[islamophobia-is].com

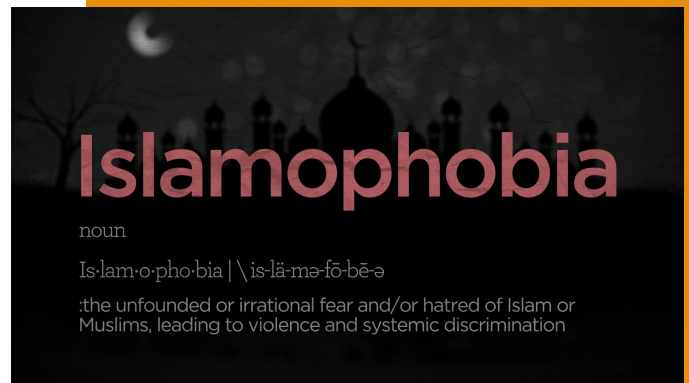# Educator's Guide

Table of Contents

Introduction

The 'Islamophobia is' video series aims to foster an understanding of, and commitment to addressing, Islamophobia in its breadth and depth, among youth and non-youth alike. This guide is designed to enhance the educational and social impact of the video series among students in grades 6-12, while also contributing to students' broader learning outcomes as outlined in the Ontario curriculum. Given the specified and sensitive nature of this topic, teachers are encouraged to rely heavily on this guide for content purposes, but are of course encouraged to adapt and select activities to suit their classroom needs and dynamics. This guide also provides reflection and follow-up activities that are appropriate for a large group viewing of the videos by students or adults.

The 'Islamophobia is' website contains a reading/viewing list, for those students and educators wishing to explore in more depth the topics addressed in the videos. Some of the activities directly reference materials from the list.

Summary of Videos

This five-part series of video shorts on Islamophobia in Canada is a unique intervention into the landscape of public education on racism.

The conversation on Islamophobia in Canada is marginalized, and what does exist has primarily focused on hate crimes and other interpersonal incidents. While hate crimes are one particularly visible manifestation of Islamophobia, they do not explain how anti-Muslim racism sustains itself nor do they capture its extent. This video series situates anti-Muslim hate crimes within the broader context of normalized Islamophobia – one that is sustained by dominant and often-unarticulated misconceptions about Islam/Muslims, is relied upon and reproduced by mainstream media, and is perpetrated by state actors and all other segments of society.

Islamophobia

noun

Is·lam·o·pho·bia | \ is-lä-mə-fō-bē-ə \

:the unfounded or irrational fear and/or hatred of Islam or Muslims, leading to violence and systemic discrimination

Using short, engaging and linguistically accessible animated videos, this series brings academic knowledge and analysis on normalized Islamophobia to mainstream audiences. Its content is appropriate for student and adult audiences, Muslim and non-Muslim audiences alike.

Each video engages a different element of normalized Islamophobia:

#1: Islamophobia is...more than hate crimes

The 2017 Quebec mosque shooting– which killed 6 Muslims and injured 19 others – was an overtly hateful and violent expression of racism that horrified the majority of Canadians. Yet, normalized Islamophobia nonetheless informed how the public, mainstream media, government bodies, and the legal system responded to the shooting. This video reflects on the continuities between explicit racism and the normalized variety, demonstrating how they emerge from a common logic and together maintain a racialized society.

Narrator: Naheed Mustafa - award-winning author, and radio/television producer
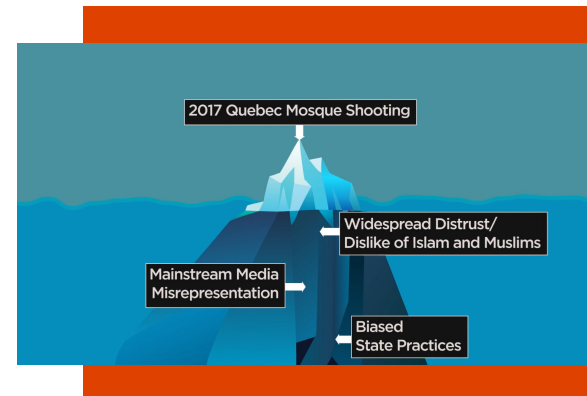
#2: Islamophobia is...perpetuated by mainstream media

We depend upon news reporting and analysis to inform us about the state of the world. And yet, studies show that mainstream media is informed by the very social biases it is tasked with reporting on. In this way, mainstream media features heavily in reproducing Islamophobia. This video explains how Islamophobic stereotypes inform the media – most dangerously, in ways that aren't easily recognizable.

"If you're not careful, the newspapers will have you hating the people who are being oppressed, and loving the people who are doing the oppressing."

– Malcolm X

Narrator: Desmond Cole - award-winning journalist, author, radio host, and activist

#3: Islamophobia is...the myth of the Muslim 'terrorist'

"*Not all Muslims are terrorists, but all terrorists are Muslim*" is a common refrain. And yet global statistics show that the vast majority of political violence is not committed by Muslims, and the vast majority of Muslims are not involved in militant activity. This video outlines the actual sources of violence in our world, and helps to explain how the myth of the Muslim 'terrorist' lives on - in spite of reality.

Narrator: Dr. Hayden King - Anishinaabe scholar, professor at Ryerson University, and Director of the Yellowhead Institute

#4: Islamophobia is...gendered

There is a widespread assumption that Islam is a uniquely patriarchal religion, and Muslims are particularly misogynistic. Paradoxically, this assumption is used to advance government policy and practice that especially harms Muslim women. This video unpacks this contradiction, otherwise known as Gendered Islamophobia.

Narrator: Noura Erakat - Legal scholar, human rights attorney, journalist, author and activist

#5: Islamophobia is...the myth of shariah takeover

'Shariah' refers to the diverse body of Islamic legal interpretation that Muslims draw on for guidance. It is also a major flashpoint in Islamophobic thinking and practice, with politicians across North America stoking fear about Muslims based on the threat of a 'shariah takeover'. Yet, many US law makers working to ban shariah can't even say what it is! This video explains the basics of shariah – beyond what is fed to us in Islamophobic discourse.

Narrator: Safiyyah Ally - Executive Producer and Host of the Television show, Let the Quran Speak
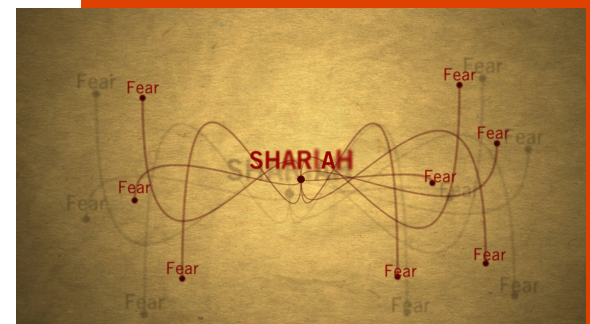
Why use the 'Islamophobia is' video series

The 'Islamophobia is...' video series will support educators in meeting a variety of learning goals among their students (Grade 6-12).

Here are some reasons to introduce the series, and the accompanying resources, into your classroom:

Accessibility and adaptability

- The videos are free to use and available online, accompanied by a reading/viewing list for those wishing to learn more on any particular topic covered.

- They are designed for maximum engagement and retention, across age spectrums. Each video is short (approximately 3 minutes), and can be viewed independently or in concert with the others, as a solo endeavour or as part of a classroom/group activity. Complicated concepts are broken down for linguistic and intellectual accessibility. Animations and voice narration contribute to multi-sensory appeal.

- The videos are captioned.

- They are ideal for both online and in-person classroom set-ups.

Advanced anti-racism learning

- The concepts introduced in these videos are not generally present in mainstream discourse on Islamophobia, and tend to be exclusive to academia. Yet, these concepts are critical for understanding and addressing racism in its breath and depth.

Positive citizenry & social skills

- Learning about racism beyond its most explicit manifestations (such as bullying and hate crimes) helps students to develop skills that will serve them in the classroom and beyond – empathy, sensitivity, nuance, critical self-awareness and self-reflection, commitment to social justice, and meaningful allyship.

Critical thinking

- This video series offers more than facts and analysis specific to Islamophobia, but an introduction to critical thinking – encouraging students to investigate beyond the surface, and adopt a more nuanced and piercing analytical lens towards all complex issues.

Other professional skills

- Through this video series, and the accompanying activities, students will additionally learn about: animation, design, video production, research, summarizing, visual metaphors, and other technological and linguistic devices used throughout the series.

Validation for Muslim/other racialized students

- In discussing Islamophobia through these videos, Muslim and other racialized students are given language and analysis to articulate their own experiences – a powerful tool for individual empowerment, and collective upliftment. Discussing Islamophobia in a mixed setting with Muslims and non-Muslims gives students the unique opportunity to share across life experience, and for all students to benefit from this synergy.

