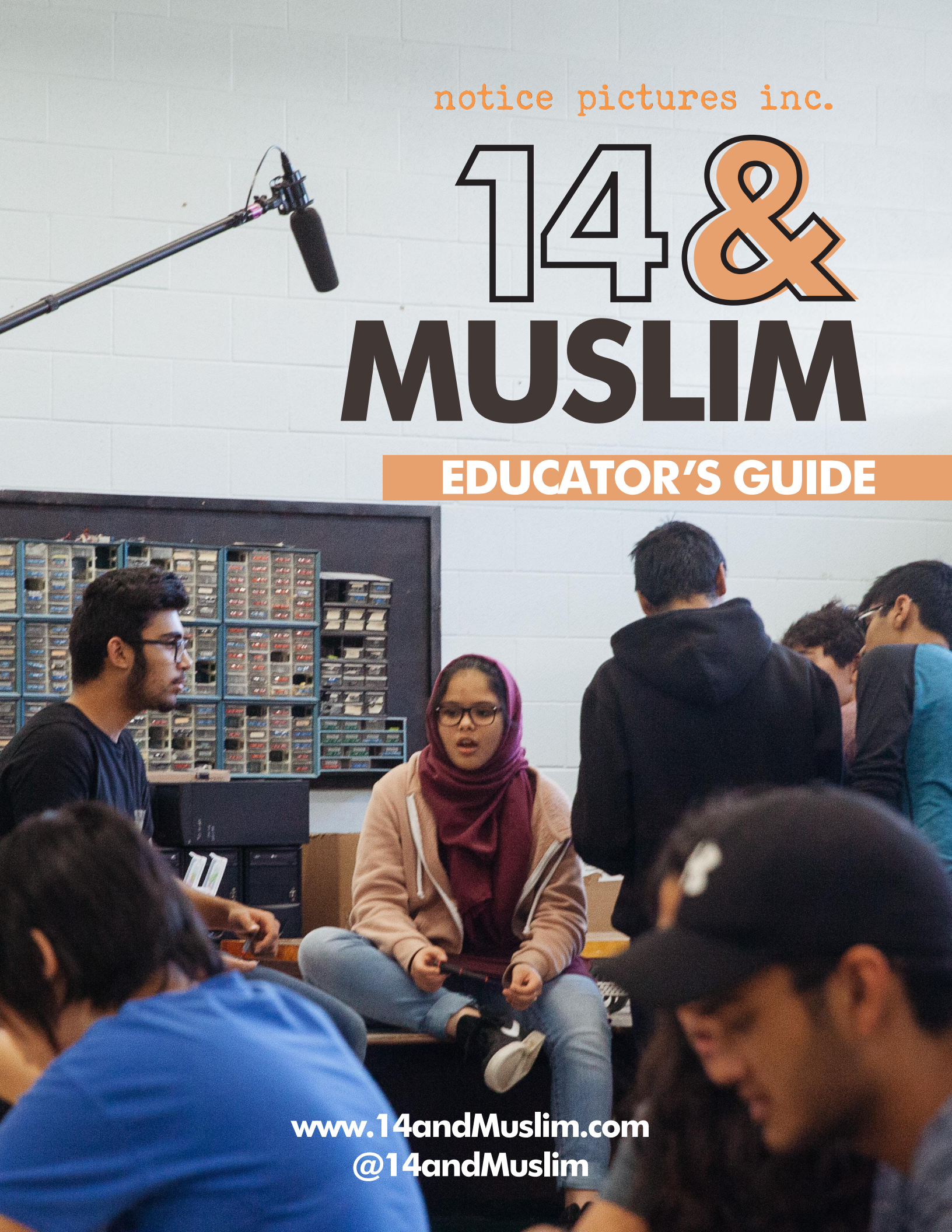


notice pictures inc.

# 14 & MUSLIM

EDUCATOR'S GUIDE



[www.14andMuslim.com](http://www.14andMuslim.com)  
@14andMuslim



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# INTRODUCTION



This guide is created for use with students in grades 7-12 before, during and after the viewing of *14 & Muslim*. Teachers may adapt activities to suit their class needs and are encouraged to engage students in thoughtful dialogue about issues of diversity, Islamophobia and Canadian Muslim identity. The culminating activity encourages student engagement to change their school culture and provide opportunities for community connection through the Living Library model. Additional resources have been provided to assist teachers in their own background knowledge and to enhance student knowledge as well.

