

LESSONS IN SOCIAL JUSTICE & RACISM

Grades 5-8



EDUCATOR'S GUIDE WILLIE

This Teacher Guide was created by independent educator Khan Bouba-Dalambaye, and has been modified by Classroom Champions for consistency of use with the Willie Impact Initiative.

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LESSONS IN SOCIAL JUSTICE & RACISM

Grades 5-8

Objectives

After using this educator’s guide to facilitate discussions with your students, you will have:

- Increased comfort and ability to discuss the topics, and support student understanding.
- Development of vocabulary and knowledge required to understand, be aware of, and possibly interrupt issues of injustice, inequality, discrimination, and racism.
- Tools to transform your teaching approach and classroom environment to be more inclusive of all students.
- Greater understanding and appreciation of others and differences amongst students.

Your students will have:

- Increased ability to have discussions about race and racism.
- Increased ability to make sense of the world around them.

Notes about implementation

The following activities were designed for students in grades 5-8. This is a suggested grade range. Please use the activities for your class at your own discretion.

On certain platforms, the film is rated 13+, but the clips chosen for this guide are age-appropriate. Any exceptions are clearly noted. We recommend you watch the entire film or selected clips from *Willie* before facilitating the lessons.

Not all activities are necessary — feel free to select the activities you feel best meet their class’s interests and ability. **Please be sure to preview any materials you plan to use with your students.**

Many of the resources in this educator’s guide are hyperlinked, so it is best used digitally.

LESSONS IN SOCIAL JUSTICE & RACISM

Grades 5-8

Themes

Equality Vs Equity

Coping and Resilience

History

Barriers

Language (The power of words)

Allyship

Progress

Racial Socialization

Representation

Getting Started

Review with your students a [glossary of terms](#) associated with anti-Black racism/discrimination/social justice.

Explore one or more of the following historical accounts of the experiences of Black people in North America:

- **Transatlantic slave trade and African Diaspora**
[The Atlantic slave trade: What too few textbooks told you - Anthony Hazard](#)
- **Concept of Slavery**
[Life Aboard a Slave Ship - History](#)
- **Emancipation Proclamation, Juneteenth, Civil War**
[What is Juneteenth, and why is it so important? - TedEd](#)
- **Jim Crow Laws**
[Segregation and Jim Crow Laws](#)
- **Civil Rights Movement, leaders and allies (include NAACP)**
[Malcolm X Biography - TedEd](#)
- **Current barriers faced by Black Community (education, access to resources, etc)**
[What Happens Before College Matters](#)
[Barriers to student learning - Black Youth](#)
[Unequal Opportunity: Race and Education](#)
[How systemic racism infiltrates education](#)
[African Americans Face Systematic Obstacles to Getting Good Jobs](#)
[Five charts that show what systemic racism looks like in Canada **\(A video on this page contains adult language — please preview before using in class.\)**](#)
- **History of Anti-Black Racism in Canada**
[Anti-Black racist history in Canada: 1911 order sought to stop Blacks from immigrating](#)
[Anti-Black racism: The story of Africville](#)
[Anti-Black racism: the story of Marie-Josèphe Angélique and the 1734 fire of Old Montreal](#)
[Anti-Black racist history in Canada: Toronto's first Black politician stared down rampant bigotry](#)
[Historic Canada - Black History](#)
[Library and Archives Canada - Black History](#)
[Racial Segregation of Black People in Canada](#)
[Anti-Slavery Movement in Canada](#)
[Canada's slavery secret: The whitewashing of 200 years of enslavement](#)
[Sir George Williams Affair](#)

Themes and Activities

Equality vs. Equity

Equality is leaving the door open for anyone who has the means to approach it; **equity** is ensuring that there is a pathway to that door for anyone who needs it.

Preparation

Preview and prepare to show the following clips from the film (about 10 minutes total viewing time)

Clips

- **39:00-44:30** (Willie's efforts to give back; Ice Hockey in Harlem)
- **15:35-20:00** (Willie's experience in the South of the U.S.)