The Team

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Educators' Guide

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Website

Designer: Alessandra Hechanova

Consultant: Roozbeh Rokni

Funding

Noor Cultural Centre

Inspirit Foundation

How to use the video series, this guide, and additional resources

Materials available at islamophobia-is.com

- Five videos
- Supplementary reading and viewing list
- Educator's guide
- Email form to submit questions/comments to the production team
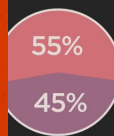
55% of Canadians still continue to believe that the problem of **Islamophobia** is being **"overblown"**.

55%
45%

Source: Angus Reid Institute

The videos can be viewed by students/educators during or outside of classroom time, as a solo activity or as part of a group. Each video can be viewed and engaged with independently, or in combination with one or more of the other videos.

The remainder of this guide includes activities to enhance the educational impact of the video series.

Each activity will specify:

- The grade level

- The video(s) this activity should be completed in relation to

- Other activities that connect to the theme

- Other readings and resources to enhance learning

- Whether this is best done as a group activity or solo activity, during class time or as homework

- Depending on the activity, some answer prompts

Curriculum connections and big ideas are listed at the bottom of the document.

Creating safety in the classroom

Learning about and discussing racism is indispensable towards addressing it – and yet, doing so can be particularly difficult for those most impacted by racism. Cultivating a supportive and honest classroom environment can help make these conversations enriching and healing for all participants.

Sample ground rules to discuss and co-create with students

Students can be given the following statements in pairs or small groups to reflect on and discuss. They can then come together to add ideas to the list as well.

Saf*er* spaces

There is no such thing as a 'safe space' – because everyone has different and even contradictory/competing needs, and the temperature of a space can change from moment to moment. Let us try instead, then, to create a *safer* one. This means everyone should commit to: constant self-reflection about our participation and whether we might be harming someone unintentionally, an openness towards learning about any damage we have caused, a willingness to apologize, and a desire to heal any damage and move forward with a better understanding of ourselves and our peers. Everyone makes mistakes – how we respond to these mistakes is what matters.

Consider your social location

The diversity of experience in our classroom is what makes it an enriching environment, but it can also contribute towards conflict and misunderstanding. Consider your identities, privileges, oppressions, and experiences and take account of the responsibilities and risks that come with that: does this conversation make me feel vulnerable, why? How can I protect myself emotionally and psychologically if I am feeling unsafe? How can I advocate for myself if someone says or does something harmful? How might my presence and my contributions be perceived as unwelcome, unfair, or

unjust? How can I learn from those who have lived experience of this reality? How can I support my peers most impacted by injustice?

Participation is many things!

Everyone learns, absorbs and communicates in different ways. Talking isn't the only way to participate and, in fact, *can't* be the only way to participate! Listening, nodding, affirming, reflecting, journaling, and connecting with peers and teachers after class are all valid and important ways of contributing to the classroom. Don't judge those whose participation looks/sounds/seems different from your own.

Make space for others

Be mindful of how much space you are taking up in conversation – am I sharing my thoughts and opinions more than others? Why might that be? What am I missing out on learning when I am talking instead of listening? Can I journal some of my thoughts instead of saying them out loud? How can I contribute to the discussion in a way that makes it fruitful for everyone?

Think before sharing

Remember that Islamophobia and racism isn't just an external force but an internal one. Our own thoughts and beliefs about the world are shaped by a racist world. Therefore, it is up to each of us to consider, before sharing with the class, how our own perspectives might be shaped by these forces: is what I am about to say grounded in truth and fairness? Might it hurt or offend someone in the class? Am I prepared to apologize and correct myself if I have made a mistake? If you are unsure, hold back, or think how to rephrase. A good rule of thumb is to speak from "I/me" statements instead of generalizations. And remember that you don't need to say everything that you are thinking – you can write it down, reflect on it, and research or speak to someone privately about it.

Be kind to one another

You and your peers are all trying to learn, and to do so while also dealing with other stresses in life. Treat each other with the compassion you would hope to be treated with – try not to interrupt one another, take time to listen and consider what others are saying, think about each others' feelings and experiences while sharing, remember that there is a lot that others can teach you, and be open to making amends when you've made a mistake.

Learning Activities

Activity #1 - Pre-viewing Brainstorming

Grade: Intermediate/Senior
Videos: Before viewing any videos
To be completed with: Activity #2 – Post-viewing Brainstorming
Other readings/resources: N/A
Ideal setting: classroom, group
Answer prompts: N/A
Activity Description:

- On a large sheets of chart paper, post the following questions and invite students to do a gallery walk, reflecting on each question silently.

  - Who are Muslims?
  - What is 'Islamophobia'?
  - Who is disadvantaged by Islamophobia?

  - Who, if anyone, benefits from Islamophobia?
  - Why should we care about Islamophobia?
  - What is an example of Islamophobia?

- Distribute stacks of post-it notes to the students; ask them to write answers to each of the questions on their post-it notes and adhere them to the chart paper. Review students' answers with the entire group.

- **Alternative:** break up the students in groups, and assign each group a single question to answer

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Activity #2 - Post-viewing Brainstorming

Grade: Intermediate/Senior
Videos: After viewing one, some, or all of the videos
To be completed with: Activity #1 – Pre-viewing Brainstorming
Other readings/resources: N/A
Ideal setting: classroom, group
Answer prompts: N/A
Activity Description:

- On a large sheet of chart paper, make the following columns:

  - Who are Muslims?
  - What is 'Islamophobia'?
  - Who is disadvantaged by Islamophobia?

  - Who, if anyone, benefits from Islamophobia?
  - Why should we care about Islamophobia?
  - What is an example of Islamophobia?

- Distribute stacks of post-it notes to the students; ask them to write answers to each of the questions on their post-it notes and adhere them to the chart paper.

- **Alternative:** break up the students in groups, and assign each group a single question to answer

- Bring out the chart paper from Activity #1 pre-viewing activity and ask students to reflect on how their understanding of Islamophobia has changed since before the activity.

Activity #3 - Pre-viewing Personal Reflection

Grade: Intermediate/Senior
Videos: Before viewing any
To be completed with: Activity #4 – Post-viewing Personal Reflection
Other readings/resources: N/A
Ideal setting: classroom or at-home, individual activity (not to be shared with classmates)
Answer prompts: N/A
Activity Description:

• Students to author a personal reflection on their understanding of Islamophobia, and their personal relationship to it, prior to viewing the videos.

> We recommend that students not share their reflections with the classroom — everyone should feel comfortable fully expressing themselves and this may cause Muslim students harm if their peers are sharing Islamophobic perspectives.

• Students may want to set up an ongoing blog or journal where they can add their reflections as they experience the different videos and activities.

• Students may choose from the following question prompts:

  ○ What is your understanding of Islamophobia?
  ○ What are some perceptions/ideas (good, bad and neutral) you have about Islam and Muslims, based on your personal experience and what you have learnt from others?
  ○ How does Islamophobia impact you, your friends, and people you know?
  ○ Do you think you participate in or are complicit in Islamophobia? Why or why not?

Political Violence
Fatalities (2001–2018)

22 Deaths

2 Deaths

Islamist   White supremacist/
                  Right Wing

Activity #4 - Post-viewing Personal Reflection

Grade: Intermediate/Senior

Videos: After viewing one, some, or all of the videos

To be completed with: Activity #3 – Pre-viewing Personal Reflection

Other readings/resources: N/A

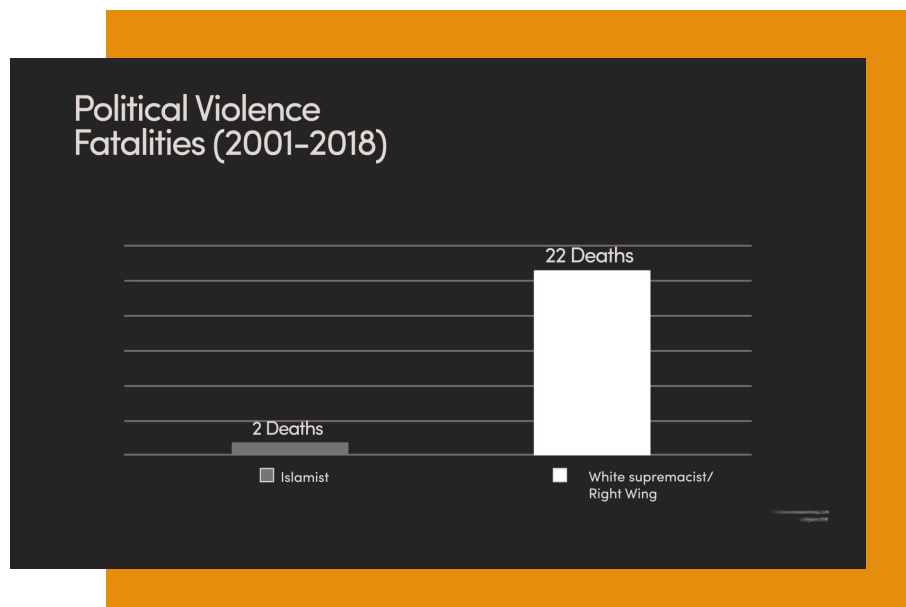**Ideal setting:** classroom or at-home, individual activity (not to be shared with classmates)

Answer prompts: N/A

Activity Description:

• Reflecting on their pre-viewing reflection, students to author a personal reflection on their understanding of Islamophobia, and their personal relationship to it.