## **Big Idea: Every person's life experience is unique.**

**Framing Statement:** Everyone explores their own identity during their adolescence and is impacted by their context and circumstances that challenge their self-image. Students will develop an “empathy lens” to people’s experiences and social identities, made up of elements such as gender, culture and faith, that are different from their own.

## **Creating Safety**

Ensure that you review board/school/ classroom expectations about equitable and inclusive discussions with your class to ensure that all students feel safe during discussions of equity and inclusion, stereotypes, identity and discrimination. You can share this list below and invite students to add their own guidelines as well.

These may include:

- Everyone speaks from their own personal experiences
- The right to pass
- There is diversity within groups that is valued
- Unfair or attacking comments will be interrupted and corrected
- Relationships are more important than being right
- Listen attentively and engage with one another
- Respect everyone’s opinions and experiences

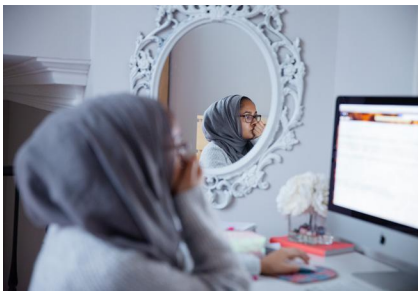
## Curriculum Connections

*14 & Muslim* is an educational resource that can complement many subject areas from grades 7 to 12. Suggested subject areas include:

| Panel                        | Subject Areas   |
|------------------------------|---|
| Elementary (Grades 7 and 8)  | Language, Social Studies<br>Transition Programming (grade 8)                                    |
| Secondary (Grades 9 and 10)  | English, Family Studies<br>Transition Programming (grade 9)                                     |
| Secondary (Grades 11 and 12) | English, Social Sciences and Humanities, World Religion courses, and Canadian and World Studies |

Examples of specific curriculum connections and expectations from the Ontario Curriculum are shared later in this guide for reference.

## THE FILM SUMMARY



When hijabs provoke insults and mosques are under attack, what does it mean to be 14 and Muslim in Canada? This one-hour documentary follows Sahar, Malaieka and Ahmad as they make the transition from a private Islamic elementary school to high school. Will they and their family choose the familiar – though some might say insular – confines of Islamic High School? Or will they opt for a public or even Catholic high school and enter a new, less familiar world?

Shot over six months, we follow our kids as they navigate new worlds and take their first tentative steps towards adulthood. Through the wide eyes of those still forming what it means to be a person in the world, we begin to understand the dilemma facing many Muslim kids here in Canada.

As they take us on their journey revealing fears, anxieties, hopes and dreams, their story moves from the familiar to the strange, from the known to the unknown and unfolds against a larger backdrop -- that of a western world that seems to be increasingly turning against them. Up-close and personal, *14 & Muslim* looks at how ideas of diversity and tolerance play out in the Canadian classroom.

# THE FILMMAKERS BIOGRAPHIES

## Writer/ Director **WENDY ROWLAND**

Wendy Rowland is a documentary director and editor whose credits include: *14 & Muslim* (CBC, POV), *Living Forever* (CBC, The Nature of Things), *Bloodlines* (CTV), *Jailhouse Romance* (CBC), *Raising Rover* (CTV) and *Packing Heat* (NFB). In addition to her TV work, Rowland has created web content for various non-profits working in the health field. Wendy got her start as one of four emerging filmmakers chosen to participate in the NFBs prestigious Fast Forward program and went on to work with Michael Moore on TV Nation and Canadian Bacon. Her films have won awards and have screened in Canadian and International festivals. She studied Film at Queen's University and then received her MA in Cinema Studies from NYU.