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. As a class, explore the definitions of and differences between “[equity](#)” and “[equality](#)”. As the students come up with examples of how both equity and equality are experienced in the classroom/school and why, discuss with the class the ways in which “treating everyone the same” isn’t always helpful or “fair”.
2. Explore different images that compare approaches to both equality and equity, explaining each. Next, place students into small groups and provide each group with a different problem, and ask them to describe how to address that problem using both equity and equality. Find images [here](#), [here](#), and [here](#).

Educator Tip: Encourage students to create an image representing their understanding of equity and equality.

Discussion

Have students consider the following prompts while watching the clips and encourage them to capture their thinking on this [Student Handout](#). Invite students to share their thinking after the clips have been viewed.

1. Consider Willie's experience playing in the NHL. Was he treated equally? Provide examples.
2. Identify three examples of how Willie/Black people were treated differently than white people. How did this affect their chances of success?
3. How does Ice Hockey in Harlem work to create equity? Do you know of any other programs that help create equity?

Post-Viewing Activities

Select at least one.

1. Review the [NHL's criteria for player-selection to the Hall of Fame](#). Based on criteria, ask students to decide if they feel equity should be applied to this process.
2. Explore barriers faced by the Black community, relative to school. As a class, identify ways in which those barriers can be addressed, using an equity approach. The following links may be helpful:
 - [What Happens Before College Matters](#)
 - [Barriers to student learning - Black Youth](#)
 - [Unequal Opportunity: Race and Education](#)
 - [How systemic racism infiltrates education](#)
3. Identify organizations and initiatives, local to the area in which your school is located, dedicated to creating both racial equality and equity. Break the class into groups and have them research the initiative/organization and then present to the class about what they learned.
4. Identify with the class a community organization dedicated to creating racial equity or equality. Organize one of the following:
 - Presentations from member(s) of this organization for your class.
 - A field trip and/or opportunity for the class to volunteer for the organization.
 - A fundraiser for the organization.
5. Research ways to create equity/equality in the classroom. Discuss them with your students and work as a class to apply what was learned to create change.

Coping and Resilience

Coping describes any behaviour that is designed to manage the stresses and overwhelming feelings that come with difficult situations. **Resiliency** is the ability to recover from, or adjust to, a difficult situation.

Preparation

Preview and prepare to show the following clips from the film (about 5 minutes total viewing time):

Clips

- **21:50-25:12** (How Willie dealt with racism he faced; the story of 3 brothers who faced racism playing hockey)
- **29:00-29:15** (Willie stating “words will never hurt you. Unless you let them”)
- **45:39-46:06** (Sydney Kinsey’s reaction to a racial slur aimed at her)

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. Watch the following clips ([clip 1](#)) ([clip 2](#)) and discuss the concept of bullying with the class, including how it targets certain people and how it affects those being bullied. Explain the parallels of bullying with racism.
2. Provide the class with a definition of the terms “[coping](#)” and “[resiliency](#)” and explain the ways in which each can help individuals deal with or overcome difficult situations. Ask students to provide examples (personal or general) of coping and resilience. See article: [Wellbeing and resilience](#)

**Educator Tip: Share with your students a time when you had to show resilience, and explain what coping strategies you used.

3. Discuss with the class what messages they’ve received from parents, educators, and others about how to deal with being called names, teasing, and/or people being mean to them. Have students share which strategies they believe are useful and/or effective.

Discussion

Have students consider the following prompts while watching the clips and encourage them to capture their thinking on this [Student Handout](#). Invite students to share their thinking after the clips have been viewed.

1. Identify different forms of racism that Willie, and others, faced (name-calling, treatment, physical attacks, rules/laws, etc.). How did Willie choose to address it?
2. Identify the ways in which Willie, and other hockey players of colour, dealt with racism directed at them.
3. List examples of coping and resilience throughout the clips.