> We recommend that students not share their reflections with the classroom — everyone should feel comfortable fully expressing themselves and this may cause Muslim students harm if their peers are sharing Islamophobic perspectives.

• Suggested prompts:

  ◦ What is your understanding of Islamophobia?

  ◦ What are some perceptions/ideas (good, bad and neutral) you have about Islam and Muslims, based on your personal experience and what you have learnt from others?

  ◦ How does Islamophobia impact you, your friends, and people you know?

  ◦ Do you think you participate in or are complicit in Islamophobia? Why or why not?
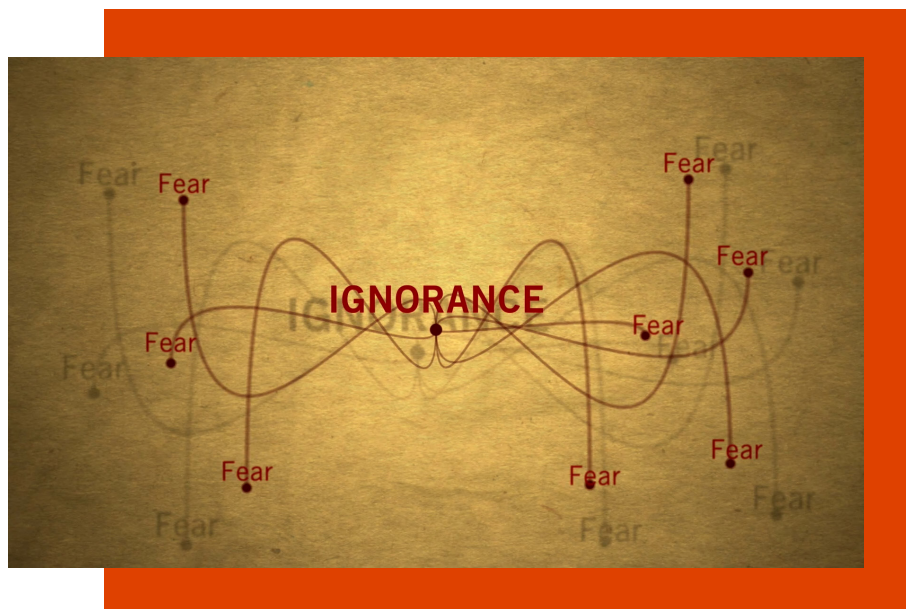
Activity #5 - Pre & post-viewing knowledge checks

Grade: Intermediate/Senior
Videos: Before and after viewing each of the videos
To be completed with: N/A
Other readings/resources: N/A
Ideal setting: classroom or at-home, individual activity
Answer prompts: N/A
Activity Description:

•   Give students a Google Doc with the following table:

	Pre-viewing	Post-viewing
White supremacy and hate crimes		
Normalized Islamophobia		
'Terrorism'		
Gendered Islamophobia		
Islamophobia in the media		
Islamophobia in the law		
'Shariah'		

•   Prior to viewing, invite students to jot down a few points in each row before watching the videos. If they don't know what the term means, or anything about it, they can skip it. After students watch the videos and re-visit this table, they may add in points in the 'post-viewing' column.

Average Prison Sentences Four Times Higher for Perpetrators Perceived to be Muslim

230 months — Average Sentence Sought — Perceived Muslim Perpetrators
76 months — Average Sentence Sought — Perceived Non-Muslim Perpetrators
211 months — Average Sentence Issued — Perceived Muslim Perpetrators
53 months — Average Sentence Issued — Perceived Non-Muslim Perpetrators

Source: Georgia State University

Activity #6 - Dissecting Metaphors

Grade: Intermediate/Senior

Videos: After viewing any/all videos

To be completed with: Activity #7 (optional)

Other readings/resources: Unlearn Posters

**Ideal setting:** classroom or at-home, individual activity

Activity Description:

• Optional: prior to the lesson, have students practice inferring ideas from images using the Unlearn Posters. Post one or more posters for students to reflect on, encouraging them to think critically and ask questions. Explain that they will be similarly inferring from the visuals in the videos to complete this activity.

• Each video in this series is organized around a central metaphor to help communicate the content. Ensure that students are familiar with what a metaphor is, giving simpler examples. Ask students to write a response to one of the videos, explaining: what the metaphor was, how it was used, and why the video producers would have chosen it to help relay the message. Then, ask students to reflect more generally on the utility of metaphors in explaining complicated concepts.

Answer Prompts:

Visual metaphors for each video

1. **'More than hate crimes': Iceberg.** The visible layer represented the Quebec mosque shooting'. The lower layers represented normalized Islamophobia – i.e. mainstream public opinion and behaviour, the media, government bodies, and the legal system. The iceberg depicted how a) what is visible above the surface is not all that exists; b) what is below the surface is in fact more substantial; c) what is below the surface makes possible that which is visible; d) addressing the phenomenon in its depth requires addressing that which is below the surface.

2. **'Perpetuated by mainstream media': Magnifying glass.** There are an infinite number of things happening in our world, and the media selects what/how to report on those things in order to give us an appropriate understanding of the state of the world. Islamophobia acts as a magnifying glass – to falsely magnify some incidents/ events over others, so that the global picture being created is skewed. The magnifying glass shows how media bias can be perpetrated even in the simple act of reporting, and in ways that aren't immediately obvious.
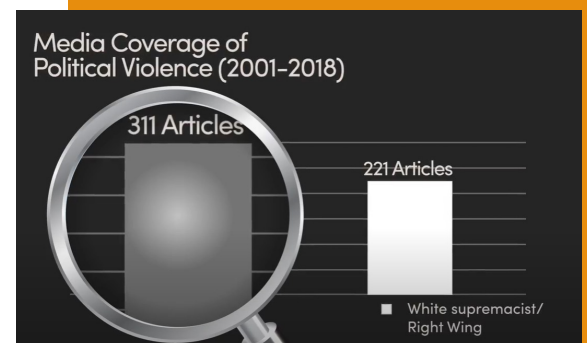
3. **'Myth of the Muslim Terrorist': Scales of justice.** This depicts how acts of Muslim violence are represented in the media and the legal system much differently than acts of violence committed by non-Muslims and the state – this 'weighs down' Muslims, so that the myth of the Muslim terrorist is constantly reaffirmed in spite of reality.

4. **'Gendered': Hand/fist.** This represents the paradox of Gendered Islamophobia – i.e. the myth that Islam/Muslims are uniquely and particularly patriarchal and misogynistic, which justifies forms of Islamophobia that particularly harm Muslim women. The 'open hand' depicts the overt concern for Muslim women, which is then transformed into a 'closed fist' once it is revealed how this concern is weaponized in order to harm Muslim women (and all Muslims).

5. **'The Myth of Shariah Takeover': Bogeyman.** This bogeyman is an ominous shadowy figure, which represents the myths about 'shariah' that capitalize off of widespread ignorance in order to foster fear. Once the myths are addressed, the bogeyman disappears and, in its stead, the dark shadow of Islamophobia appears as the real threat.
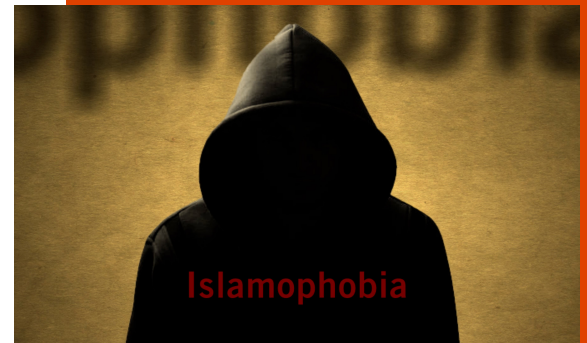
Utility of metaphors for explaining complicated concepts:
*   Learning new concepts is challenging specifically because we don't have an existing frame of reference within which to slot in our new facts and analysis.
*   Metaphors help us analogize concepts that are novel to us, to ideas that we already know about, so that they are easier for us to understand.

[islamophobia-is].com

Activity #7 - Developing Metaphors

Grade: Intermediate/Senior (8-12)

Videos: After viewing any/all of the videos

To be completed with: Activity #6 (this activity is made easier in concert with the previous)

Other readings/resources: N/A

Ideal setting: classroom or at-home, individual or paired (students may choose)

Answer prompts: N/A

Activity Description:

• Think of an important issue that you care about – (e.g.) anti-Black racism, settler-colonialism, transphobia, homophobia, environmentalism, animal rights, war, poverty etc.