## Producer **CORNELIA PRINCIPE**

Cornelia Principe is an award-winning, Emmy-nominated producer who has been working in documentary production for over 20 years, starting out as a broadcaster, and then moving to independent producer. Recent releases include: *How To Prepare For Prison* (Hot Docs 2016), *The Motherload* and Emmy-nominated feature documentary *The World Before Her*. Other select projects include: *Grinders* (Hot Docs 2011, nominated for a Canadian Screen Award for Best Direction Documentary); *The Rise and Fall of the Grumpy Burger* (Hot Docs 2008); and the 2008 Gemini award-winning (Best Documentary Series) *Diamond Road*.

## Associate Producer **AEYLIYA HUSAIN**

Aeyliya Husain is an award winning documentary filmmaker, who has fifteen years of writing, directing and producing experience in film and television. She has directed with the National Film Board of Canada and produced work for broadcasters, such as, CBC, BBC, National Geographic, Discovery, and History Television. Her most recent film, *Shooting War* will have its' world premiere this spring at the Tribeca Film Festival. She is currently in post-production on an hour-long film, *Urban Inuk*. Through this character driven film, young Inuit explore their identity and place in the Canadian urban landscape.

## Executive Producer **NISHA PAHUJA**

Nisha is an Emmy-nominated filmmaker based in Toronto. She is currently in production on the feature documentary *Send Us Your Brother* about masculinity and gender inequality in India. Her previous credits include *Diamond Road* (2007 Gemini award Best Documentary Series) *Bollywood Bound* (Gemini nominee 2001) and the multi-award winning *The World Before Her* about women's rights in India.

## Editor **MAHI RAHGOZAR**

Mahi has been editing films in all genres for the past 20 years. She started her career in Denmark where she graduated from Denmark's world-renowned National Film School in 2001. Shortly after she edited the short comedy *This Charming Man* which won an Oscar in the "Best Short Live Action" category at the 2002 Academy Awards. Mahi recently edited the feature documentary *Bee Nation* which was selected as the opening night film of the 2017 Hot Docs Festival and premieres on CBC in the fall of 2017.

Notice Pictures presents "14 & Muslim" in Association with The Canadian Broadcasting Corporation, with the Participation of the Canada Media Fund, and the Assistance of Rogers Telefund, The Canadian Film or Video Production Tax Credit and Ontario Media Development Corporation Tax Credit Program.



Canada  
Media Fund



Canada





# PREVIEWING ACTIVITIES

## Parking Lot

Introduce students to the 'Parking Lot', a space made of chart paper that will help students 'park' their thoughts written on Post It notes during a discussion. The Parking Lot can be used for questions, ideas, or conclusions. Distribute sticky notes to each student prior to the viewing of the film. Each sticky note should carry one idea (this helps sorting notes and identifying themes).

## Watch the Trailer and Predict

Watch the trailer for *14 & Muslim*. As students watch the trailer, invite them to make a list of themes or issues that might be in the film. You may use the following prompts:

- What is this film about?
- Whose perspectives are being highlighted?
- When you watch the trailer, what kind of feelings do you have?

## "I am and I am not" Activity - Stereotypes

After discussing stereotypes, students can think about their own social identities (ability, race, ethnicity, faith, gender, sexual orientation, age, appearance, etc..) and write an "I am ..... and I am not....." statement that is meaningful to them.

For example:

- *I am a woman and I am not a bad driver.*
- *I am a man and I never cry.*

Statements can be posted on a flip chart paper/ white board or shared (always provide students with the right to pass). Talk about how stereotypes are only part of a bigger picture of reality and how they can lead to situations that harm others.

## Filmmaker's Perspective

Students read the filmmakers' bios and have small group discussions based on the following questions:

- What do you think the filmmakers' perspectives are going to be on this topic?
- How would this film be told differently if another filmmaker created it?



## KWL - Muslim Youth in Canada

Invite students to make a Know, Want to Know, Learn chart about the following topics:

| Topic                  | Know | Want to Know | Learn |
|------------------------|------|--------------|-------|
| Canadian Identity      |      |              |       |
| Muslim Youth in Canada |      |              |       |
| Islamophobia           |      |              |       |
| Equity and Inclusion   |      |              |       |
| Religion in Canada     |      |              |       |
| Racism/ Discrimination |      |              |       |

## Bias and Stereotypes - Community Circle

Invite students to create a Community Circle, arranging their seats (either on chairs, or on carpeted area) to form a circle in which each student is given the opportunity to share, listen and reflect. The physical makeup of the circle depends on the amount of space you have in your classroom. Remind students of the norms you co-created to ensure safety and respect when sharing personal opinions or connections.

