

Truths of
Institutionalization:
Past and Present

Teacher Guide

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Letter to Educators

Dear Educators,

The Truths of Institutionalization: Past and Present is a curriculum about the institutionalization of people who have an intellectual disability – in both the past and the present.

In Canada, over 20% of the population identifies as having one or more disabilities. Our education systems must be inclusive of this reality. It must reflect the attitudes and beliefs about people who have a disability, from both the past and present. It must also include the experiences and voices of people with lived experience.

The goal of this curriculum is to fill a very real gap in the education of young people in Canada. The role of institutions is rarely found in any school curriculum. The real-life effects of institutional mindsets on the experiences of people with an intellectual disability are not explored in school.

Canadians need to learn about institutionalization like we learn about residential schools, slavery, and the evolution of women’s rights. We need to bear witness to the truths of institutionalization. We need to recognize the patterns that continue to deny people their rights as Canadian citizens.

We recognize that the way forward is in sharing stories. These are the stories of survivors, of families, and of allies, who have fought for freedom and human rights for people who have a disability for decades.

Thank you bringing the voice of survivors, their families, and allies into your classroom. We know that by raising awareness of Canada’s hidden past, we can build a future where all Canadians feel they belong.

Sincerely,

The Partners



An Introduction to the Teacher's Guidebook

This guidebook has been designed to ensure that educators, like you, feel equipped and informed about how to include this material in your classroom. We have included detailed lesson plans, summaries of key concepts, modification ideas, and lists of additional resources that will help you design interactive lessons for your students.

AN INTERACTIVE LEARNING JOURNEY

The curriculum website acts as an interactive textbook that you can show from your SMART board screen. Student can also access information on individual iPads, tablets or computers. As your students move through the modules, they will grow in their understanding of how institutionalization in Canada has evolved over many decades. Using this guidebook and the student workbook, you can engage your students in thoughtful discussions, interactive group-work activities, and independent study using the principles of differentiated instruction. All Module content has been written at a grade 10 reading level.

TEACHING THE HISTORICAL INQUIRY PROCESS

For educators teaching Canadian and World Studies courses, we have integrated key concepts and themes from the historical inquiry process into each Module.

We offer activities for students to learn, practice, and demonstrate evidence of their understanding of these important critical thinking skills. The practical application of these investigations will help your students develop and strengthen their ability to think critically about what they are learning. We hope that this will also help build their capacity, as change makers, to challenge the status quo.

Source: Ontario Ministry of Education

Additional Resource : The Historical Thinking Project

TIMELINES

We wanted to offer educators the flexibility to integrate this content into an existing course. The lesson plans in this guidebook will take approximately 13 classes to complete and can be incorporated as a unit of study. However, these lesson plans can be adapted to cover less material or inform the development of an entire course. For ideas and resources, please contact us. Modules one through six have been specifically informed by and align with the teaching requirements of the CHC2D/CHC2P *Canadian World Studies History* course in Ontario.

GUIDING QUESTIONS

A guiding question is included in each lesson plan. We encourage educators to write this question down before each lesson in a place that is visible to students. This way, the question can be considered throughout the lesson. Have students respond to the question at the end of each lesson as a way of discerning your students' comprehension of the material.

NAVIGATING THE WORKBOOKS AND WEBSITE

To ensure that you can follow this guide, the Module on the website, and direct students to appropriate pages in the student workbook, we have labeled each handout and video.

Handouts are labeled by the Module number (M2) and by the handout number (1)

For example, the code for the first handout in Module two would be written in the lesson plan as M2.1 handout.

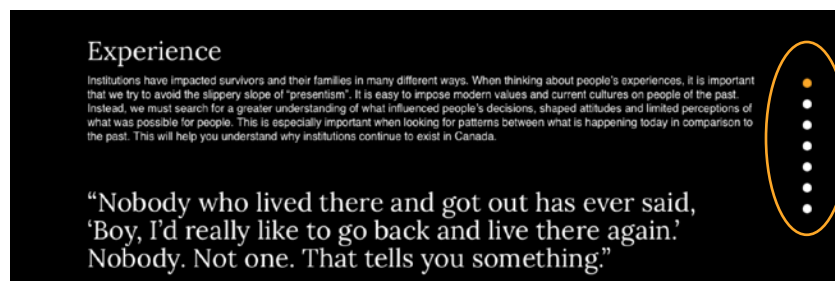
Videos are labeled by the Module number (M5) and by the video number (V3).

For example, the code for the third video in Module five would be written in the lesson plan as M5.V3

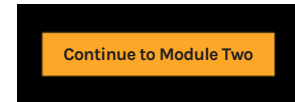
Sections of the Module are labeled by their name in the lesson plan.

