



2008-2020/2021

Examples of past Regional Social Justice Conferences (titles are linked to articles)

Date	Region	Title of Project	Description
January 2021	Fort St. John Caribou- Chilcotin Teachers' Association	SD 60 Social Justice Folders	Our Social Justice Committee would like to create lessons and resources for TeachBC so that our teachers in our districts will be able to access Social Justice resources and lessons for specific content areas. This project will allow teachers to more easily incorporate Social Justice into their lessons.
January 2021	Williams Lake	Social-Emotional Food Program	<p>I want to submit a request for a food grant for my Grade 1 classroom, with 22 students.</p> <p>Williams Lake, Interior BC, has had sequential years of traumatic events that have taken a toll on students' emotional, social well-being. In the last few years, Williams Lake, has gone through fire evacuations, massive loss of job security, and now the battle of the Coronavirus, which has an emotional impact on many families. Maslow's Hierarchy of Needs describes how children's physiological needs must be met before they are ready to learn and focus on school work. Implementing a Social-Emotional Food Program will be one way to address mental health's physiological needs by incorporating food literacy.</p> <p>In the Grade 1 classroom, I am witnessing a high level of children with anxiety symptoms. Mitigating these traumatic concerns of the students would positively enhance their development by focusing on a sense of community and mental well-being through food comfort. The Social-Emotional Food Program would focus on cooking classes with five groups of students, allowing for the whole class to participate each day, feeding and nourishing the children each day of the week. The 'Paderno Power Blenders' is more than just a blender; it can provide opportunities to make 'homemade hot soup in 8 minutes' or smoothies in just a couple of minutes. The program would offer smoothies, hot soups, and also food platters.</p> <p>Cataline Elementary has a fenced garden with boxes ready to use. In the spring the program would extend to the school garden and nurture their well-being with the connectedness of growing food, gardening as a place, cooking and food choices.</p> <p>The Social-Emotional Food Program would give place-based learning opportunities to teach multiculturalism and understand the nutritional needs and benefits of a healthy body while preparing students' bodies for a day of learning. Children will</p>

			also have a chance to connect with the environment and learn about food responsibilities.
January 2021	Victoria Sooke Teachers' Association	Equity, Environment and Aboriginal Education: Nurturing a love for our Land and Learning	The vision for this project is to build upon and create an inclusive, equitable, outdoor learning space and culture at Colwood Elementary School. With the involvement of staff, students, parents, indigenous elders/role models and community, we wish to create an outdoor learning space that is welcoming, inclusive and innovative. The presence of this space and the pedagogy behind it is to nurture within our students and greater community a sense of environmental stewardship and with a lens of equity to ensure that all peoples and cultures have a place within our school community. As such, the outdoor learning space will be connected to our physical indoor school with a SOGI-inspired rainbow crosswalk to signify all peoples are welcome, and will contain a Coast-Salish inspired learning board/mural that will provide community education about local ecology, Sencoten language, and educational information about the indigenous cultures from this area. Colwood School is a special place as it is located adjacent to a protected coastal rainforest and neighbors Royal Roads University. The creation of our vision will enhance the 'forest school' culture that we are developing and will complement our outdoor education and aboriginal education principles and practices.
January 2021	Squamish SEPF	Communicating Science using the UN Goals for Sustainable Development	<p>Through a geo-inquiry process, students will choose a local problem tied into the UN goals for sustainable development. They goal is to communicate around the issue and offer solutions or advocate for change. They will ask as question, collect information, visualize data, create a presentation and act on their suggestions.</p> <p>This grant would be for the collecting, visualizing, and creating parts of the project. Students will use photography, videography, and podcasts to share their learning and to communicate their findings through local and social media.</p> <p>Students are currently being mentored by National Geographic Explorer, photojournalist Alec Jacobson. He meets with us about once a month to help guide students in their projects and to help them communicate their stories. As a teacher, I am also learning so much about communicating science in different and meaningful ways.</p>
January 2021	Gabriola Nanaimo District Teachers' Association	Compassionate Communication at Gabriola Elementary	This project is focused on helping all the classroom teachers at Gabriela Elementary School build their capacities and skills with Compassionate Communication. Compassionate Communication, or Nonviolent Communication (NVC), is a way to help people of all ages understand themselves and each other and develop skills to resolve and learn from conflicts peacefully. NVC (https://www.cnvc.org/) was developed by Dr.