### Community Circle Prompts:

1. What are some general biases that you can think of?
2. How is a bias similar to stereotypes? How do they differ?
3. What are some biases that were felt in the trailer?
4. In what ways can stereotypes harm one's perception of themselves?
5. In what ways can your own biases and stereotypes impact your perception of others?

# VIEWING ACTIVITIES

## **PBS Viewing Guide**

Provide students with the PBS documentary viewing guide to fill out as they watch the film. Invite students to discuss their findings in pairs or small groups

<https://pov-tc.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>

## **Parking Lot**

Revisit the 'Parking Lot', a space made of chart paper that students created to 'park' their thoughts and ideas during the viewing of the film. Choose 3 quotes or ideas from the students and use them to do a 'Think Pair Share'.

## **Transition to High School**

Invite students to connect to their own experiences of transitioning to high school or getting ready to transition.

*"While you watch the film, consider your own experience in either preparing to transition to high school or how it was for you to go to grade 9. Write down a feeling one or more of the characters have and a feeling that you have/had."*

Invite students to relate their own experiences of transitioning from elementary to secondary school (i.e. grade 8 to 9) or what their experience was like during their grade 9 year after watching the film. Teacher may consider the following prompts:

- Moving to a new school: bigger facility, more teachers, and many students
- The experience of having multiple teachers in high school vs. a few teachers in elementary school
- Challenge of making friends
- Mental Health and Well-Being: is it okay to be anxious at the beginning of my high school journey?
- What supports are available to me to help with a smooth transition?
- Starting over again - moving from the position of the oldest and wisest in elementary school to the youngest and learning in high school
- Substance abuse in school: How will I say no?



## **Quotes from the film**

As they watch the film invite students to jot down quotes that they find interesting or that resonate with them in some way. Quotes can be inspiring, evocative, troubling, interesting, ironic, or whatever comes to mind that is related to the subject area the film is being used in.



# POST VIEWING ACTIVITIES

## **Empathy Building letter**

Choose one person who was profiled in the film. Review their concerns about their school, community and change. Write a letter to him/her expressing empathy about their experience. The letter should follow correct letter format and include specific examples discussed in the film.

The letter may include, but is not limited to:

- What you might say to them to make them feel welcome
- A personal connection or story that relates to their experience
- Phrases that demonstrate empathy for what they have experienced

## **Unlearn Activity - Create an Unlearn poster**

Review the ideas of bias and stereotypes and identify any that were portrayed in the film. Brainstorm words, images and experiences that students can relate to personally. Create a poster depicting what we need to 'unlearn' about that bias or stereotype.

### INSTRUCTIONS:

1. Display unlearn posters with newsprint/chart paper (some sort of bordering paper) around it to allow for student comments.
2. Distribute chart paper and a marker to each student.
3. Students must pick 12 (or whatever number you feel is appropriate for your class) unlearn poster designs of their own choosing to write comments on, - students walk silently around the room and write their thoughts and comments on the space surrounding each poster. They may also respond to other people's thoughts and comments - "silent conversation". Alternatively, the teacher can pick approximately 12 posters that they think would resonate with their students and the students can comment accordingly.
4. Students should then meet in groups of no larger than 4 members to discuss how these images are created and generated. Issues such as the inspiration behind these images and how we are impacted by them can also be on the table for discussion. Students should identify general and specific characteristics (for example, text, colour, shapes, repetition, symbols, etc) of the posters and explain how they shape content and create meaning. Students should create a shared Google Doc that lists the points covered in this discussion, for consideration while creating their own "unlearn" posters.
5. Students will then create their own "unlearn" poster designs that connect with a theme from the film, either using paper and pencil crayons/markers, or a computer design program. Once created, these designs will be placed on the shared class Google Site for this project.
6. Students will create a journal reflection that covers the following points:  
(they should start the journal before they create their poster)

## BEFORE POSTER CREATION:

- Describe the topic, purpose, and audience for the poster they plan to create
- List the techniques that they plan to use in the creation of their poster, and explain why these will help communicate a specific aspect of their intended meaning

### **General:**

- Explain how the posters are created to suit particular purposes and audiences
- Evaluate how effectively these posters communicate information, ideas, and issues

### **Choose one poster from the unlearn designs and answer the following questions:**

- Why might this poster prompt different responses from different audiences?
- Identify and analyze the perspectives and biases in the poster; what comments does it make about beliefs, values, identity and power?

