

**Anti-Racism Education Teaching Resources**  
**Compiled by the Northern Alberta Alliance on Race Relations (NAARR)**

*A Calendar of Festivals.* C. Gilchrist, 2000. From the Russian New Year to the Moon Festival of China, and of course, Christmas, this collection of stories highlights the many festivals and celebrations from across the globe.

*All Colours Are Beautiful.* A teacher's guide for use with Alberta language arts, health, and social studies curriculum. Focus on grades 3 – 6 but can be adapted for other ages. Uses fiction to illustrate racism and activities to look at effect on recipient, motivations of aggressor, and responsibilities of bystander. Book lists for all grades available on website, Northern Alberta Alliance on Race Relations (NAARR), 2002. [www.naarr.org](http://www.naarr.org)

*Annotated Bibliography of World Literature,* Toronto District School Board, October 2000. [www.tdsb.on.ca](http://www.tdsb.on.ca)

*Anti-Bias Curriculum: Tools for Empowering Young Children.* Louise Derman-Sparks and the A.B.C Task Force, National Association for the Education of Young Children, Washington, 1989. [naeyc@naeyc.org](mailto:naeyc@naeyc.org)

*Anti-Racist Education and the Adult Learner: A Handbook for Educators in Adult and Continuing Education Programs.* Developed by Toronto Board of Education. Offers criteria for recognizing racism, steps for dealing with difficult classroom situations, and ideas, techniques and lesson plans for use in the classroom. Available from Continuing Education Department, 155 College Street, Toronto, Ontario, M5T 1P6.

*A White Teacher Talks About Race.* Julie Landsman. Scarecrow Pr (Trade); April, 2001.

*A World of Difference.* An antiprejudice and diversity awareness program for educators and families provides an interdisciplinary curriculum, instructional materials, activities, and resource guides for K – 6 classrooms. A World of Difference Institute, Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017.

*All of us are Related, Each of us is Unique.* Power point – images and text, [http://allrelated.syr.edu/level2\\_panel1.html](http://allrelated.syr.edu/level2_panel1.html)

*An Alien Among Us: A Diversity Game.* Richard Powers, 2000. 41 Pages. In *Alien*, players must select six from a list of twelve candidates to go with an alien, Zora-zeva, back to her planet for a one-year visit. The purpose of the mission is to learn about each other's worlds. The players judge the fitness of the candidates from information available in nine categories. During the selection process, players discover that their judgments are biased and influenced by stereotypes and that they have often overlooked the benefits of the differences they devalued during their selection. The game can accommodate from nine to forty players and takes about ninety minutes to play and debrief.

***An Introduction to Multicultural Education.*** James A. Banks.

***And Still We Rise: The Trials and Triumphs of 12 Inner-City Students.*** Miles Corwin.

***Applying Multicultural and Global Concepts in the Classroom and Beyond (2001).*** S. Brown. A uniquely practical book for teachers with little knowledge of multicultural education.

***Barnga: A Simulation Game on Cultural Clashes.*** Sivasailam Thiagarajan and Barbara Steinwachs, 1990 (Currently used in Ontario Schools). In *Barnga*, participants experience the shock of realizing that in spite of many similarities, people of differing cultures perceive things differently – or play by different rules. Players learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group. *Barnga* simulates the effect of cultural differences on human interaction. Participants play a simple card game in small groups, where conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they have the same basic rules. In discovering that the rules are different, players undergo a miniature culture shock similar to actual experience when entering a different culture. They then must struggle to understand and reconcile these differences to play the game effectively in their cross-cultural groups. Difficulties are magnified by the fact that players may not speak to each other but can only communicate through gestures or pictures. Participants are not forewarned that each is playing by different rules. In struggling to understand why other people don't seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters. The following are some key features which, contribute to the simulation's effectiveness:

- As few as nine players-or large groups-can play it.
- At least three and preferably four groups are needed with three to six players in each group.
- The game and debriefing can take as little as forty-five minutes.
- Participant instructions are provided in French and Spanish as well as English.
- *Barnga* lends itself easily, to effective experimentation.
- Several variations are suggested in the manual. Directions and master copies of handouts are included.
- Standard playing cards must be purchased separately for use in the simulation.