Post-Viewing Activities

Select at least one.

1. Review Willie's statement that "words will never hurt you unless you let them". Ask students to identify some ways in which Willie and others can cope with racism directed towards them.
2. Have students choose whether or not they agree with Willie's statement, and ask them to explain why they made their decision, providing examples from their lives or from the clips you've watched.
3. Have the class identify ways in which name-calling, racism, and poor treatment from others can negatively impact a person's well-being (explore the emotions created, the impact on how we see ourselves, and the impact on our confidence/self-esteem, mental health, etc.).
4. Ask students to explain, in their opinion, why they believe it was so important for Willie not to allow racism to affect him, or to show it to others. Have students connect this approach with other areas in their lives (sports, school, "boys/adults don't cry"). Lead the class in a discussion about it being okay to hurt or struggle, and provide examples (adults, role-models, parents, etc). Explain the importance of acknowledging how you feel and different ways of being supported. You might supplement this discussion with an art project through which students illustrate their thinking on this topic.

History

This theme explores historical accounts of significant events that detail the experience of Black people in general, and in North America in particular.

Preparation

Preview and prepare to show the following clip from the film (about 5 minutes total viewing time):

Clip

- **15:35-20:05** (Willie's visit to Southern U.S.)
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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activity

Use the following resources from the [Getting Started](#) section of this guide to provide the class with an overview of the history of being Black in North America.

- Transatlantic slave trade
- Concept of Slavery
- Civil War
- Jim Crow Laws (segregation)
- Civil Rights Movement

Educator Tip: If applicable, include historical figures you've discussed in social studies during this activity.

Discussion

Have students consider the following prompts while watching the clip. Invite students to share their thinking after the clip has been viewed.

1. Have students identify examples of what they learned during the warm-up activity.
2. Have students list differences between Willie's experiences in Canada vs. the United States. [Ask them to capture their thinking on this student document.](#)
3. Ask students to identify reasons for the Civil Rights Movement, as well as the goal of the Civil Rights Movement, based on what is discussed in the clip.

4. Have students identify the impact Willie’s visit to Atlanta had on him and his future.

Post-Viewing Activities

Select at least one.

1. Explore with the class the concept of law (rules to allow society to function, all equal under eyes of the law), and discuss who makes laws. Provide the class with examples of other laws that were not fair (not specific to Black people). Based on what class learned, have them debate, discuss, or write a response to the notion: All laws are fair/what’s right.
2. Explore the story of [Emmett Till](#) with students and connect with other historical examples of Black people being treated unfairly by the legal system (past or present). Have students write why it is important to have diversity in those that create and/or write laws. **(Recommended for grades 7 and 8 due to explicit content. Please preview before using in class.)**
3. Examine the different ways in which Black people are treated by law enforcement, as a way of demonstrating that not all are treated equally under the law. Connect this with the article [An Unjust Burden: The Disparate Treatment of Black Americans in the Criminal Justice System](#). (This can also lead to another unit, where the documentary [13th](#) is explored, which explains the concept of modern-day slavery.)
4. Explore with the class how laws have historically been unfair to Black people and/or have been applied differently to Black people (from the clip and the warm-up activities). Explore the concept of “police brutality” towards Black people by reading at least two of the articles below:
 - [Police Brutality In Canada: A Symptom Of Structural Racism And Colonial Violence](#)
 - [‘Cogs in the colonial wheel’: Why racism in Canada’s police force is as old as policing](#) **(A video on this page contains graphic/violent imagery — please preview before using in class.)**
 - [Canada Has Race-Based Police Violence Too. We Don’t Know How Much](#)
 - [Police brutality continually treated like a 'one-off' in Canada, says Desmond Cole](#) **(Videos on this page contain graphic/violent imagery — please preview before using in class.)**
 - [Canada urged to open its eyes to systemic racism in wake of police violence](#)
 - [What we know about the last 100 people shot and killed by police in Canada](#)

5. Have students write about what they learned about the history of Black people, through the warm-up activities and the clip. Have students examine whether it has led to a change in a previously held perception/understanding in their life.