### **Final Reflection on their Skills and Strategies:**

- What are your strengths and weaknesses and media interpreters and producers?
- Explain how your skills in listening, speaking, reading, and writing help you interpret and produce media texts

Students can comment on purpose, potential audience, potential interpretations and how might each different audience respond to the images. Students should also consider the perspectives/biases evident in the media text, and respond to those as well.

Extension: Students can go to the Google Site and comment on at least three other posters designed by their peers. If desired and if there is time, students can then edit and revise their designs (especially if created digitally) after considering the feedback.

## **Resources / Related Links**

[unlearn.com](https://unlearn.com)

Teachers can create their own Google Folder or Google Classroom that is shared with students so student groups can upload their poster designs. Teachers may want to consider using a standard Google Slides template for students to upload their designs to, creating a draft presentation for everyone to view.

Google Docs

Google Drive

Computer design program (optional)

\*adapted from Unlearn

## Debate

Divide students into groups to research and debate one or more the following topics:







- Multiculturalism has advanced/not advanced equity and inclusion for all in Canada
- Faith-based schools (i.e. Catholic, Christian, Hindu, Islamic, Jewish, Sikh, etc.) encourage/discourage societal integration in Canada
- Challenging Islamophobia in society - is enough being done to combat the hate? Yes/no. Explain.
- Challenging discrimination in society - is enough being done to combat the hate? Yes/no. Explain.
- The media promotes stereotypes against Muslims and Islam. Yes/no. Explain.
- Transitioning to high school is stressful/impacts student well-being. Yes/no. Explain.

## Interrupting Discrimination/Harassment

Students brainstorm direct and indirect ways that they can be agents of change and interrupt acts of discrimination and harassment against anyone in different situations. Encourage support and kindness as strategies and not just confrontation which may worsen a given situation.

Consider the 6Ds of Bystander Intervention by the National Council of Canadian Muslims [www.nccm.ca](http://www.nccm.ca)

### 6 Ds of Bystander Intervention (from NCCM powerpoint Say Salaam)

|                 |   |   |
|-----------------|---|---|
| <b>Discover</b> |  | Try to ascertain the situation, is it safe for you to interject?  |
| <b>Distract</b> |  | Try to distract the person who is perpetrating the violence or harassment   |
| <b>Direct</b>   |  | Be direct with the person and try to tell them that what they're doing is not okay                                    |
| <b>Delegate</b> |  | Try to get more help from others or make sure that you're calling police  |
| <b>Document</b> |  | Try to write down or record what took place, so that you have documentation in the case that further action is needed |
| <b>Delay</b>    |  | Wait until the situation has wound down or the perpetrator has left and then provide support to the victim.           |



If students find it challenging to think of examples for this activity, consider the following examples to start the conversation:

- A man stands in front of another man to block him from staring at a woman on the bus which has been making her feel unsafe and uncomfortable.
- A person or group of persons joins someone who is being victimized by verbal harassment to show that they are not alone and will be protected to get help.
- A student asks for a racist social media post to be taken down about a classmate and/or counters it with positive information and/or reports it.

Teachers may also play a short news story or clip to start the conversation for this activity.

### **Share your quotes**

Invite students to choose one quote from the film that they want to share and discuss with others in a small group. Students may choose to create word art, murals, vlogs, or spoken word about their own identity based on the quotes they chose.

### **Revisit the KWL chart**

Looking at the KWL (Know, Want to Know and Learned) chart created pre-viewing discuss in small groups how has your perspective changed after watching the film.

- What were some things that were new learning for you from the film?
- What surprised you?
- Did your perspective change after watching the film? In what ways?
- How do you feel about inclusion and diversity?