***Bridges: Educational Kit on Intercultural Relations.*** For teachers of students aged 9 to 15. (In French and English) ERE Education, Quebec, [1999.ereduc@mediom.qc.ca](mailto:1999.ereduc@mediom.qc.ca).

***Changing the Faces of Mathematics: Perspectives on Indigenous People of North America.*** J.E. Hanks & G.R. Fast, eds., National Council of Teachers of Mathematics, Reston, Virginia.

***Confronting Racism in the ESL Classroom.*** Claudie McCormack, *Literacy Harvest*, Literacy Assistance Center, NY, NY, 1992.

***Connecting Kids: Exploring Diversity Together.*** L. Hill, New Society, 2001. At the beginning of a brand new millennium, our world is changing rapidly. Inclusive leaders who are fluent in the universal language of fun are needed to guide these voyages of discovery. Linda's new book shows you how to guide children to enjoyably explore the challenges of living, learning, and playing in diverse communities.

- Background information on why we need to guide children to build bridges across differences
- Strategies for guiding children to explore diversity together
- Twenty inclusive connecting skills defined and clearly described
- Hundreds of cooperative games and creative activities organized according to which connecting skill is being learned and practiced

This is for everyone who lives, works, and plays with children. This guidebook can easily be used at home, school, and camp, as well as in youth groups, recreation centers, and any community setting.

***Cootie Shots: Theatrical Inoculations Against Bigotry for Kids, Parents and Teachers: Plays, Poems & Songs (2001).*** N. Bowles. Originally created and performed by the educational theatre group, *Fringe Benefits*, in California elementary schools. Designed to promote acceptance of all regardless of culture, ethnicity, religion, etc. An assortment of improvisations, artist's work, and adaptations of longer work. Children's photos and drawings adorn the book.

***Confronting Anti-Semitism: A Practical Guide.*** L. Zakim & J. Dichek, Anti-Defamation League of B'nai Brith KTAV Publishing, Hoboken, NJ, 2000. A tool for community leaders, parents, educators, and others who seek to teach about and confront anti-Semitism and other forms of racism. The authors argue that hate and prejudice continue at a dangerous level and that hate typically emanates not from the ranting of those few at the margins of society, but from ordinary people in the mainstream. Analysis and strategic information to help victims of Anti-Semitism. The resource addresses the tensions occurring among four groups: hate mongers, dabblers, sympathizers, and spectators and how people can be proactive in challenging racism. Strategies can be infused within the existing curriculum by teachers and applied in anti-racist and multicultural education.

***A Cultural Heritage Diversity & Inclusion Initiative.*** [www.heritagecommunityfdn.org](http://www.heritagecommunityfdn.org/) / [www.albertasource.ca](http://www.albertasource.ca/): includes developing three Edukits, interactive online teacher & student resources that are also of important to citizens at large. Essentially, the project involves the creation of a rich multimedia educational resource that explores the diverse cultural heritage of Canadians (see <http://edukits.ca> for details).

***The CRB Foundation: Heritage Project*** (Canadian Heritage): This series includes a variety of topics including a discussion on the First People and Migration Issues.

***Cultural Conversations: Diverse Cultures, Complex Teaching.*** Teacher Education Video and Handbook. Department of Secondary Education, University of Alberta. 1998.

***Ego Trip's Big Book of Racism.*** Sascha Jenkins, et.al. Regan Books, 2002.

This book discusses racism in a manner aimed for contemporary youth. The authors begin the book by setting the historical context of American race relations. According to the authors, America was founded on the principles of racism and the practice of genocide. Among the book's highlights are 190 Not-So-Fun Facts about the patchwork of racism that makes up the history of the United States. Far from complete (Oregon's facts are missing the murders of Mulugeta Seraw and Lloyd Stevenson), the list is an amazing collection of information stretching from the early days of the colonies to the early days of the 21st century. The book lists various race incidents in the United States from colonial times to the present on a state-by-state basis. By constantly mixing up its tone and presentation (from dense factually based text to humorous cartoons), it manages to encompass many viewpoints. Some of the things listed ("why Hispanics steal?") are on that fine edge between parody and truth: are they kidding or are these the type of things that people may think? This is a good teaching resource for junior high and high school and is very accessible and easy to read and good for initiating class discussions.

***An Eyewitness History of Slavery in America from Colonial Times to the Civil War (2001).*** Carl and Dorothy Schneider. Uses chronologies and eyewitness accounts. Useful glossary.