Barriers

Barriers refer to differences and inequalities associated with different types of people in society. **Barriers** can occur because of gender, ethnicity, race, religion, or socioeconomic status.

Preparation

Preview and prepare to show the following clips from the film (about 8 minutes total viewing time):

Clips

- **29:00-30:00** (Explains “colour barrier”)
- **13:30-14:25** (Talks about Black players playing professionally, but not in NHL)
- **15:35-20:05** (Willie’s trip to Southern U.S.)
- **43:00-43:55** (Sydney Kinder talks about barriers in hockey)

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. Discuss the concepts of privilege, white privilege, and societal barriers with the class (what they are, why they are, where they exist or apply). Ask students to name a barrier or a privilege they have experienced in their life, or that someone they know has experienced. Students can express their answers by class discussion, a poetry assignment, art, etc.

Disclaimer: You can decide to focus activities more towards privilege OR societal barriers based on the makeup of your class.

2. Have the class share how they go about choosing teams in gym class, or groups for projects. Focus on choices based on things like strength, ability, being similar, being known or familiar, and/or messages you’ve heard about someone. Explain how the concepts of barriers and privilege can be applied in this process, and connect to barriers and privilege within our society (access to sports, job-promotion, job-hiring, awards, etc.).

3. Provide students with the definition of the word *obstacle* (something that gets in the way of progress) and some of the emotions that can result in encountering them. Have students identify different obstacles they have faced or are facing, and how the presence or lack of obstacles can create advantages and disadvantages for some.

Educator Tip: You might provide a challenge, like non-dominant hand drawing.

Discussion

Have students consider the following prompts while watching the clips. Invite students to share their thinking after the clips have been viewed.

1. Have the class identify the barriers faced by Willie and other people of colour in the clips.
2. Have the class look for barriers mentioned or identified in the clips, towards playing hockey (for Black people and in general).
3. Have the class list privileges that White people experienced, relative to Black people/people of colour.
4. Have students explain how Ice Hockey in Harlem looks to remove barriers towards playing hockey.

Post-Viewing Activities

Select at least one.

1. Have students evaluate their lives, identifying where they experience both privilege and barriers to success. Identify categories/areas for students to consider, like health, race, and wealth. See the following video: [Intersectionality](#).
2. Ask students to identify both barriers and privileges in their life that they were previously unaware of.
3. Ask students to identify barriers faced by Willie and/or other Black hockey players during Willie's career, and whether any of those still exist. Have students explain/justify answers.
4. Explore the concept of a "colour barrier" and have students explain how this could affect the way in which people choose things like teams, awards,

promotions, and leaders. (See the warm-up activity for more context.) Have students explain how this could impact decisions of who to promote to the NHL.

5. As a class, identify societal barriers that the Black community continues to face. Identify local organizations/initiatives that work to remove these barriers, and have students work in groups to research and present their work to the class. Students should also create a poster that highlights and explains who the organization is and what they do. You could also have students create a short video that teaches others about a specific organization.
6. Have students create a commercial/PSA about a societal barrier or privilege, with the goal being to educate others on what they have learned.
7. Have students identify barriers that some groups in society may face, relative to school and education. As a class, work towards efforts you can make together to address or remove this barrier. If possible, have the students commit to apply this to the classroom to change class culture.
8. Have students discuss Sydney Kinder's statement that "representation is so important" (46:10-47:00), and identify other sports or professions that lack diversity (doctors, politicians, educators, principals, etc.). You can also share the accomplishments of diverse individuals via art, pictures, examples, books/readings, guest-speakers, and movies.
9. Discuss with the class the process in which most sports and professions select people (specifically, University or college education). Explore with the class how this can prove unfair for some groups in society (including Black people), relative to barriers they face (money, parental support, lack of representation, etc.). As a class or in groups, have students think of ways that these barriers could be addressed.