• Using your learning from Activity #6 on the utility of metaphors for helping to explain complicated concepts, develop and create a PowerPoint/Google slideshow to demonstrate understanding of a metaphor that can be used to describe this issue (students may use the same metaphors from the video and connect them to their important issue): How does this metaphor relate to the issue? Why is it useful? Does the metaphor break down at a certain point?

Note for students: Be specific about your issue, and adopt a specific angle. For example, instead of selecting 'climate change', you could select: 'Mainstream complacency and ignorance about climate change'. When you're using a metaphor, you are trying to make a specific point, and so your chosen issue should be narrow enough to make that point.

Activity #8 - Islamophobia & Me Blog

Grade: Intermediate/Senior

Videos: After viewing all of the videos

To be completed with: N/A

Other readings/resources: N/A

Ideal setting: classroom or at-home, individual activity (not to be shared with classmates)

Answer prompts: N/A

Activity Description:

• Write a blog showcasing your understanding of Islamophobia after having watched the series; reflect on how it impacts you personally and how you might, despite being unaware, be complicit in perpetuating it. Include possible questions and ideas you may want to explore further after watching the series.

Quebec Mosque Shooting
–Occured in Canada
–6 Fatalities

Activity #9 - Gendered Islamophobia Media Analysis

Grade: Intermediate/Senior (9-12)

Videos: After viewing #1 'more than hate crimes'; #2 'perpetuated by media'; and #4 'gendered'

To be completed with: N/A

Other readings/resources:

- Visit the 'Gendered Islamophobia' section on the 'Islamophobia is...' reading list, including:

    ◦ [VIDEO] Debate: Banning of Face Veils (CNN)
    ◦ [VIDEO] Challenging Universalized Representations of Muslim Women (CNN)
    ◦ "'Honor Diaries': Breaking silence on violence or reinforcing stereotypes?" (Azeezah Kanji, LLM et al)
    ◦ "The news media offer slanted coverage of Muslim countries' treatment of women" (Rochelle Terman)
    ◦ "Islamophobic 'feminism' doesn't help Muslim women" (group of Canadian Muslim women)
    ◦ "The Rise of the Islamic Feminists" (Elizabeth Segran)
    ◦ UN Special Rapporteur on Violence Against Women – Report on Canada 2019
    ◦ "A Critique of 'Honor Diaries'" (Noor Cultural Centre)

Ideal setting: classroom or at-home, individual or group activity

Activity Description:

(Trigger Warning - The Honor Diaries Trailer contains violence against women, Islamophobia)

- After watching the videos, we know that a) mainstream media participates in biased representation, thus reinforcing racist stereotypes; b) gendered Islamophobia often operates as 'concern' for Muslim women but ends up harming Muslim women (and all Muslims).

- In this activity, students will watch the trailer for the film 'Honor Diaries', which claims to address the occurrence of violence against Muslim women around the world: https://www.youtube.com/watch?v=9WijI2U7dKY

- Students will then evaluate the film trailer — from the perspective of media bias and gendered Islamophobia — to investigate whether it fairly depicts reality and meaningfully addresses the incidence of violence against Muslim women.

- Here are questions to consider when watching this trailer, and all media outputs:

    1. Do the arguments presented depend upon personal anecdotes and individual stories or do they use statistics and facts?
    2. Are sources of information clearly stated?
    3. Who is responsible for producing and distributing this information?
    4. Could information be used (or manipulated) to make similar claims about groups of which I am a member?
    5. Who is the intended audience? Do they include those who are being spoken about?
    6. Are the groups being spoken about represented in the media clip? If so, does this mean that it is necessarily accurate?
    7. Are there groups representing the community in question that I can contact to seek responses to the claims made?

Group classroom iteration:
• Watch the trailer in class and lead a community circle, using the questions above as a guide for initiating discussion.

Individual iteration:
• Students should write a review about the trailer, using the media questions asked above, and the additional resources given (above). Their review should answer: does this trailer fairly depict reality, and does it help or hinder the cause of addressing violence against Muslim women? How does it affect the cause of addressing violence against women in general? If the women in the film are Muslim, does that mean they're not perpetrating Islamophobia? How can we honestly and meaningfully address violence against women, in the context of racism that seeks to portray non-White groups as particularly patriarchal?

Answer Prompts

1. **Do the arguments presented depend upon personal anecdotes and individual stories or do they use statistics and facts?** There are no statistics or facts, just individual anecdotes. This can obscure reality because, for any issue, we can find stories to back up our argument. Presenting a fair global picture, however, requires data, in order to compare it honestly to other phenomena. In the context of racism, failing to use statistics can reproduce false stereotypes that violence against women is specific to Muslims.

2. **Are sources of information clearly stated?** No, there don't seem to be dates, sources, or even information on what part of the world any one incident happened in. This ends up collapsing different events into one big phenomenon, suggesting that where/when/how any one event happened is irrelevant. There are over 1 billion Muslims across the planet living in every continent – does it make sense to examine violence against women in all Muslim communities as if they are all motivated by a singular cause, attributable to a perverse Muslim mindset?

3. **Who is responsible for producing and distributing this information?** This film is created by Clarion Project, which dedicates itself to perpetuating Islamophobia (ask students to look up critiques of this organization). As the lawyer Rabia Chaudry points out, the fact that this film is a product of the Clarion Project is reason enough to be skeptical about whether it reflects an honest concern about Muslim women, just as we would be skeptical "if … the KKK produces a film on the struggles of single Black mothers".

4. **Could information be used (or manipulated) to make similar claims about groups of which I am a member?** Imagine if we made a documentary about 'violence against Western women', and it included: global trafficking of Eastern European women, rape chants at North American universities, stiletto heels, incidences of sexual assault and murder of female students at York University, deaths of American women from liposuction, the sexual proclivities of former Italian PM Silvio Berlusconi, gang-rapes in France, banning of hijabs in Quebec, and the forced sterilization of Roma women. Would this be useful? All of these incidents could be attributed to 'Western patriarchy' but because the conditions are so different everywhere, it would seem silly to talk about 'violence against Western women' as if Romania had anything to do with Canada.

5. **Who is the intended audience?** Do they include those who are being spoken about? This movie treats all Muslim women as if they are products of the same society and context, so clearly this film isn't meant to be speaking to Muslim women about their own experiences or else it wouldn't collapse them in the way that it does. Further, the film suggests that the women in this film are the first Muslim women to address patriarchal violence, when we know that Muslim women around the world have always resisted their oppression — like women in Saudi Arabia fighting for the right to drive, Iranian women refusing to wear the mandatory head scarf, girls in Pakistan fighting for the right to attend school, Yemeni women resisting war (ask students to look some of these up). So, it seems like this film is meant primarily for non-Muslim, White and Western audiences. We have to ask — why would a film wishing to address violence against Muslim women be aimed not at Muslim women but at outsiders?

6. **Are the groups being spoken about represented in the media clip? If so, does this mean that it is necessarily accurate?** The clip — and the entire movie — is narrated by a group of mostly-Muslim women, from various backgrounds. This points to the problem with assuming that something is 'authoritative' if it comes from the community in question. The film collapses all 'Muslim women' and so, even though the women narrating this film are part of this category, they don't capture the entire breadth and depth of all Muslim women's experiences, as the film claims to do. In fact, the women seem to be reproducing the same simplified Islamophobic narratives that are common within the mainstream. There is a huge market for Muslims who reproduce Islamophobic narratives — it confirms the narratives, while also obscuring the racism undergirding them because they are coming from 'insiders'.

7. **Are there groups representing the community in question that I can contact to seek responses to the claims made?** Because the women in the video are Muslim, we feel like it must reflect reality. But racism can be perpetrated by anyone, even a member of that racialized group! Ultimately, we all have to use our research skills and logic to determine whether something seems right. If you are interested in learning more about gendered Islamophobia, look up the 'Gendered Islamophobia' section on the website reading list.