***Facing History and Ourselves.*** A course for grades 8 – 12 uncovers the roots of prejudice in students' own lives. It offers case studies of the Holocaust and U.S. History and Ourselves National Foundation, 16 Hurd Rd., Brookline, MA 02445.

***15 Tools for Creating Healthy, Productive Interracial/Multicultural Communities: A Community Builder's Tool Kit.*** Institute for Democratic Renewal, The Project Change Anti-Racism Initiative, and the Center for Assessment and Policy Development.

***A Glimpse of China (2001).*** Developed by the Red Deer Public School District's new initiatives grant for social studies (Grade 6).

***The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them.*** Freedom Writers, Zlata Filipovic. 1999.

***Hate Hurts: How Children Learn and Unlearn Prejudice.*** Anti-defamation League, Caryl Stern-LaRosa, Ellen Hofheimer Bettman.

***Justice: Teaching about Justice, Rights and Responsibilities*** (2002). Alberta Justice – [www.albertagov.cab.ca](http://www.albertagov.cab.ca) (this is incorrect) (teaching tool/guide).

***Make Your Own Inuksuk (2001).*** Mary Wallace. How to select and prepare stones to build a wide variety of inuksuk, carefully balanced stone sculptures built by the Inuit to communicate knowledge or stories.

***Mathematics From Many Cultures: Teachers' Notes(1993).*** Calvin Irons & James Burnett, Mimosa Publications, San Francisco, CA.

***The Multicultural Math Classroom: Bringing in the World.*** Claudia Zaslavsky. Heinemann, Portsmouth, New Hampshire.

***Multicultural Mathematics Materials.*** Marina C. Krause, California State University, Long Beach, California.

***Multicultural Playground Manual.*** Barb Metrycki, ed. Calgary Parks & Recreation, 1993.

***Multiculturalism in Canada: Images and Issues.*** Cheryl Craig and Barbara Samuels. Teacher's guide on dealing with multicultural issues in the schools.

***Nine reasons to work for race unity: A Baha'I perspective.*** J. St. Rain, 1998. Bloomington, IN: Special Ideas.

***Nobody Else Like Me: Activities to Celebrate Diversity.*** Moomaw, S, 2002. Make music time count! A musical celebration of the diversity of children", Nobody Else Like Me gives teachers and children a joyful way to begin talking (and singing) about the ways we are different. Based on 12 songs from the CD by Grammy-nominated musicians Cathy Fink and Marcy Marxer, the activities that accompany each song will help teachers deepen children's experiences with different cultures, languages, and abilities.

***Nobody Left to Hate: Teaching Compassion After Columbine.*** Elliott Aronson.

***Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity.*** Nancy Schniedewind & Ellen Davidson, 2<sup>nd</sup> Ed. Allyn & Bacon, Toronto, 1998.

***Opening the Classroom Window.*** Fearon, 2000. Opening the Classroom Window is filled with great ideas for introducing cultures and people within the community as well as across the globe. A valuable resource for any early childhood classroom. It contains hundreds of practical and creative hands-on ideas to use throughout the year.

***Positive Self-Talk for Children.*** Douglas Bloch

***Racism and Human Development.*** A 15 – week course for upper division or graduate studies. Activities can serve as a guide for secondary or post-secondary curriculums. Course goals are described in *Teaching/Learning Anti-Racism* by Louise Derman-Sparks and Carol Brunson Phillips (New York: Teachers College Press, 1997).

***Racism Explained to My Daughter.*** Tahar Ben Jelloun. How to explain all those difficult things to children.

***Safe & Caring Schools for Students of All Races: A Guide for Teachers.*** Charlene Hay & Sylvia Krogh. Alberta Teacher's Association, Safe & Caring Schools. 2003.

[www.naarr.org](http://www.naarr.org) One of a series of educational pamphlets about topics including religious tolerance and cultural competency guides.

***Secrets of the Rainforest: People and Places (2001).*** Indigenous people struggle to maintain their traditional ways of life. The book discusses the flora and fauna of each area as well as the lifestyles of the people and how rainforest destruction affects them.

***Teach Me To Thunder: A Training Manual for Anti-racism Trainers.*** Alma Estable, Mechthild Meyer, and Gordon Pon. Canadian Labour Congress (613-521-3400), 1997.