For example, Ask one to three students to take turns reading aloud from “Speaking Our Truth.”

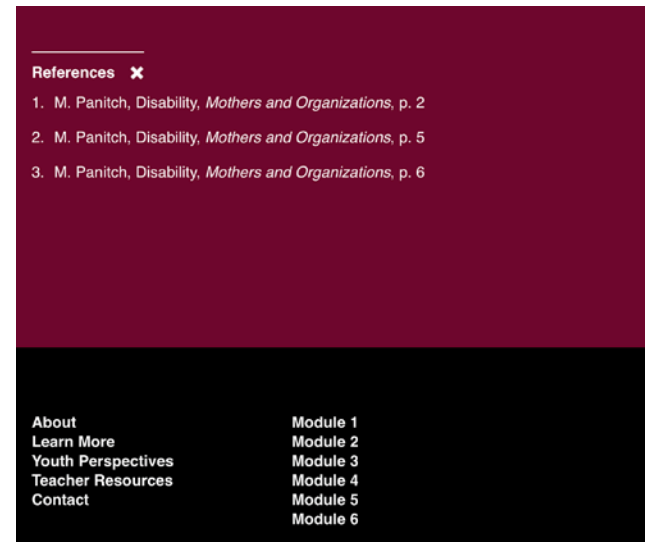
Section bullets appear on the website in each Module so you can determine your place within the Module.



There are buttons at the end of each module that will take you to the next Module.



References for each Module and a menu to jump from one Module to the next or to a different page on the website are at the bottom of each Module page.



Integrating The Truths of Institutionalization Into Your Course Content

Looking for a place to start? Are you teaching any of the following courses?

The following courses align with the course content of **Truths of Institutionalization: Past and Present**

Please note that we have not included French Immersion course codes, but these should also be considered.

Province/Territory	Course Code
Alberta	SST1771 Social Studies SST1772 Social Studies HSS1010: Health Services Foundations CCS1080: Community Volunteerism
British Columbia	SS 10 SCH 10
Manitoba	Grade 10 (Senior 2) Social Studies Diversity Education
New Brunswick	Social Studies 10 Canadian History 122 Law 120
Newfoundland and Labrador	Social Studies 3201 Sciences Humaines 3231 Social Studies 3202 (MPC)
Northwest Territories	10-1 Perspectives on Globalization 10-2 Living in a Globalizing World
Nova Scotia	History 10 Co-operative Education 10
Nunavut	Social Studies 10-1 Strand: Nunavusiutit Inuuqatigiitsiarniq-Seeking Harmony Grade: Grade 10 Social Studies 10-2 Strand: Nunavusiutit Inuuqatigiitsiarniq-Seeking Harmony Grade: Grade 10

Province/Territory	Course Code
Ontario	Canadian History since World War I Academic CHC2D Canadian History since World War I Applied CHC2P Civics and Citizenship Open CHV2O
Prince Edward Island	CAS401A HIS621A
Quebec	Secondary History Cycle One and Two Secondary Cycle Two - History and Citizenship Education
Saskatchewan	Social Studies 10 History 10 Histoire 10
Yukon	Yukon follows B.C. curriculum incorporated with First Nations cultures. Courses are: Residential schools, Our Stories of Residential Schools in Yukon and Canada (now part of the mandatory Social Studies 10 course). Community, Heritage, Arts, Outdoors and Skills (CHAOS) program at Wood Street Centre in Whitehorse (Grade 9 and 10).

MODULE ONE:

A Hidden Truth in Canadian History

Duration: 2 days/150 min

Theme <ul style="list-style-type: none">• An introduction to institutions from 1800-1914• The impact of institutions on survivors and their families• The evolution of human rights in Canada from 1800-Present Day	Enduring Understanding <p>People who have a disability have historically been discriminated against because of society's perceptions of disability.</p>
Guiding Question: <p>How has the experience for people who have an intellectual disability in Canada evolved over time?</p>	
Historical Thinking Concept Guideposts <p>Historical Context, Evidence, Ethical Dimension</p>	Citation: Peter Seixas, The Historical Thinking Project
Learning Goals <p>Students will gain a basic understanding of what institutions for people who have an intellectual disability have historically been like</p> <p>Students will have a general understanding of cultures, attitudes, and expectations of who have a disability that influenced family decisions</p> <p>Students will have a consciousness of the suffering that took place in government run facilities</p> <p>Students will be able to identify gaps in disability rights over time</p>	Specific Expectations (Teacher Input Required)
Resources Needed (Teacher Input Required)	Independent Study <p>The timeline is broken into five periods of time. In the student workbook, there are five letters to students that align with these time periods. Letters are written to students by leaders in Canada. Ask students to choose a letter to read at home, and have them come prepared to share what message from the letter stood out to them with their peers. Begin the next class by having students sit together with those who read the same letter to discuss key messages. Have students design a poster that communicates these key messages and have them present to the class.</p>