### **Exit pass**

Invite students to write an exit pass reflecting on what they learned through watching the film and through their discussions and activities.

- What did you learn?
- Share one thing you learned from the film.
- How has your perspective on Canadian Muslim youth changed?
- What will you take away from this experience?
- How can you be an agent of change to build inclusion in your community? In Canada?

## GRADE 8 - 9 TRANSITION TO HIGH SCHOOL ACTIVITIES

### Grade 8 activity - Community Circle - Invisible Issues Box

What are your thoughts or concerns about going to high school next year?

Introduce the Invisible Issues box, a box where students can anonymously write issues/concerns/questions/feelings that may be too vulnerable to share.

The teacher may choose an issue, read it out loud, and have students share their thoughts, ideas and insights.

### Grade 9 activity - How did it feel? - Emoji 4 Corners

Nervous

Excited

Supported

Undecided



Post the 4 emoji images around the classroom and invite students to move to the image that resonates with them for each question. At that emoji picture students can have a quick discussion with others who joined them.

- How did you feel in grade 8 when you were getting ready to go to high school? Why?
- How did you feel the first day of grade 9? why?
- How do you feel now that you are further along into grade 9? Why?
- Connect to a picture that you feel will help grade 8s and new grade 9s have a positive experience transitioning to high school.



## CULMINATING ACTIVITY: LIVING LIBRARY

Organize a Living Library at your school to learn more about the diverse identities of people in your community for students and staff to experience. A Living Library invites multiple guests with lived experience from various social, cultural, and religious backgrounds to share their life experiences with students in small groups. People sign up to “take out” a person(s) from the Living Library for a 20-minute conversation in small groups to learn about their life. Ideally, each student gets to talk to 3 to 4 people with experiences that may be different from their own. You can do a Living Library to demonstrate the diversity within a given faith/cultural group, or you can invite guests to present from various socio-cultural identity groups (faith, culture, race, ability, socio-economic status, gender, sexual orientation, First Nations, Metis or Inuit).

*Example - Muslim Identities Living Library:* To explore the diversity of Muslim identities, organize a Living Library with Muslims that may include the following: newcomers to Canada, first/second/third generation Canadian Muslims, Muslim pioneers in Canada, Muslims from varying sects (i.e. Sunni and Shia), and Muslims from diverse cultural backgrounds.

## EXTENSION ACTIVITIES

### **Inquiry question**

Create an inquiry question to research related to a social identity or social justice related topic that is of interest to you. Formulate a plan to research the question in depth. [http://www.scholastic.ca/education/teaching\\_tip/march2013.html](http://www.scholastic.ca/education/teaching_tip/march2013.html)

### **Spoken Word Poetry Cafe**

Using your student-created “unlearn posters” from the Unlearn Activity above create poems and host a poetry cafe in the classroom to share the work with other students

### **Hashtag**

Create a hashtag using five words or fewer to support or demonstrate your understanding of the themes presented in the film.

### **Grade 9 Welcome Program**

Do an audit of your school’s “welcome to grade 9” orientation program (e.g. Link Crew) to see if leaders are trained in diversity and anti-harassment strategies. How could you improve the program at your school to be more inclusive?

### **Call to Action**

Create a “Call to action” in your school setting to create or mobilize existing cultural/faith-based/ equity clubs. Coordinate with staff to create a school wide focus/initiative/campaign to build inclusion and belonging for students.



## PROMPTS/DISCUSSION QUESTIONS

1. Justin Trudeau makes a statement addressing racial intolerance. In what ways has the government helped to combat Islamophobia in Canada? Do you think the federal, provincial and municipal governments have been proactive in their efforts to end Islamophobia? Discuss. **(5:15)**
2. Discuss the difference in concerns that the parents and children featured in the film had. Can you draw connections to their concerns?
3. In what ways have events in the media created more challenges for students growing up in the Islamic School system? Discuss the emotions felt by the students and the rationale given by the administration. Do you agree with it? Why or why not? **(12:31)**
4. The concept of peer pressure is identified in the film as being more apparent in high school. Agree or disagree? **(35:00)**
5. Explore the word 'Respect' and its synonyms. In what ways can respect (self, mutual) strengthen one's outlook on other faiths and cultures? **(42:15)**