Language: The Power of Words

Language is central to our experiences of being human, and the languages we speak profoundly shape the way we think, the way we see the world, and the way we live our lives.

Preparation

Preview and prepare to show the following clips from the film (about 9 minutes total viewing time):

Clips

- **15:35-20:05** (Willie's trip to the Southern U.S.)
- **26:11-29:11** (Willie's experience of racism playing against the Chicago Blackhawks)
- **0-0:60** (Speaks to racism Willie experienced)

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. Assess students' current understanding of the following terms: racism; anti-racist; non-racist; discrimination; prejudice; bias; unconscious bias; microaggressions; stereotype threat. Then, provide them with actual/current definitions, using this [glossary of terms](#) relative to racism. **(This discussion might also include certain racial slurs — prepare for how you might handle this in the classroom, based on what you know of your students.)**
2. Discuss with the class how the language we use is a reflection of how we see the world. Include some of the negative language associated with Black people (qualities, attributes, descriptors, labels) and how they shape the way Black people are viewed by society.

Discussion

Have students consider the following prompts while watching the clips. Invite students to share their thinking after the clips have been viewed.

1. Ask students to use the [glossary of terms](#) provided to them to identify examples of those terms within the clips.
2. Ask students if the clips show any examples of anti-Black and systemic racism. Have students explain their answer. This can be a class discussion or students can answer individually on this [worksheet](#), or on a web-based app such as [Flipgrid](#) or [Padlet](#).

Post-Viewing Activities

Select at least one.

1. As a whole class or in small groups, have students discuss ways in which Willie's teammates and childhood friends did or could have acted in an anti-racist way to support him.
2. Ask students to think of reasons why it may be difficult to be anti-racist (they can share personal examples if they so choose). Then ask the class to think of what would help them, or people in general, to be anti-racist.
3. Create groups and ask students to come up with a list of ways that students can be anti-racist in their school or their community. Discuss the answers as a class, and consolidate them into a "best-practices guide" that students can carry with them throughout their education and their life.
4. Based on explanation of the power of language (see the warm-up activity for more context), along with clips from the *Willie* documentary, have students create a list of positive adjectives/associations/attributes/qualities/descriptors about Black people. This activity can, and ideally would, include examples of the achievements, contributions to society, and accomplishments of Black people ([Black Excellence](#)). This can also include celebrities. Create a word cloud using one of the tools found [here](#).

Educator Tip: Encourage students to write a short performance piece about the power of words. This can be a poem and/or song.

Allyship

Allyship is the lifelong process through which people with privilege and power work to develop empathy towards the challenges or issues of marginalized groups. The goal of **allyship** is to create a culture in which the marginalized group feels valued, supported, and heard.

Preparation

Preview and prepare to show the following clip from the film (about 3 minutes total viewing time):

Clip

- **26:11-29:11** (Willie's experience of racism while playing against the Chicago Blackhawks) 3 minutes

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. Introduce and discuss the quote: “The only thing necessary for the triumph of evil is for good men (people) to do nothing” - Edmund Burke. Connect with the terms “non-racist” and “anti-racist” and [watch this clip](#). Discuss which/how these definitions and video compare to the quote. Relate this quote to the concept of being an ally/anti-racist, explaining what the terms mean and how it applies.
2. As a class, watch this clip “[Happiness is Helping](#)”. Then explain the concept of being an anti-racist ally and ask the class how the two parallel.
3. Explain the concept of privilege by watching one of these two clips with the class: [What Is Privilege?](#) or [Life of Privilege Explained in a \\$100 Race](#). Next, have groups of students think of ways in which they could use their privilege to help those without. Finally, connect to the concept of being an anti-racist ally.
4. Discuss with the class the importance that helping those in need has in our society, providing examples (volunteering, donating blood/food/clothes, activism, relief and rescue efforts, helping professions, etc.). Connect this with the concept of being an anti-racist ally.