Gendered Islamophobia

noun

Gendered Islamophobia | \ˈjendərd\ is-lä-mə-fō-bē-ə

anti-Muslim racism that is rooted in gender stereotypes about Islam and Muslims

Activity #10 - Debating

Grade: Intermediate/Senior (8-12)

Videos: After viewing any/all of the videos (depending on topic)

To be completed with: N/A

Other readings/resources: visit the reading list on the 'Islamophobia is…' website

Ideal setting: classroom or at-home, individual or group activity

Answer prompts: N/A

Activity Description:

- Based on the videos, and other resources from the 'Islamophobia is…' website and independent research, students are asked to pick a 'for' or 'against' position on one of the following topics:

    ○　"Multiculturalism' is equivalent to anti-racism'

    ○　'Islamic History Month Canada' celebrations work to combat Islamophobia'

    ○　'Racism persists because of ignorance'

    ○　'Racism persists because of hate'

    ○　"Feminism' improves the lives of women and gender-non-conforming people everywhere'

    ○　'All women are allies with one another against patriarchy'

    ○　'My school is doing a good job in teaching about anti-racism and addressing it'

    ○　'The Government should limit free speech'

    ○　'White supremacists and the Far Right are the biggest threats to our societies'

    ○　'Canada is less racist than the USA'

    ○　'Diverse representations in movies and shows are important for addressing racism'

    ○　'Everyone is racist'

    ○　'Racism and poverty are separate issues'

    ○　'Racism and war are separate issues'

    ○　'If I'm not racist personally, then I'm doing my part to address racism'

    ○　'The news media is mostly fair'

Group Classroom Iteration: Debate

- Review elements of a classroom debate (e.g. stating argument, supporting ideas, rebuttal).

- Remind students about the safer space agreements that they established.

- Review guidelines for checking sources and re-iterate to students that they are not to reinforce negative stereotypes during their debate.

- Arrange students into groups of two or more students and assign each group one side of the argument.

- Invite students to debate their chosen topic.

Individual Iteration: Position Paper

- Students can select any of the topics and a position, and outline the arguments related to the topic.

Activity #11 – 'Terrorism' Media Analysis

Grade: Intermediate/Senior
Videos: After viewing #1: 'more than hate crimes'; #2: 'perpetuated by mainstream media'; #3: 'myth of the Muslim terrorist'
To be completed with: N/A
Other readings/resources:

- Visit 'Islamophobia in the Media' and 'Islamophobic Myths' sections in the reading list on the <u>'Islamophobia is..' website</u>. Particularly:

  ○ <u>"Islamophobia in Mainstream Media: 'Muslims as Terrorists'" (Noor Cultural Centre)</u>
  ○ <u>"Framing Muslims in the "War on Terror": Representations of Ideological Violence by Muslim versus Non-Muslim Perpetrators in Canadian National News Media" (Azeezah Kanji, LLM)</u>

Ideal setting: at-home, individual activity
Answer prompt: N/A
Activity Description:

- Based on the videos, we have learnt that mainstream media perpetuates Islamophobia and other biases, in subtle ways.

- Choose two articles from Category A and another two from Category B. Write an analysis comparing how the events they referred to were portrayed. It may be helpful for students to do additional background research on the incidents such as when and where they took place, the perpetrators' histories and influences, and the number of victims. In your analysis, consider:

  ○ How were they portrayed differently?
  ○ Why were they portrayed differently?
  ○ How does the differing portrayal shape public perception?

Optional: Offer students more detailed prompting questions, such as:

- Had you heard about the incidents before?

- What was depicted as the motivation or the cause of the violence for each? What other causes could there be?

- How were the different perpetrators' histories, lives, families, and communities portrayed?

- What pictures were used in the articles?

- What was the tone of the headline - shocking, scary, sad, unfeeling etc?

- Was the tone of the article relative to the impact of the violence?

- Were the incidents situated within a broader context of local and global violence? Were they considered individually or as part of a broader phenomenon?

- How did the articles make me feel about the victims?

- How did the articles make me feel about the perpetrator?

- Did the articles leave me feeling safe or scared about this happening to me or someone I love?

Category A

- 'Everybody can be radicalized': How an everyday Canadian stunned the country as a terrorist (Calgary Herald, 2015)

- From typical teen to jihadist: How Martin Couture-Rouleau became radicalized after converting to Islam (National Post, 2014)

- Aaron Driver: Troubled childhood, ISIS supporter, terror threat suspect (CBC News, 2016)

- Michael Zehaf-Bibeau followed British Islam preacher convicted of inviting support for IS (Global News, 2016)

- Salman Abedi likely part of a network, Manchester police say (CBC News, 2017)

- The Suicide Bomber Next Door (Toronto Life, 2017)

- Who is Michael Zehaf-Bibeau, the man behind the deadly Ottawa attack? (CNN, 2014)

Category B

- 'Alexandre is not a monster': Mosque shooter's parents speak publicly for 1st time (CBC News, 2018)

- Quebec mosque shooter not motivated by racism, his sentence should be reduced: lawyer (National Post, 2020)

- Justin Bourque was sleep-deprived before Moncton shooting: documents (CTV News, 2014)

- Justin Bourque apologizes for Moncton killings, calls himself 'arrogant pissant' (Toronto Star, 2013)

- 'He wasn't a terrorist': Those who knew Alek Minassian struggle to explain the Toronto van attack (Global News, 2018)

- Those who knew Gabriel Wortman stunned by news of shooting spree (Saltwire, 2020)

- 'Misfits' plotted Valentine's Day murders in Canada mall: minister (Reuters, 2015)
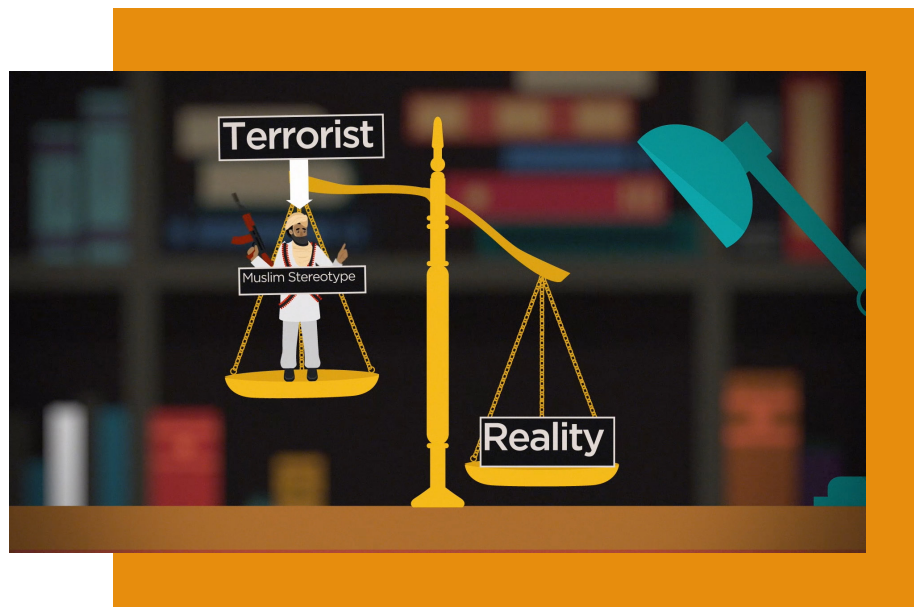
Activity #12 – Taking Action

Grade: Intermediate/Senior
Videos: After viewing any/all of the videos
To be completed with: N/A
Other readings/resources: 'Islamophobia is…' reading list; other online resources
Ideal setting: at-home, individual activity
Answer prompts: N/A
Activity Description:

• Learning about racism can often feel deflating because we've gained a better understanding of the injustice in our world and yet might not have an outlet for doing anything about it. This activity will give students the opportunity to translate their recognition of racism into meaningful action.

• Choose a current issue of racial or social injustice that you care about.

• In at least 800 words, write a summary of the issue (using current facts and statistics), why it needs changing, and how you propose to change it. Do so in one of the following formats or another format that suits the student:

   ◦ An opinion editorial for the newspaper
   ◦ A letter to your local City Councillor, Member of Provincial Parliament, or Member of Parliament (depending on the jurisdiction)
   ◦ A Letter to the Editor for the newspaper
   ◦ A YouTube vlog
   ◦ A social media campaign (including multiple platforms and how you would communicate your central message across all of them)

Tip: look up templates and examples online for the format you choose

Activity #13 – Understanding Connections & Intersections - Essay

Grade: Senior
Videos: After viewing any/all of the videos
To be completed with: N/A
Other readings/resources: 'Islamophobia is…' reading list; other online resources
Ideal setting: at-home, individual activity
Answer prompts: N/A
Activity Description:

• All forms of racism and social injustice are interconnected with one another. Using the resources from the online reading list and your own research, write an essay outlining the relationship between Islamophobia and another system of oppression, such as: settler-colonialism and anti-Indigenous racism; anti-Black racism; patriarchy and misogyny; environmental wreckage; transphobia; homophobia; poverty; militarism.

Activity #14 – Developing Allyship

Grade: Intermediate/Senior
Videos: After viewing any/all of the videos
To be completed with: N/A
Other readings/resources: online resources
Ideal setting: classroom, group activity
Answer prompts: N/A
Activity Description:

- Addressing racism and other forms of systemic injustice requires the commitment and contributions of many people – those who identify with the marginalized group, and their non-identified allies.

- 'Ally' however, is a verb not a noun – meaning that we can't just label ourselves an ally and then move on; being a helpful ally means constantly working on ourselves, reflecting, communicating, and correcting. None of us can claim to own all experiences of being affected by racism and injustice, and therefore, developing a politics of allyship is critical for all of us.