## QUOTES FROM THE FILM

“Being in grade 8 you all are at a cross road.” **(1:25)**

“They were never taught the Islam that we practice and they think what they are doing is right.” **(4:07)**

“I’d like to go to another environment and see what it’s like in public school, but I don’t want to lose who I am at the same time.” **(7:28)**



“If I stayed at IFS until grade 12 then it will be harder for me to make friends that are non-Muslim in University and that’s something you have to do because you are not only going to find Muslim people everywhere you go.” **(9:25)**

“People are going to start really really hating Muslims.” **(10:42)**

“People have the wrong message about us and sometimes I just feel like I want to talk to people and tell them there’s like bad people in the bunch but it’s not all of us. Because I’m younger I can’t just go and talk to like random older people and I don’t have that much confidence.” **(13:00)**

“There’s so many different cultures and there’s so many commonalities and there’s so many strengths, right? You mix with a lot of different people and it helps challenge some of the things you take for granted but it also strengthens it.” **(15:45)**

“The National Council of Canadian Muslims has said it has seen a tenfold increase in reports of harassment including racial slurs on public busses, notes left on car windshields and bullying in schools.” **(18:24)**

“I was really connected to this school.” **(26:00)**

“I feel like I am starting a new beginning, a new chapter in a book.” **(32:19)**

“It’s like a lot of new things that I would have been scared of--and I was scared of --but I feel like it will make me a better person later.” **(33:31)**

“The lives of Muslims are not that different from other people’s.” **(34:10)**

“I don’t know who you believe in. You can believe in Jesus, you can believe in Buddha, you can believe in science, you can believe in Allah like I do. But we are all bricks. We are all useless on our own, but if we start building each other up instead of breaking each other down we are literally indestructible and nothing can hold us back. Nothing can stop us.” **(44:09)**

## WEBSITES AND ONLINE RESOURCES

**National Council of Canadian Muslims:** Workshops for students and teachers on human rights, anti-islamophobia and religious accommodations

<https://www.nccm.ca/connect/training/>

**Unlearn:** Critical thinking resources and posters

[www.unlearn.com](http://www.unlearn.com)

**Tessellate Institute: Examining Islamophobia in Ontario Public Schools:** policy paper

<http://tessellateinstitute.com/wp-content/uploads/2016/11/Examining-Islamophobia-in-Ontario-Public-Schools-1.pdf>

**Neglected Voices Films:** Stories of Canadian Muslim youth

<http://tessellateinstitute.com/projects/neglected-voices/>

**Neglected Voices curriculum pack for grades 7-12**

<http://tessellateinstitute.com/projects/curriculum-pack/>

**Toronto District School Board: Islamic Heritage Month Resource Guidebook**

[www.tdsb.on.ca](http://www.tdsb.on.ca)

**Activities on Canadian identity for grades 5-8**

<http://classroomconnections.ca/gatheringplace/smartnotebook.html>

**UK resource — Anti Islamophobia**

<https://www.tes.com/teaching-resource/islamophobia-education-pack-anti-racism-11832619#>

2-3 articles max

**Debunking Misconceptions about Muslims:** Handout

[http://www.tolerance.org/sites/default/files/general/tt\\_debunking\\_misconceptions\\_0.pdf](http://www.tolerance.org/sites/default/files/general/tt_debunking_misconceptions_0.pdf)