Discussion

Have students consider the following prompts while watching the clip. Invite students to share their thinking after the clip has been viewed.

1. Ask students whether or not there are any examples in the clip of anti-racist allies, and ask them to explain their answer.
2. Ask students to identify situations/scenes from the clips they've seen where those around Willie (teammates, friends) could have been an anti-racist ally. Ask students to explain what could have been done.

Post-Viewing Activities

Select at least one.

1. Provide the class with a list of anti-Black racism allies throughout history. Divide the class into groups and assign each group with the task of researching and presenting on the individual they were assigned.
2. Create groups and ask students to come up with a list of ways that they can be an anti-racist ally in their school or their community. Discuss the answers as a class and consolidate them into a "best-practices guide" that students can carry with them throughout their education and their life.
3. As a class, work to develop a reading list designed to help those who want to become an anti-racist ally.
4. As a class, take steps towards becoming an ally. Research a local organization or initiative that works to dismantle racism. Organize a fund-raising event and donate to the organization you identified.
5. Have the class identify words and create slogans and/or logos that represent being an anti-racist ally or anti-racism. Print-out templates of hats, shirts, hoodies, and sweaters and have the class design anti-racist apparel. This activity can also be used to create posters, poetry, songs, etc.

Progress

Progress is gradual betterment: the progressive development of humankind. “Progress is impossible without change, and those who cannot change their minds cannot change anything.” -George Bernard Shaw

Preparation

Preview and prepare to show the following clips from the film (about 20 minutes total viewing time):

Clips

- **15:35-20:05** (Willie’s trip to Southern U.S.)
- **29:00-30:00** (explains the colour barrier)
- **13:30-14:25** (Black players playing professionally, but not in the NHL)
- **42:00-47:00** (The story of Sydney Kinder)
- **26:11-29:11** (Willie’s experience of racism playing against the Chicago Blackhawks)
- **57:00-101:00** (racism in current NHL)

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. Use the following resources from the [Getting Started](#) section of this guide to provide the class with an overview of the history of the experience of Black people in North America.
 - Transatlantic slave trade
 - Concept of Slavery
 - Civil War
 - Jim Crow Laws (segregation)
 - Civil Rights Movement

Educator Tip: You might assign small groups a topic to research and report their findings to the class.

2. Discuss history of the colour barrier across major sports leagues in North America, and the racism they endured. [See articles here](#). Discussion should include how Black people often had to form their own leagues in order to be able to play (i.e. the baseball Negro leagues, and Black hockey leagues). You might also discuss how the same thing existed in college sports. Have students research the year in which the colour barrier was broken across major sports leagues in North America.

Discussion

Have students consider the following prompts while watching the clips. Invite students to share their thinking after the clips have been viewed.

1. Have students identify parts of the clips that support or reflect what they learned during the warm-up activity (the historical experiences or the colour barrier across sports).
2. Provide students with the definition of [progress \(entry #2\)](#), and ask them to show signs of progress for Black people in sports or society.

Post-Viewing Activities

Select at least one.

1. Ask students to indicate, based on what they've learned from the clips they've seen, whether or not they feel that there has been progress in creating a safer, more inclusive environment for Black players in the NHL.
2. Ask students to list ways in which progress has been made, relative to the situation of Black players in the NHL.
3. Divide the class in half and have one side list ways in which progress has been made in the treatment of Black people in society, and the other list ways in which it has not. Have students use examples from the clips, as well as present-day examples from their own lives and observations and from what they've seen in the media.
4. Have students identify who broke the colour barrier across other sports. Students will look at what that individual had to endure, the steps they took to break the colour barrier in their respective sport, and the current number of Black athletes in that given sport. [Information can be found here](#). Groups will then present to the class or create a video or use other media to show their learning.