- In this activity, students will form small groups to review an Allies Guide. They can use the template provided in the Appendix to organize their review. Students will then develop their own 'Allies Guide' - a thoughtful list of 'dos' and 'don'ts' for being an ally.

- **Optional:** each group presents their guide to the class, to receive constructive feedback.

- **Questions to ask yourselves when creating this guide:**

  - What kind of support does anti-racism work require?
  - How do I make sure I'm being informed by those with most intimate experience of this issue?
  - How can I draw on the experiences and analysis of marginalized groups without asking too much energy of them?
  - How do I correct myself if I make a mistake?
  - How can I do this work without centring myself?
  - How can I set boundaries?
  - How do I deal with disagreement and conflict?

Activity #15 – Diving Deep - Essay

Grade: Senior

Videos: After viewing any/all of the videos

To be completed with: N/A

Other readings/resources: 'Islamophobia is…' reading list; other online resources

Ideal setting: at-home, individual activity

Answer prompts: N/A

Activity Description:

- This activity will ask students to delve further into understanding racism and Islamophobia - to hone their research, inquiry and analytical skills, and to advance their knowledge of anti-racism.

- Students should create a research question derived loosely from a topic introduced in the videos. Using resources from the 'Islamophobia is…' reading list, as well as their own online research, they will write an essay answering the question/ arguing their main idea.

- **Optional:** Give students these suggested prompts.

  - 'What is normalized racism?'
  - 'How do myths about Islam and Muslims sustain Islamophobia?'
  - 'What is the main threat and source of violence in our world?'
  - 'Can mainstream feminism harm women and non-binary people?'
  - 'How does Islamophobia intersect with patriarchy?'
  - 'How does Islamophobia intersect with transphobia and homophobia?'

  - 'How does Islamophobia intersect with anti-Black racism?'
  - 'How does Islamophobia intersect with settler-colonialism and anti-Indigenous racism?'
  - 'The mainstream media is more responsible for racism than right-wing media'
  - 'The government perpetuates racism'
  - 'White supremacist and Far Right groups are significant threats in Canada'

Overestimate the threat of Muslim violence

Underestimate the threats against Muslims

Activity #16 – Developing Anti-Islamophobia Materials

Grade: Intermediate/Senior
Videos: After viewing any/all of the videos
To be completed with: N/A
Other readings/resources: 'Islamophobia is…' reading list
Ideal setting: classroom, group activity
Answer prompts: N/A
Activity Description:

- Divide students into five groups, and assign one of the five videos to each group. Each group will be given a big piece of chart paper, with a statement summarizing the thesis of the video:

    - 'Normalized Islamophobia'
    - 'Islamophobia in the mainstream media'
    - 'The Islamophobic myth of the Muslim terrorist'
    - 'Gendered Islamophobia'
    - 'The Islamophobic myth of 'shariah' takeover'

Intermediate level students

- Engage in a "think, pair, share" of how each video connects to their lived experiences.

- Students can record on a flip chart paper. Students can elect one person from the group to share back to the larger group.

- **Question**: "How does the video connect to your lived experience?"

Senior level students

- Use information from the video, other readings from the 'Islamophobia is…' reading list (the sections of the reading list are demarcated to specify which area of Islamophobia is covered), and their own online research, to write down examples and analysis summarizing and proving each of the statements.

- Students will re-gather in the larger classroom, and share their answers. The other students can provide feedback to their classmates.

Both intermediate and senior students: create an infographic/meme

- In their same groups, students will then be tasked with creating an infographic or meme out of their chart papers. Infographics or memes are posters, designed via computer program, that help to organize information in a way that is easy to understand and appealing to ingest. They are useful materials within anti-racism education.

Tip: ask an outside friend, family member or teacher to review your infographic; running it by someone who is not familiar with the material will help you assess whether your points are made clearly.

Activity #17 – Scenarios

Grade: Intermediate/Senior
Videos: After all of the videos
To be completed with: N/A
Other readings/resources: online research
Ideal setting: classroom, group activity

Activity Description:

• Students should be distributed into groups and given one of the scenario questions to discuss, along with chart paper for them to jot down points. They will then present their scenario and their commentary to the larger classroom, for further discussion and feedback.

Journal Reflection

• After the classroom discussion, give each group the answer prompt (below) that connects to their scenario and invite each student to write a short journal reflection on what they have learned through the process of exploring the scenarios.

Scenarios

• Scenario A) A non-Muslim/ non-Iranian friend of yours recently watched a documentary about the oppression of Muslim women in Iran. They are passionate about women's rights, and want to organize a campaign to discuss this issue in your school. Given what you know about Gendered Islamophobia, what do you suggest they do?

• Scenario B) A group of your friends – Muslim and non-Muslim – became very concerned about Islamophobia after the 2017 Quebec mosque shooting, and were deeply moved to address it by running an awareness campaign in your school. They were discussing the idea of making promotional posters featuring Muslim students holding signs such as "I am proud to be Canadian" and "Go back to where I came from? I'm from Toronto". Given what you know about settler-colonialism and anti-Indigenous racism, what do you think about this strategy? What other ways could they run an anti-Islamophobia campaign in school?

• Scenario C) A non-Muslim friend of yours is explaining that Islamophobia isn't a huge problem because, since the 2017 Quebec mosque shooting, there hasn't been another Islamophobic incident that took lives, and hate crimes against Muslims in this country aren't very high. Given what you know about normalized Islamophobia, how do you respond?

• Scenario D) You are part of the committee organizing Islamic Heritage Month activities for your school. A student approaches your committee and asks that, at one of your events, you hand out flyers for an upcoming anti-war protest. The committee is split on whether to do this – with one side saying you shouldn't hand out flyers because it will confuse and distract from the issue of Islamophobia. You are the deciding vote. Given what you know about normalized Islamophobia, what way do you decide and why?

• Scenario E) It is May 2017 and you and your peers are planning an event to discuss the historical contributions of Muslims to math and science (https://www.voices360.com/community-development/islams-historical-contribution-to-maths-and-science-19040610). You are keen to do this, as it is only several months after the horrific Islamophobic attack against a mosque in Quebec. Amid your planning comes news of a terrible attack at the Manchester Arena in England, in which a Muslim-identified person detonated a bomb following a pop concert, killing 23 and injuring 139. Someone approaches your group and asks that you postpone or cancel the event, given that it might be triggering or offensive to those who are grieving. Do you agree? How do you respond?

Answer Prompts

Scenario A

- Muslim women in Iran face many challenges.

- However, patriarchy is a global force and women around the world, regardless of their religious identification, are subject to it. In Canada for example, women are made vulnerable to interpersonal violence, job discrimination, lower wages, lack of political representation, and institutional violence (e.g. lack of prosecution in rape cases). A woman is killed every 2.5 days in this country. These realities are worsened for women who are Indigenous, Black, and otherwise racialized, since women from these communities tend to receive worse treatment within state institutions. In the context of Gendered Islamophobia, Western media and mainstream discourse prefer to focus on the violence of Muslim women at the hands of their communities. This both contributes to the belief that Islam and Muslims are 'barbaric', and undermines the reality of patriarchy in Canada. This harms Muslim and non-Muslim women, and all Muslims.

- Therefore, one has to be cautious when discussing the issue of violence against women in Muslim communities and Muslim-majority countries.

- How can your friend contribute to addressing this issue without participating in the very phenomenon she is seeking to counter? Some questions:

  ○ What other groups are already doing this work? How can I help them? Do I need to start my own campaign? Are they working with women who are directly impacted by this issue?

  ○ Do I know enough about this issue to speak authoritatively on it? If I don't live in that context, can I ever know enough to speak authoritatively on it? How can I learn more?

  ○ Would my contribution to the discussion actually benefit the women I am expressing concern for?

  ○ Given my concern with patriarchy, how can I address it within the community of which I am a part instead of delving into communities of which I'm not a part?

  ○ Do I know women from this community? How do they feel about it and what I am proposing to do ? How do I honour their lived experience in the work I'm doing?

  ○ How can I integrate an awareness of the broader context of this issue into my work – i.e. the forces of racism, global imperialism, Islamophobia, and patriarchy? For example, how has Western intervention in Iran over the years led to this situation?

Scenario B

- It is tempting to respond to Islamophobia by trying to present Muslims as 'just like everyone else'. However, Muslims and non-Muslims advocating against Islamophobia in Canada also have a duty to be conscious of other systems of oppression and racism – to not reproduce them, and to actively work against them. In this case, by asserting our 'Canadianness', we are tethering Muslim acceptability to the Canadian state – which was founded on and sustains itself on violence against Indigenous people, and the ongoing denial of their sovereignty. We are also asserting our 'ownership' over this land, in a way that erases historical and ongoing Indigenous presence.