**Counting Islamophobia Activities - Int/Sen Level**

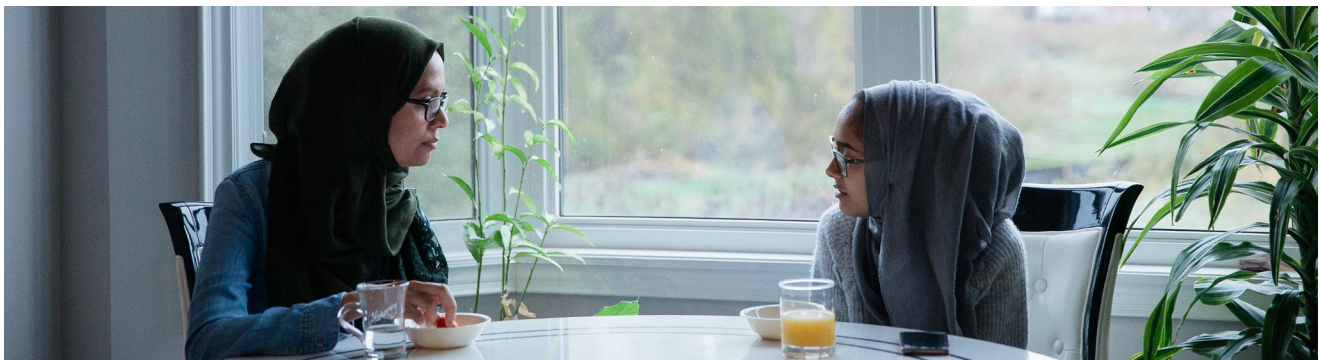
<https://www.tolerance.org/classroom-resources/tolerance-lessons/countering-islamophobia>

**Rivers of Hope:** Resources, support & community for survivors of Islamophobic violence

<https://www.riversofhopetoolkit.ca>

**How to be an Ally for Muslim Individuals and Communities:** Tipsheet

<http://torontoforeveryone.com/blog/2017/1/30/combat-islamophobia-a-tipsheet>





# CURRICULUM EXPECTATIONS

## **Grade 7:**

Oral Communication 1.1, 1.2, 1.3, 1.4 (Debates)

Writing 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 3.8, (Letter)

Media Literacy 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 3.4 (Viewing, reflecting of film, Unlearn Posters), Art D2.1 D2.2

## **Grade 8:**

Oral Communication 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 (Debates)

Writing 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1 (Letters),

Media Literacy 1.1, 1.2, 1.3, 1.4, 1.5, 3.4 (Viewing, reflecting of film, Unlearn Posters)

Art D2.1, D2.2

## **Grades 9 and 10:**

Oral Communication 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 (Debates)

Writing 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Media Literacy 1.1, 1.2, 1.3, 1.4, 1.5

Integrated Arts B3.1

## **Grades 11 and 12:**

### **OVERALL EXPECTATIONS:**

#### **Oral Communication:**

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

#### **Writing:**

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;

#### **Media Studies:**

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

### **SPECIFIC EXPECTATIONS:**

Oral Communication 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Writing 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Media Studies 1.1, 1.2, 1.3, 1.4

Integrated Arts A2.1 A2.2, B1.4

## Assessment for Understanding

Students will make connections that relate to their own experiences and will identify factors that challenge their own biases and stereotypes. Students will demonstrate a clear understanding of the issues raised in the film and make a critical analysis through oral and written responses.

In addition, students will apply their knowledge of bias and stereotypes to create a Media/Art project based on the Unlearn designs.

## GLOSSARY

### Hate incidents

Expressions of bias, prejudice and bigotry that are carried out by individuals, groups, organizations and states, directed against stigmatized and marginalized groups in communities, and intended to affirm and secure existing structures of domination and subordination.

### Hate crimes

Hate incidents that are also criminal offences committed against a person or property and motivated, in whole or in part, by bias or prejudice based on real or perceived race, national or ethnic origin, language, colour, religion, gender, age, mental or physical disability, sexual orientation or any other similar factor

### Hijab

The traditional covering for the hair and neck that is worn by Muslim women. Arabic *hijāb* cover, screen, veil.

### Islam

The religious faith of Muslims including belief in Allah as the sole deity and in Muhammad as his prophet

### Islamophobia

"Islamophobia is a closed-minded hatred, fear or prejudice toward Islam and Muslims that results in discrimination, marginalization and oppression. It creates a distorted understanding of Islam and Muslims and transforms diversity in name, language, culture, ethnicity, and race into a set of stereotyped characteristics. As such, Islamophobia is a system of both religious and racial animosity."  
<http://www.islamophobia.org/research/islamophobia-101.html>

### Muslim

An adherent of Islam; Arabic muslim, literally, one who submits (to God)



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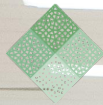
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