5. Research and discuss the NFL's "Rooney Rule". Explain how this reflects the continuation of progress beyond Black athletes. Connect with a discussion of the lack of Black people in positions of authority or power, and provide real-life examples of politicians, company executives, bosses or owners, owners of sports teams, etc.

6. Research leaders of the civil rights movement in North America. Place students into groups and have them create a website where people could go to learn about the civil rights leader their group was assigned. Small groups could also create audio recordings discussing the life of the civil rights leader they were assigned, and then you could put the recordings together to create a podcast series made accessible to school and/or public.

Racial Socialization

Racial socialization is the process by which race-related messages about the meaning of race and racism are transmitted by parents intergenerationally, and considered to be paramount to the healthy development of Black youth.

Preparation

Preview and prepare to show the following clips from the film (about 8 minutes total viewing time):

Clips

- **15:35-20:05** (Willie's trip to Atlanta for baseball tryout)
- **53:55-57:00** (Willie receives death threats from White Supremacist group)

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. Lead the class in a discussion of the importance of preparedness, and relate it to various aspects of life (like cooking, sports, class/tests, public speaking, parties/events, and pain/difficulty). Have students provide examples as well. Explain how preparation allows us to be ready for what we must face, experience, and accomplish. Also explore the pitfalls of not being prepared. Next, introduce and define the concept of racial socialization to the class (what it is, who benefits from this experience, and why it's so important). You might relate this to the concepts of racism, microaggressions, unconscious bias, stereotype threat, and police brutality.
2. Watch these clips on police brutality and systemic racism in [Canada](#) and the [United States](#). **(These videos contain sensitive and/or graphic content. Please preview before using them in your class.)**

Discussion

Have students consider the following prompts while watching the clips. Invite students to share their thinking after the clips have been viewed.

1. Ask students to focus on Willie's time visiting Atlanta for baseball tryouts and to determine whether they believe he was prepared for what he encountered. Ask them to explain their answer, making reference to the clips they've watched.
2. Ask students to focus on Willie's baseball tryout in Atlanta, and to describe how the racism he faced impacted him and his decisions.
3. Ask students to focus on Willie's time growing up in New Brunswick, and then his experience in Atlanta, and determine if they feel he had sufficient or any formal racial socialization. Have students explain their answers.
4. Compare and contrast how Willie reacted to racism during his trip to Atlanta and the story of his game against the Chicago Blackhawks, to how he reacted to receiving death threats from a White Supremacist group once he retired. Ask students to indicate how his experience with racism during his hockey career may have prepared him for racism later on in his life (which is a form of racial socialization through lived experience).

Post-Viewing Activities

Select at least one.

1. Ask students to reflect on their education, and to determine whether they feel they have been sufficiently prepared for, or taught about, racism prior to this unit. Have students identify what could be or could have been done to address this in school. Also ask them to identify where it is they still lack knowledge or understanding.
2. Have each student answer the following question: *How did this unit (watching the Willie documentary or clips and the subsequent activities) help you to better understand anti-Black racism, and be prepared for it?*
3. Work with the class to create a resource list on how to learn about racism and anti-black racism. Be sure to discuss with your students how and where to find reputable resources. Use a guide like [this one](#) to assist the conversation.
4. As a class, create talking points related to racism. Break the class into groups, and have each group create a document that is based on the talking point they were given. Consolidate documents to create a racial-socialization tool to be used/consulted by class and other students in the school.

Representation

Representation matters because it can shape how minorities are viewed by society and how they view themselves.

Preparation

Preview and prepare to show the following clips from the film (about 6 minutes total viewing time):

Clips

- **21:30-23:00** (Willie being referred to as the “Jackie Robinson of Hockey”)
- **0:00-01:24** (Willie talks about meeting Jackie Robinson)
- **44:00-46:52** (Story of Sydney Kinder)

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- Use [this glossary](#) to become familiar with related vocabulary.