***Teaching Tolerance.*** Practical materials, resources, and techniques for elementary and secondary classrooms. Used in 55,000 schools, its video-and-text teaching kits *America's Civil Rights Movement, The Shadow of Hate, and Starting Small: Teaching Tolerance in Preschool and the Early Grades* are free upon written request. Education Department, Southern Poverty Law Center, P.O. Box 548, Montgomery, AL 36101-0548.

***Teaching Tolerance: Raising Open-Minded, Empathetic Children.*** Sara Bullard.

***Ten Ways to Fight Hate: A Community Response Guide*** by Southern Poverty Law Centre (2001). [www.tolerance.org](http://www.tolerance.org)

***Through Indian Eyes: The Native Experience in Books for Children.*** Beverly Slapin & Doris Seal, eds. [Berkeley, Calif] : Oyate, 1998.

***Teaching/Learning Anti-Racism.*** Louise Derman-Sparks and C.B. Phillips, 1997, New York: Teachers College Press.

***Tools for Tolerance: Simple Ideas for Promoting Equity and Celebrating Diversity (2001).*** Southern Poverty Law Center. [www.tolerance.org](http://www.tolerance.org).

***The Kit: A Manual by Youth to Combat Racism Through Education.*** The United Nations Association in Canada, 2002.

***Multicultural Activity Guide.*** Barbara Metrycki, ed., Calgary Parks & Recreation, 1999.

***101 ways to Combat Prejudice: to break the cycle of hate through reading.*** Barnes & Noble and the Anti-Defamation League.

***The Rainbow of Hope: An Evolving Resource Guide About Antiracist and Ethnocultural Education.*** Developed by teachers of Nipissing Board of Education, Ontario (705-420-8170).

***Teaching for Change: Multicultural Education Resources.*** Catalogue. [necadc@aol.com](mailto:necadc@aol.com)

***Toward Racial Equity: Materials for Secondary School Teachers.*** Tim McCaskell, Equity Department, Toronto District School Board, 1999.

***Uprooting Racism: How white people can work for racial justice.*** Paul Kivel, 1996, Gabriola Island, B.C., New Society Publishers.

***We're Erasing Prejudice for Good.*** Elementary Teachers' Federation of Ontario. Teachers' guide to teaching equity through literature, K – 7.

***When Words Hurt.*** This resource is designed to engage students' sense of social responsibility by creating an awareness of personal and cultural diversity, and how words such as racial slurs and jokes hurt. This resource includes a teacher's guide. Information from [www.kineticvideo.com](http://www.kineticvideo.com).

***Working with Children from Culturally Diverse Backgrounds.*** This guide for early childhood professionals working in group child care and preschools overviews the ways in which cultural differences influence young children's behaviour, communication, and learning styles. It considers the major developmental domains of language and communication, social skills, school readiness, and emergent literacy. Examples are provided of curriculum and instructional adaptations that can be used to accommodate children from diverse backgrounds. The authors are affiliated with California state University.

***Why Are All The Black Kids Sitting Together In The Cafeteria? And Other Conversations About Race.*** Beverly Daniel Tatum.

**Alberta Association for Multicultural Education-** 8308-134st  
Edmonton, Ab  
T5R 0B4  
780-483-5294 PHONE/FAX  
[nikos@telusplanet.net](mailto:nikos@telusplanet.net)

The Alberta Association for Multicultural Education is a group dedicated to assisting Albertan citizens in promoting Multicultural activities and education. AAME offers a comprehensive video resource catalogue through their website.

Titles such as: “*Us and Them: Canadian Identity and Race Relations*” & “*Under the Willow Tree- Pioneer Chinese Women in Early Canada*”

**Alberta Civil Liberties Research Centre** – University of Calgary,  
c/o Faculty of Law,  
2500 University Dr. N.W.  
Calgary  
T2N 1N4  
(403)220-2505 PHONE  
(403)284-0945 FAX  
[www.aclrc.com/publications.html](http://www.aclrc.com/publications.html)

A comprehensive collection of websites, books and other information on civil liberties and human rights organizations and issues.