- After Donald Trump introduced the Muslim Ban in the US, Indigenous activists joined with Muslims on the street to rally: "No Muslim Ban on Stolen Land". In this way, Indigenous people advocated against Islamophobia from an anti-colonial perspective. They acted as allies, in ways that didn't also reproduce settler narratives and Islamophobia.

Scenario C

- Normalized Islamophobia refers to the reality of anti-Muslim racism beyond acts of interpersonal violence.

- We can't measure Islamophobia just based on acts of violence because:

  ○ only about 1/3 of hate crimes are reported to the police. This is because many people do not feel safe going to the police.

  ○ Islamophobia is present beyond hate crimes: e.g. a majority of Canadians hold negative views of Islam and Muslims; the media statistically over-reports on acts of violence committed by Muslims and under-reports on acts of violence committed against Muslims; only one non-Muslim has been convicted of terrorism – the Quebec mosque shooter wasn't charged with terrorism for example, while Muslims have been charged with terrorism even without hurting a single person; Muslims are targeted through no-fly lists, governmental surveillance, security certificates, counter-radicalization programs, and peace bonds; there are Islamophobic laws such as bans on the hijab/niqab, and the Zero Tolerance for Barbaric Cultural Practices Act; governments are complicit in deporting Muslims to torture, and participating in war; governmental institutions like the Canada Revenue Agency have targeted Muslim charities while non-Muslim charities are not scrutinized.

- For more explanation :

  ○ "Islamophobia in Canada" (Azeezah Kanji, LLM, et al)

  ○ "Islamophobia continues to fester in wake of Quebec City mosque shooting" (Dr. Monia Mazigh)

  ○ "Hate, by any other name" (Khadijah Kanji)

Scenario D

- Often, we think of Islamophobia and other forms of racism as interpersonal hate. But the more significant forms of Islamophobia aren't perpetrated illegally or at the personal level, but at the state level and *through* the law, rather than *against* it.

- War is an issue of state-perpetrated racism and Islamophobia. The racialized representation of Muslims as 'terrorists' has helped to justify an ongoing War on Terror that has killed millions of Muslims around the world.

- The racialized representation of Muslims as 'terrorists' not only justifies war but harms all Muslims, including those in Canada who aren't directly impacted by war. For example, the myth of Muslim 'terrorism' is what inspired the Quebec mosque shooter. And while the Quebec mosque shooter wasn't even charged with 'terrorism', Muslims have been convicted of terrorism without having even killed a single person (e.g. Rehab Dughmosh).

- Combatting Islamophobia means having an international approach to understanding its impacts. Therefore, it is in the interest of the event organizers to promote a rally against war.

Scenario E

• If anything, this event is more important now than ever, as the very suggestion that the event be cancelled is a function of Islamophobia!

• Islamophobia functions to hold all Muslims collectively responsible for the actions of one or a few. This is why Muslims are expected to issue apology statements whenever there is an act of 'terrorism' by a Muslim, and yet White people are not asked to do the same when the more significant incidents of White supremacist violence occur.

• After the Quebec mosque shooting, was there ever the suggestion that we should postpone celebrations of French, Franco or Quebec cultures? Of course not! Because the shooter was seen rightfully as an individual and not a representative of his community. Muslims in Canada and around the world have nothing to do with the actions of a single Muslim in Manchester.

• But what about the fact that the attacker called himself Muslim and said he was doing it for Islam? People say all kinds of things! White supremacists actively identify with Whiteness and White culture, and yet they don't impugn all White people; governments wage war in the name of 'democracy', but that doesn't impugn the concept of democracy.

• Some students might feel genuinely triggered by the event – but this is because of Islamophobia. Instead of capitulating to Islamophobia, however, we should address it. For example, the committee might decide – in consultation with Muslim students and teachers – whether to dedicate some of the event to answering questions about Islamophobia.

Fatal Violence in Europe
2008–2017

47 925 Fatalities

251 Fatalities

Muslim   Homocide

Source: Eurostat

Activity #18 – 'Normalized' Injustice

Grade: Intermediate/Senior
Videos: After watching #1: 'more than hate crimes' ; other videos
To be completed with: N/A
Other readings/resources:

•   "Hate, by any other name" (Khadijah Kanji);

•   'Islamophobia is..' reading list

•   other online research

Ideal setting: classroom or at-home, individual activity
Answer prompts: N/A
Activity Description:

•   As we learnt from the video, Islamophobia comprises more than the Quebec mosque shooting and hate crimes against Muslims. Rather, those acts of violence are made possible by the normalized dislike and distrust of Muslims/Islam, which informs all sectors of society (the mainstream public, media, state bodies, public institutions, government). This is known as Normalized Islamophobia.

•   Using the Flipgrid website, create a video blog (vlog) responding to the idea of normalized injustice.

   a)   How does it manifest in everyday life?
   b)   What ideas and logic upholds it?
   c)   How does the normalized injustice differ from the outward examples of that injustice that are easier to see (acts of violence, hate speech etc.)
   d)   What is the relationship between explicit violence and normalized injustice?

Optional – provide students an example:

•   **Transphobia**: explicit transphobia manifests in people intentionally misgendering trans and non-binary people, hate crimes against trans and non-binary people, and 'bathroom bills' that seek to enforce who can enter a particular gendered washroom.

•   Normalized transphobia is the fact that our society is entirely organized around the assumption of binary gender, and the notion that we should be gendered at birth.

•   For example, 'gender reveal' baby parties only have two options (boy or girl), and generally colour-code those options (blue for boy and pink for girl). This reaffirms the idea that there are only two gender options, the gender we were assigned to at birth is the one that we will remain identified with, and that gender is important for determining how we will live our lives.

•   While 'gender reveal' parties are done in the spirit of celebration, and are not intentionally problematic or hateful, they nonetheless refer to the same transphobic logic that those who pilot 'bathroom bills' do.

Activity #19 – Group Debrief Discussion

Grade: Intermediate/Senior
Videos: After watching all of the videos
To be completed with: N/A
Other readings/resources: N/A
Ideal setting: classroom, group activity
Answer prompts: N/A
Activity Description:

- After watching the videos in class, form a discussion circle with all students. Consider going over the 'creating safety in the classroom' guidelines in this manual with students.

- Initiate a group discussion on Islamophobia, asking students to share what they have learned about Islamophobia, racism, and injustice. Students should share how they feel, and how they feel motivated to respond to Islamophobia, given their heightened awareness.

- Some guiding statements (select the ones that work best with your class level):

  a) Islamophobia is normalised.
  b) Islam, anti-Black racism, anti-Indigenous racism, and other forms of injustice persist, even though we know they are wrong.
  c) Gendered Islamophobia intersects with patriarchy, to particularly disadvantage Muslim women but also Muslim men.
  d) We perpetuate racism unintentionally.
  e) It's everyone's responsibility to address Islamophobia.
  f) Mainstream media is responsible for perpetuating racism.
  g) If we elected a different political party into government, racism could end.
  h) Far right White supremacist groups are primarily responsible for the perpetuation of racism.

Alternative: Begin this activity with a dotmocracy activity. **Dotmocracy** requires teachers to write each guiding statement on a large piece of paper, and place them around the room. Students are given an allotted number of dot stickers, which they can use to 'vote' on the statements that reflected their thinking while watching the videos.

Based on their votes, students will gather in groups to discuss a statement with peers. They can then reconvene in the larger group to share the main points of their conversation.

Activity #20 – Developing Anti-Racism Materials

Grade: Intermediate/Senior

Videos: After watching one or more of the videos

To be completed with: N/A

Other readings/resources: N/A

Ideal setting: classroom or at-home, group activity

Answer prompts: N/A

Activity Description:

- As a class, students will be asked to brainstorm about what makes an impactful anti-racism educational video (using the 'Islamophobia is..' videos as an example/launching point). Consider: length, animation style, design effects, colour scheme, language etc.

- In smaller groups, students will then be tasked with using <u>Powtoon</u> or another free computer program, to write and create their own short educational video on an issue of racism or social injustice.

Tips: Students should consider what the overall thesis of their video is, similar to how they would do when writing an essay. What point are they trying to make, what examples and analysis help to make that point, and how can they communicate that within a short video using both words and pictures?

Activity #21 – Confronting Islamophobic Myths in Creative Ways

Grade: Intermediate/Senior

Videos: After watching all of the videos

To be completed with: N/A

Other readings/resources: The 'Challenging Islamophobic Myths' section of the <u>'Islamophobia is..' reading list</u>

Ideal setting: at-home, individual activity

Answer prompts: N/A

Activity Description:

- As we have learnt from the videos, Islamophobia is sustained by myths –beliefs about Muslims (e.g. "Muslims are 'terrorists'") that aren't actually accurate or fair, but that are so deeply embedded in our society that we often accept them as truths.