Warm-up Activities

Select at least one.

1. Talk to the class about the importance of having role models in society, and the role they can play in our lives. Explain the importance of having models we can identify with and/or who look like us. See the following article: [Social Learning Theory](#) (reading time: 7-10 minutes).
2. Explain to the class that what we experience and witness affects what we know and believe about the world. Discuss how what we see can influence what we believe is “right”. Provide real-life examples about things like gender roles, people on TV, etc.

Discussion

Have students consider the following prompts while watching the clips. Invite students to share their thinking after the clips have been viewed.

1. Ask students to describe the pressure and burden placed on both Willie and Sydney Kinder.

2. Identify how and where Willie's representation that Black people could play in the NHL impacted others in a positive way.
3. Why was Willie called the "Jackie Robinson of Hockey"? What is it that they shared in common?

Post-Viewing Activities

Select at least one.

1. Have students identify who broke the colour barrier across other sports. Students will look at what that individual had to endure, the steps they took to break the colour barrier in their respective sport, and the current number of Black athletes in that given sport. Groups will then present to the class ([See appendix](#)).
2. Have students consider what they've learned and explain why it is important to have representation of Black people across different professions. Have them identify professional fields that don't seem to have appropriate representation.
3. Ask students to explain how seeing themselves reflected in where they are and what they do can positively impact their sense of belonging and motivate them.
4. Ask students to think of ways that their classroom could be made to be more representative of those in their class. Commit as a class to change the culture of the classroom so that it is more representative.

Student Handouts

Equity Vs Equality

As you watch the clips, reflect on these questions:

1. Consider Willie's experience playing in the NHL. Was he treated equally? Provide examples.

2. Identify three examples of how Willie and/or Black people were treated differently than white people. How did this affect their chances of success?

3. How does Ice Hockey in Harlem work to create equity?

Coping and Resilience

As you watch the clips, reflect on these questions:

1. Identify different forms of racism that Willie and others faced (name-calling, unfair treatment, physical attacks, rules/laws, etc.). How did Willie choose to address it?

2. Identify the ways in which Willie, and other hockey players of colour, dealt with racism directed at them.

3. List examples of coping and resiliency throughout the clips.

History

List the differences below between Willie's experience in Canada vs. the United States.

Canada	United States

Helpful Extra Links

Subject	Links
Vocabulary	Racial Equity Tools Glossary
History	TedEd: The history of colonial America
	TedEd Blog: We Live with the legacy of slavery by: Bryan Stevenson
Activism	TedEd Blog: Activism isn't just for adults and teens. We need to teach kids to be activists, t00.
Black Excellence - Athletes	The 20 Most Influential African-American Athletes Who Changed Sports Forever
	Athletes and activism: The long, defiant history of sports protests
	Jackie Robinson and 10 Other African American Pioneers in Sports
	The 15: Racial Barriers Broken In Sports
	10 Iconic Athletes That Broke Barriers and Changed the World
Black Excellence - Inventors	The A-Z List of Black Inventors
	14 Black Inventors You Probably Didn't Know About
	14 African American Inventors to Remember This Black History Month and Beyond
	Famous Black Inventors
	10 African American Inventors Who Changed the World
Black Excellence - Role Models	IN CELEBRATION OF BLACK HISTORY MONTH: 10 INFLUENTIAL AFRICAN AMERICANS
	33 Famous Black Women Who Have Left Their Mark on the 21st Century so Far
	Famous black people who changed the world

	44 AFRICAN AMERICANS WHO SHOOK UP THE WORLD
	21 African Americans You Don't Know But Should
	20 Important Black Leaders to Know
Black Excellence - Civil Rights Leaders	Civil Rights Activists
	Civil Rights Movement
	Milestones Of The Civil Rights Movement
	After John Lewis: 21 civil rights leaders who are shaping America
Other	10 Ted Classroom Resources About Race in America