**Canadian Race Relations Foundation**- 4576 Yonge Street  
Suite 701  
Toronto, Ontario  
M2N 6N4  
1-888-240-4936 PHONE (toll free)  
1-888-399-0333 FAX (toll free)  
[info@crr.ca](mailto:info@crr.ca)  
[www.crr.ca](http://www.crr.ca)

Canadian Race Relations Foundation is committed to fighting racism in Canadian Society. They offer their annotated bibliographies and video catalogues entitled *Critical Readings* in the areas of Anti-racist education and Aboriginal peoples and racism in Canada.

**Educators For Social Responsibility**- 23 Garden Street  
Cambridge, MA 02138  
[www.esrnational.org](http://www.esrnational.org)  
617-492-1764 PHONE

Materials and resources offered for early childhood educators to highschool. “*ESR’s teaching materials and programs address conflict resolution, social and emotional learning, character development and diversity education*” – Larry Dieringer, Executive Director

Resources such as: Books, C/D Roms, Teacher Resources, also available are resources for various school subjects

Titles include: “*Anti-Bias Curriculum: Tools for Empowering Young Children*” & “*Promising Practices in Teaching Social Responsibility*”

**It's Your Right: Student Guide** – Human Rights Program  
Box 25-11-5  
25 Eddystreet, 11th floor  
Gatineau, Quebec  
K1A 0M5  
(819) 994-3458 PHONE  
(819) 994-5252 FAX  
[rights-droits@pch.gc.ca](mailto:rights-droits@pch.gc.ca)

An interactive guide introducing students to their human rights, using cartoons and simulations students are encouraged to work in groups to determine what classify as human rights abuses and the proper actions that ought to be taken.

**National Film Board of Canada: Resource Catalogue-** PO Box 6100  
Station Centre-Ville  
Montreal, Quebec  
H3C 3H5  
[www.nfb.ca](http://www.nfb.ca)

A collection of NFB productions dealing with various issues such as Cultural Diversity and Aboriginal history and contemporary culture.

**New Internationalist: Gifts and Publications-** Available through **Intercultural & Community Development Resources (ICDR)**  
9938-81Ave  
Edmonton, Ab  
780-437-8013  
[icdr@compusmart.ab.ca](mailto:icdr@compusmart.ab.ca)

New Internationalist is a not-for-profit co-operative and works to promote understanding of issues of world poverty, inequality, and debate and campaign for necessary changes to these problems. New Internationalist provides “ethical gifts and publications” and educational materials to learn more about global issues.

Resources such as: Educational maps and games, C/D ROMs, posters, and various books.

**Oxfam-** Available through **Intercultural & Community Development Resources (ICDR)**

9938-81Ave  
Edmonton, Ab  
780-437-8013  
icdr@compusmart.ab.ca

Oxfam is an independent charitable organization devoted to combatting global poverty and promoting global Citizenship. It has developed the Oxfam Development Education Programme from in order to create “*an audience of young people receptive to concepts of global citizenship*”-*Oxfam website*

Resources include: Books, C/D Roms, Teacher Resources, also available are resources for various school subjects

Titles include: “*Partners in Rights-Creative activities exploring rights and Citizenship*” & “*Summing up the World- Mathematical activities with a global perspective*”

**Pacific Education Press-** Faculty of Education  
University of British Columbia  
6365 Biological Sciences Rd.  
Vancouver, B.C. V6T 1Z4  
604-822-5385 PHONE  
604-822-5385 FAX  
[cedwards@interchange.ubc.ca](mailto:cedwards@interchange.ubc.ca)  
[www.pep.educ.ubc.ca/index.html](http://www.pep.educ.ubc.ca/index.html)

Pacific Educational Press is the publishing house of the Faculty of Education at the University of British Columbia. It publishes professional resources for practicing teachers, especially in the subject area of multiculturalism and anti-racist education.

**Teaching For Change-** PO Box 73038  
Washington, DC 20056  
info@teachingforchange.org  
800-763-9131 PHONE  
202-588-7204 PHONE  
202-238-0109 FAX

- First developed by Canadian and American educators to increase resources for educators affected by the influx of Central American children during the eighties, Teaching For Change has now expanded to include issues of equity and social justice.

Resources such as: Teachers activity guides, books for different subject areas, resource guides and Videos

Some titles include- *“Because We Can Change the World: A Practical Guide to Building Cooperative, Inclusive Classroom Communities”* & *“Keepers of Life: Discovering Plants through Native American Stories and Earth Activities for Children”*