



## **Educator's resource for self-directed school visits (Grades 8–12)**

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Welcome to the Educator's Resource for the *Reflections on Belonging* exhibition. This resource is designed to guide self-directed school visits for students in grades 8–12. It provides a structured yet flexible framework for exploring the exhibition's powerful themes. Each activity in this guide aligns with British Columbia's curriculum, emphasizing Big Ideas and Core Competencies.

The activities are designed to engage students with the themes of identity, community, and belonging—key elements of the exhibition. These themes are especially relevant in today's world. They offer students a platform upon which to reflect on their own identities, weigh the impact of societal structures, and consider the importance of inclusion. Through these activities, students will not only gain a deeper understanding of themselves but also of the diverse experiences of others.

This resource is also closely aligned with the BC Anti-Racism K-12 Action Plan, which aims to create an educational environment where all students feel valued and respected. The activities encourage students to critically examine the dynamics of power, privilege, and prejudice, fostering a more inclusive and empathetic worldview. The ultimate goal is to equip students with the skills and understanding necessary to challenge discrimination and contribute positively to society.

The following activities are designed to guide students through a reflective and creative process, offering a comprehensive exploration of the themes of identity, belonging, and social justice.



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## Activity One: Personal Journals

### Objective

- Students will deepen their understanding of privilege by keeping a personal journal in which they record and reflect on their experiences and insights.

### Materials

- Journals for planning and reflection

### Instructions

- Introduction
  - Have students engage with the privilege statements in the first installation.
- Journal Prompts
  - Provide students with specific prompts to respond to. Examples might include:
    - "Describe a time when you felt privileged or disadvantaged because of your identity."
    - "Reflect on one of the privilege statements in the exhibition. How did it make you feel?"
    - "Consider how your identity might grant you advantages or disadvantages in different spaces. Write an example."
- Reflection
  - Students will write a final journal entry summarizing what they have learned about privilege and how it applies to their lives.
- Discussion
  - Hold a discussion where students can voluntarily share insights from their journals and connect their reflections to broader societal issues.



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## Activity Two: Identity Art Project

### Objective

- Students will formulate a plan to create a piece of art that represents their identity. The group will consider how their work of art in particular, and their approach to art in general, has been shaped by both assimilation and resistance to assimilation.

### Materials

- Journals for planning and reflection

### Instructions

- Introduction
  - Ask students to review the exhibition's examination of assimilation, focusing on the losses that occur when individuals are forced to conform and the gains that come from creating space for people to express their full, authentic selves. Encourage them to reflect on how creative expression can serve as a powerful tool for preserving and celebrating identity.
- Planning for art creation
  - Students will brainstorm and plan an art piece that explores how their sense of self has been shaped by both the pressures to assimilate and the efforts to preserve their uniqueness.
  - Provide time for students to plan their artwork, using any medium they choose.
- Artist Statements
  - Each student will write an artist statement that touches on the meaning of, and explores any symbolism behind, their pieces. In their statements, students can link their inspirations to the exhibition's themes. Teachers should encourage their students to create their works of art on their own, following the exhibition.



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## Activity Three: Social Justice Action Plan

### Objective

- Students will develop a personal or group action plan for addressing a social justice issue related to the themes explored in the exhibition.

### Materials

- Journals for planning
- Access to research materials (online resources, articles)

### Instructions

- Introduction
  - Recap the exhibition's themes, particularly the idea that disrupting the status quo requires action. Emphasize that social justice work is a collective responsibility.
- Research and Selection of Issue
  - Students will research current social justice issues and choose one issue to focus on for their action plan.
- Action Plan Development
  - Students will outline their action plan. The plan should include:
    - **Issue Identification:** A brief description of the social justice issue.
    - **Goals:** What they hope to achieve (e.g., raising awareness, policy change, community support).
    - **Actions:** Specific steps they will take (e.g., organizing events, starting a social media campaign, collaborating with community organizations).
    - **Timeline:** A realistic timeline for implementing their plan.
    - **Reflection:** How this action plan relates to their personal values and the themes from the exhibition.
- Presentation and Reflection
  - Students will present their action plans, explaining the issue, their goals, and why it matters.
  - End with a discussion on the importance of taking imperfect action and how everyone can contribute to social justice.



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## Activity Four: Artistic Interpretation

### Objective

- Students will explore the exhibition's art and stories to reflect on their own identity and consider how art can express and preserve personal experiences.

### Materials

- Journals for planning and reflection

### Instructions

- Introduction
  - Begin with a discussion on the role of art in expressing and preserving personal identity. Explore how artistic works can reflect individual experiences and cultural narratives.
- Artistic Exploration
  - As students explore the exhibition, have them select one piece of art or story that resonates with them personally. Encourage them to consider why this piece stands out and how it connects with their own experiences.
- Artistic Interpretation
  - In their journals, students write a detailed description of the chosen piece. They should explain how the art or story reflects their personal identity or experiences.
- Creative Reflection
  - Students will then write a creative piece (poem, paragraph, or narrative) that expresses their feelings about the significance of personal identity. They should interpret how the chosen art piece influences their understanding of their own identity and the broader concept of individuality.
- Sharing and Discussion
  - Invite students to share their creative reflections with the class. Facilitate a discussion on the different ways art can convey and preserve identity, and how personal experiences shape the interpretation of art.