- Choose one of these myths and dissect it through a medium of your choice i.e. essay, vlog, slam poetry, visual art, photography, music lyrics, etc.

- Some possible areas to address in your product:

  ○ What is the myth?
  ○ How does the myth show up in media, everyday conversation, and government narratives/activities?
  ○ Is this myth something that I also accepted as truth? How and why?
  ○ What is evidence to counter this myth?
  ○ How is the myth sustained, despite reality?
  ○ How can I address this myth among family, friends, and in the broader public?

Myths:

- "Muslims are 'terrorists'"

- "Islam/Muslims are uniquely and particularly patriarchal and misogynistic"

- "Islam/Muslims are uniquely and particularly transphobic and homophobic"

- "'Shariah' is a threat to Canadian legal systems"

Activity #22 – Engaging with Academic Thought

Grade: Senior

Videos: After watching all of the videos

To be completed with: N/A

Other readings/resources: 'Islamophobia is..' reading list

Ideal setting: classroom and at-home, group activity

Answer prompts: N/A

Activity Description:

- A lot of very important anti-racism research and ideas are created or honed by academics. However, academic journals and articles can often be difficult to understand and inaccessible.

- In this activity, students will gather in groups to engage with a piece of academic writing on anti-racism. They will all read their assigned article and then, together, develop a presentation that they will share with the class.

- Some areas to include in the presentation:

  ○ Who are the authors and what is the knowledge/experience that would have informed their writing?

  ○ If you found some of the article difficult to understand, what did you do?

  ○ What are the main points of the article? Are there examples you can provide for each?

  ○ Do any points in the article resonate with your own experience?

  ○ How can the information and analysis in the article inform your own understanding of anti-racism? How can it inform your allyship in anti-racism?

  ○ Is there an event in the news you can analyze differently given the information in the article?

  ○ Is there anything missing from the article?

  ○ Would you recommend this article to a family member or friend who subscribes to some racist notions? Why or why not?

- **Article options:**

    ◦ "Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism" (Prof. Mahmood Mamdani)

    ◦ "Framing Muslims in the "War on Terror": Representations of Ideological Violence by Muslim versus Non-Muslim Perpetrators in Canadian National News Media" (Azeezah Kanji, LLM)

    ◦ "Posthumous Rescue: The Shafia Young Women as Worthy Victims" (Prof. Yasmin Jiwani)

    ◦ "Reel Bad Arabs: How Hollywood Vilifies a People" (Prof Jack Shaheen)

    ◦ "Arabs and Muslims in the Media after 9/11: Representational Strategies for a "Postrace" Era" (Evelyn Alsultany)

    ◦ "Beyond Subordination vs. Resistance: An Intersectional Approach to the Agency of Veiled Muslim Women" (Prof. Sirma Bilge)

    ◦ "The Myth of Radicalization" (Prof. Arun Kundnani)

    ◦ "Imperialist feminism" (Prof. Deepa Kumar)

    ◦ "White wars: Western feminisms and the 'War on Terror" (Prof. Sunera Thobani)

    ◦ "Monster, Terrorist, Fag: The War on Terrorism & The Production of Docile Patriots" (Prof. Jasbir Puar & Prof. Amit Rai)

    ◦ "Black Religion, the Security State, and the Racialization of Islam" (Prof. Sylvester Johnson)

    ◦ "Decolonizing Antiracism" (Prof. Bonita Lawrence & Prof. Enakshi Dua)

    ◦ "Race, Surveillance, and Empire" (Prof. Arun Kundnani & Prof. Deepa Kumar)

Activity #23 – Plan an Anti-Islamophobia Event

Grade: Intermediate/Senior

Videos: After watching all of the videos

To be completed with: N/A

Other readings/resources: 'Islamophobia is..' reading list

Ideal setting: classroom, group activity

Answer prompts: N/A

Activity Description:

- As a classroom, students are asked to plan, organize, and promote an educational event on an issue of Islamophobia within their school.

- Factors to consider when planning :

    ◦ Who is our target audience?

    ◦ What are some areas of Islamophobia that would be relevant to them?

    ◦ What information do I want to relay?

    ◦ How do I make the event engaging – i.e. use of videos, art, poetry?

    ◦ Who do I need to contact/form a connection with for the event? Do I need guest speakers?

    ◦ How do I promote the event so it appeals to my target audience?

- Note: students can reach out to the video production team, who may be available for their event (info@islamophobia-is.com)

Curriculum Connections & Big Ideas

Grade 6-8

Social Studies

Grade 6
Big Idea: Different groups may experience the same development or event in different ways.

Grade 7
Big Idea: Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.

Grade 8
Big Idea: Social changes have had a lasting impact on Canada.

Media Literacy

Grade 6
Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Grade 7
Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning .

Grade 8
Demonstrate an understanding of a variety of media texts.

Secondary School

Grade 9

Subject: Geography CGC1D

Curriculum connection: Changing Populations

D1. Population Issues: analyse selected national and global population issues and their implications for Canada (FOCUS ON: Interrelationships; Patterns and Trends)

D2. Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (FOCUS ON: Spatial Significance; Geographic Perspective)

D3. Demographic Patterns and Trends: analyse patterns of population settlement and various demographic characteristics of the Canadian population (FOCUS ON: Spatial Significance; Patterns and Trends)

Grade 10

Subject: History CHC2D

Curriculum connection: Canada, 1982 to the Present

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada (FOCUS ON: Historical Significance; Continuity and Change)

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Grade 10

Subject: Civics (politics) CHV20

Curriculum connection: Civic Engagement and Action

C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change)

C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (FOCUS ON: Political Significance; Political Perspective)

C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (FOCUS ON: Political Significance; Objectives and Results)

Grade 11

Subject: Equity, Diversity, and Social Justice, HSE3E

Curriculum connection: Foundations, Equity, Social Justice, and Change

B3. Social Awareness and Individual Action: demonstrate an understanding of the impact individual action can have on equity, social justice, and environmental issues, and of how the media can create awareness of these issues.

C1. Ethnocultural Diversity in Canada: describe challenges faced by various racial, cultural, and national communities in Canada and the contributions these communities have made to this country;

C2. Equity and Social Justice in Canada: demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues;

C3. Social Activism: demonstrate an understanding of how social activism can be used to support equity and social justice objectives.

D2. Human Rights, Equity, and Antidiscrimination: demonstrate an understanding of their rights and responsibilities relating to equity and human rights, and of how to appropriately address situations involving discrimination, harassment, and the denial of rights;

Grade 12

Subject: Challenge and Change in Society, HSB4U

Curriculum connection: Global Social Challenges

D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities;

D2. Globalization: assess the impact of globalization on individuals and groups;

D3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.

Grade 11

Subject: World Religions and Belief Traditions: Perspectives, Issues, and Challenges, HRT3M

Curriculum connection: Social and Cultural Contexts

F1. Cultural Contexts: identify and analyse ways in which various religions and belief traditions are embodied in cultural forms;

F2. Social Contexts: analyse the interaction between society and various religions and belief traditions; F3. Social Challenges: demonstrate an understanding of the challenges that adherents of various religions and belief systems experience in society;

F4. Religion, Civil Society, and Popular Culture: describe and analyse ways in which various religions and belief traditions are interpreted and adapted within civil society and popular culture.

Grade 12

Subject: Equity and Social Justice: From Theory to Practice, HSE4M

Curriculum connection: Understanding social construction, addressing equity and social justice issues

B2. Power Relations: analyse, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;

B3. Media and Popular Culture: assess the impact of media and popular culture on equity and social justice issues.

C1. Historical and Contemporary Issues: analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;

Grade 12

Subject: World Cultures, HSC4M

Curriculum connection: Critical cultural issues

D1. Power Relations: demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures;

D2. Policies and Issues: demonstrate an understanding of past and present policies and issues affecting cultural diversity in Canada, and compare approaches to such policy in Canada with those in other countries;

D3. Social Action and Personal Engagement: design, implement, and evaluate an initiative to address an issue related to cultural groups or promoting cultural diversity.

Additional Resources

Large Group Presentation Activity Ideas

a) **Turn and Talk** - after watching a video(s) invite audience members to turn and talk about 1 key message that resonated with them during the video(s). If time allows, you can invite a few people to share with the larger group.

b) **Jamboard comments** - invite participants to download the jamboard app on their phone and give out the link/ code before the event. After viewing the videos invite participants to write their reflections on a sticky note and post it to the jamboard.

c) **Four corners** - Present students with a statement and ask them to take a stance (i.e. Agree, Disagree, Strongly Agree, Strongly Disagree).   Place a card labelling each corner with the four options. Students then go to the corner they most identify with and engage in discussion with peers as to why they chose that particular corner.

Appendix - Allyship Guide Review for Activity #14

What we liked:	What we did not like:
How would a student ally guide look different?	**What you would include in your student ally guide:**
How would you design it?	**What creative ways could you share it with other students?**