



2018-2019

Examples of past projects funded by Ed May Social Responsibility Grants

Date	Region	Title of Project	Description
December 2018	Vancouver Metro West	Sexual and Gender Identity and the Curriculum	<p>Through my time teaching, I've found that much of my colleagues' teaching practice as a whole does little to sustain and integrate the curriculum and policies surrounding sexual and gender identity. As a marginalized person with many intersections of identity (queer, non-binary, Chinese), I'm often seeing identity addressed as one-off conversations rather than ongoing discussions. Ongoing inclusion is so important--myself and other queer people do not exist for just a day when people remember! It's so important to queer youth and those who might later identify as queer to hear that queerness is normal and all around us, and that we have a safe and accepting space to come out into at schools. It is very important that this is done through a lens of intersectionality, as all students have more than one identity, and the way their identities interplay is important to acknowledge.</p> <p>After having Out in Schools visit our school, I see potential to further develop the strength of our teachers' and students' ability to be inclusive. While having their presentation was amazing, I found that many of my colleagues were fielding questions they themselves were unprepared to answer. Luckily, we are a collaborative team and I've been able to help answer some questions or offer advice they can use to inform their practice, but we all see a great need for teachers to be informed and educated so they can follow up in their practice accordingly. So much of our lack of information comes from the fear of getting it wrong. If our colleagues are informed, then we can put that fear to rest and become more successful teachers.</p> <p>I've spoken to Out in Schools about ways we could collaborate to 1. Make their presentations in schools more impactful and have lasting results, and 2. How to prepare teachers and students with and without the participation of Out in Schools, to better learn to model inclusive language and inform teachers to help ease their fears and misunderstandings.</p>

December 2018	Revelstoke Okanagan	Classroom Privilege Game	<p>Through collaboration with local stakeholders, I would develop relevant questions for a game where students would receive a character card that contains a profile of a child including a picture and information about their lives. The teacher would read out a series of questions and students would move their character forward and backward on their desk depending on the answers. It would become very clear that some kids, by no fault of their own are running a longer, more arduous "race" in the game of life. The activity would illicit great conversation afterwards and all students would develop wisdom about the struggles that they and others must challenge and try to overcome each day at school. Part of the project would be to develop a preamble for the game that would layout the importance of sensitivity to others.</p> <p>Statements that students would answer from the character cards would include positive ones (move forward) like: your parents come to almost every weekend soccer game, your parents have a bank account for your education after high school. There would be negative ones.</p>
December 2018	Surrey Metro West	Black in BC: Histories and Futures of Black Communities in British Columbia	<p>Students at L.A. Matheson Secondary will participate in an arts-based workshop series exploring the histories and erasure of black communities living in Canada, and gain a greater understanding of the art, music, and literature produced by Black individuals living in Canada.</p> <p>Through this six-session workshop series, students will examine the complexity of Black identity and examine the role of the policies of the new Canadian government on Black communities throughout the decades that has impacted many of the social, economic, and geo-political context for Black Canadians, and continues to shape the present day while meaningfully moving towards reconciliation with Indigenous communities within the Canadian context.</p> <p>As the teacher working alongside the artist, I see such an opportunity as also one that provides students with anti-oppression training within a medium that is accessible to all age groups, but also raises the counter narratives we rarely see in our textbooks/curriculum.</p>
December 2018	Mil Bay Vancouver Island South	Mill Bay Natural Play Environment: Place-based and socially just	<p>Coast Salish artists will be invited to create all-weather images of the living things which are indigenous to the fields and forest outside our nature school (such as grasshoppers, caterpillars, moths, eagles, hawks, dragonflies, tree frogs, deer, owls, cedar trees, maple trees, and blackberries.) These large representations will</p>

			<p>be thoughtfully attached to our newly designed natural play environment which will inhabit the spaces where our field meets the forest of beautiful cedars. They will serve as a reminder of the living things that share this place with us as the children climb and explore and get muddy and laugh and problem solve and learn. The images will also be labelled with the Hul-qumi'num words for each living thing.</p>
<p>December 2018</p>	<p>Vancouver Metro West</p>	<p>Tower Garden Initiative</p>	<p>The project that we are requesting funds for is an innovative and ongoing one that will provide students with valuable skills that are necessary for food production and consumption. We aim to re-energize the school garden, orchard, and to begin introducing hydroponic growing systems to our school community. With the funds, we will purchase a Tower Garden, which is a hydroponic growing system that will allow us to grow produce inside, year-round, using vertical space. It will also allow our students to learn about and take control of food security. Our long-term project will provide students with lifelong skills that will improve their health and wellbeing. We are aiming to create a sustainable model of food production for students by utilizing a variety of techniques. We will show students that they should not feel like they have limited food options due to constraints with access, space, or skills.</p> <p>There are 3 different teachers working in solidarity on our project: the robotics teacher, the leadership teacher, and the cafeteria training teacher. We hope to incorporate the Tower Garden as the first and immediate phase. This will allow students to learn about the basic skills of gardening. Concurrently, our robotics teacher will work with students to design and build additional tower gardens. Our plan is to gradually improve upon the tower gardens until we have a sufficient number to sustain the school cafeteria and to help create CSA garden boxes for sales to our community. The leadership teacher is focusing on the school garden and orchard. Their focus is to teach students the basic gardening skills as well. Currently, they are focusing their energy and resources into bringing the landscape back up to a functioning and optimal level. The cafeteria teacher is working with students to learn how to track food consumption practices from the customers, how to cook with seasonal produce, and how to cultivate community through food.</p>