			<p>Marshall Rosenberg in the 1980s and is used around the world by people in many situations, including workplaces, schools, prisons, and in peace-building initiatives and personal relationships. Through the Compassionate Communication Lens, we see blame, judgement, and reactivity as learned habits that can be changed, replacing these habits with empathy, deep listening, and an ethic of care. Over the last three years, teachers and students in the school have been introduced to NVC. Our aim this year, in response to the limitations of COVID, is to immerse the teachers in a series of online workshops facilitated by certified NVC trainer Myriam Verzat. The teachers will transfer this learning to their classrooms, and the ongoing workshops will allow for collaborative learning, feedback, and adaptation.</p>
<p>January 2021</p>	<p>Kyuquot Elementary Secondary School Vancouver Island West Teachers' Association</p>	<p>Voices of Success</p>	<p>At Kyuquot Elementary Secondary School we are experiencing an academic 'crisis'. Our students are testing well below provincial grade expectations, and the graduation rate and post-secondary attendance is the lowest in the province. As a staff team we have been working hard to identify what may be some causes and solutions to our situation. Two of most importance aspects we have identified are; lack of guardian and community involvement in the school community and their child's education, as well as a lack of motivation or perceived helplessness among the student population. Though it is difficult during a pandemic, we have been encouraging guardian and community involvement through communication of what we have been doing in each class and grade level, as well as planning for future involvement through art projects that explore individual and cultural identities through an Indigenous lens. To mitigate the issue of motivation and perceived helplessness, we are planning a cross-curricular inquiry project that will explore previous success stories, Career Education, Mathematics and Accounting, Language Arts, and examine multiple routes to each student's vision of success. To complete the unit and tie together our learning, we hope to bring in an indigenous speaker to offer a real-life example of how success can be each students' story. With permission the speaker will be video recorded in order to share with family members and the community in a Covid-safe way.</p>
<p>January 2021</p>	<p>Surrey Teachers' Association</p>	<p>Mustang Justice in Solidarity</p>	<p>The aim is to have students from Grade 8-12 engage in a variety of community solidarity work based on principles of anti-oppression. From designing programs that other schools and external organizations can use, to holding (COVID-safe) events to strengthen our own school community (to include but not limited to collaborations with our Black Student Union as well as our ScienceWeCare food security initiatives), we hope to provide anti-oppression opportunities for students in a wide breadth of areas.</p>

January 2021	Surrey Teachers' Association	Social Justice Anthology	The Social Justice Anthology will be a collection of work that is created by students for students, teachers and all members of the community. It will be used as a resource for teachers and future students. The Social Justice Committee at Panorama Ridge will collect content throughout the year and work to design a book to be printed and bound. After the book is printed and bound, copies will be distributed to students, teachers and member of the community. Teachers and students on the Social Justice committee will collaborate to develop lesson plans to go along side the anthology for other teachers to use in their classrooms. This will provide a unique opportunity for students to access a text in their classroom written by someone like them (age/gender/race/ect.). The anthology will not only contain written work, but also, statistics, graphs, art, photography, images of sculptures and other works. This is a cross-curricular project in which, students will be able to contribute work in numerous ways. This project will help our community to unlearn the prejudices and ingrained systems that allow for racism to continue. We hope the voices of our students will engage and motivate our community to create real and impactful change.
February 2021	Vernon	Discovering our Place/Land with Reggio Emilia Inspiration	
February 2021	Saanichton	The Art of Hope and Healing	

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