<p>December 2018</p>	<p>Maple Ridge Metro West</p>	<p>Death by Gender</p>	<p>The British Columbia's Coroners Service 2017 Report on the Opioid Crisis reported 1,446 overdose fatalities: 1,191 were male victims; 255 females. Fentanyl was involved in over 80% of these deaths, and over 90% of the victims were using alone. The overall number of overdose fatalities represented a 43% increase from 2016; 2018 is currently on course to be worse.</p> <p>When on October 2, 2018, Mark Goheen, clinical specialist of mental health and substance use services with Fraser Health visited my Social Justice 12 class and shared the above statistics, my students were puzzled. Goheen also indicated that trade workers were overrepresented in these numbers. Questions ensued: How can we account for over 82% of the fatalities being male, and how can we intervene in this tragedy?</p>
<p>December 2018</p>	<p>Delta Metro West</p>	<p>Diverse Families Kits</p>	<p>The Social Justice Committee is hoping to foster more engagement with our members through the creation of resource kits. The kits are intended to focus on the new curriculum (subject areas and core competencies), build teachers' capacity to teach with an equity lens and ensure that teachers' materials reflect their students' diverse and intersecting identities.</p> <p>We would like to create resource kits based around the theme of "Diverse Families." The kits would include children's literature to use as a basis of lessons and discussions for students to explore their identities as well as expose them to having conversations about people who may be similar or different than them.</p> <p>This is a pilot project and we see this building in scope and sequence. The kits will initially be focused on primary teachers kindergarten to Grade 3. a main focus is not just primary teachers, but also creating authentic connections with the feeder high school. We will link high school Social Justice 12 students from neighbouring high schools to a primary classroom. They will come to the primary classroom to work with the students based around the discussions, lessons, and books from the kit. The SJ students and primary students will be co-learners and the teachers will similarly co-teach and learn with each other too.</p> <p>We would like to make at least 1 kit per school, even though we know that we may not reach all schools. We do want the kits to be attached to teachers, as there is some PD involved. That being said, we would like to be able to have enough kits available to build the scope of our project. Funds at the end of the proposal have been estimated based on 20 kits, we have 24 elementary</p>

			schools in Delta and 7 high schools. It would be great to have the SJ high school teachers have access to their own kits as well, as the children's books are valuable not just for primary students.
February 2019	Vernon Okanagan	Technology Leadership Group Grade 6/7	To work in collaboration with our music teacher, the other two Grade 6/7 teachers, and our Aboriginal Support Worker to create a number of videos and/or presentations aimed at educating students on a number of lessons on inclusivity. Secondly, I would like to produce a Technology Leadership Group of Grade 6/7 students that work at educating our school about the issues involving SOGI, First Nations recognition, and the importance of inclusion at our school. With a successful grant application, our group will be able to add their customized artwork to these presentations using Final Cut Pro platform to enhance our Green Screen presentations. This software will make in-class and take-home music tutorials more accessible to students and teachers. It will also increase our ability to access top-rated SOGI-related books and relay their messages, whether it be through a summary and/or read aloud to primary students at our school. Finally, this grant will help to find additional funding to make Metis inspired instruments for the Music Department.
March 2019	Duncan Vancouver Island South	Rainbow Crosswalks	Rainbows are a symbol of the LGBTQ+ community, and rainbow crosswalks have become a way for towns, cities, school districts, and communities to show support and acceptance for the queer people working and living there. For LGBTQ+ youth, who have high rates of depression, bullying, and suicide, a program that promotes support and acceptance of them has a great deal of worth. For LGBTQ+ teachers and staff, who may see discrimination in their workplaces towards them or others like them based on their sexual orientations or gender identifications, these types of projects let them know that they are supported, and other teachers have become allies and raised their awareness. We in Local 65 feel that there is a need to raise awareness, support, and acceptance in our greater community, and using rainbow crosswalks to draw the attention of the public and students alike is a great focal point for these progressive societal commentaries. We want all to be accepted in our community.