MODULE ONE:

Duration: 2 days/150 min

A Hidden Truth in Canadian History

Sequence of Instruction

Day 1

- Begin class by having students watch the video on the homepage to introduce Nicole and the unit of study.
- Start by asking students to brainstorm what they know about institutions for people who have a disability. Have the M1 quote visible to students.
- Watch M1.V1
- Have students complete the first reading (M1.1) and respond to questions in the student workbook. Alternatively, assign students sections to read in groups and have them report back to the class on what they've read.
- Ask one to three students to take turns reading aloud from "Evidence of Our Suffering."
- In groups, have students analyze photo evidence (M1.2) together (*Note: If analysis of photo evidence is a new concept for students, include a brief lesson on this). All groups should look at all of the images.
- Using questions from the student workbook, facilitate a class discussion on photo evidence and what information students have gathered through their analysis.
- Using the map from Module one, have students take notes about key information in M1.3.
- Ask one to three students to take turns reading aloud from "Speaking Our Truth."
- Briefly, begin with a conversation about the importance of bearing witness to the lived experiences of others. You may choose to connect this to events in Canada related to reconciliation, Black Lives Matter, Pride and other social justice movements.

Content in videos will be hard to hear. It is recommended that you watch the videos in advance so you can prepare your students for the kind of content they are going to hear.

Day 2

- Either as a class, or on individual devices, have students watch the survivor insights video segments (M1.V2, M1.V3, M1.V4). Have a class discussion on questions from M1.4.
- Next, begin with a conversation with "Thinking Ahead," and ask students how they think testimony from families might be different than that of survivors.
- Ask one to three students to take turns reading aloud from "Family Insights."
- Either as a class, or on individual iPads, have students watch the family insights video segments (M1.V5, M1.V6, M1.V7). Have a class discussion on questions from M1.5.
- Have a class brain storming session about what students know about human rights in Canada. Organize students into five groups. Assign each group a period labeled on the timeline (sections are labeled along the bottom of timeline). Provide students with craft supplies to design visuals for timeline events. Ask each group to also write one statement that summarizes what they learned in the first Module. Add this to the first section of the timeline. Using a wall in the classroom, have students rebuild the timeline as a visual tool, using their key takeaways. After each Module, you could repeat this process, and continue to add to the timelines as a reflection and assessment tool.
- Watch M1.V8 to wrap up Module.

Opportunities for Assessment (Teacher Input Required)

Knowledge Ex. Class discussions	Thinking Ex. Primary source evidence analysis Ex. Connecting world events to content material	Application Ex. Timeline building	Communication Ex. Class discussions and group presentations
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MODULE ONE:

Duration: 2 days/150 min

A Hidden Truth in Canadian History

Key Concepts	
institutions of the past	Large facilities, run by the government that were used to house people who have a disability. Often located far outside the community, they were hidden away and isolated residents from their families, and the community at large.
medical model	When people think about disability as a medical problem or a disease, we call that the “medical model” or way of thinking. The medical model sees disability as an illness or sickness that needs to be treated or cured. This perception of disability has influenced how governments, doctors and families make decisions. This also led to a lot of abuse and harm. Disability is not something that people need to be cured of, it is a natural part of the human race. This type of thinking still exists today.
rehabilitation model	When people see disability as a condition that can be fixed through specialized training, that is called the “rehabilitation model.” This is why institutions were given names like “training schools.” Professionals began to think it was possible to <i>rehabilitate</i> or train people in an institution to learn life skills. This type of thinking still exists today and is incredibly harmful to people.
presentism	For thousands of families across Canada, sending their child to an institution was an extremely painful decision. When thinking about people’s experiences, it is important that we try to avoid the slippery slope of “presentism.” It is easy to impose modern values and current cultures on the past. Instead, we must search for a better understanding of what influenced people’s decisions, shaped attitudes, and limited perceptions of what was possible for people, within the context of the time period. By looking at the context of the time, we can learn how families were made to believe they were doing what was best for their child who had a disability, and for their other children who were still at home.
human rights	By analyzing the timeline, it becomes clear that people who have an intellectual disability have been left behind. While human rights have evolved, and protections have been put in place – domestically and internationally – people who have a disability are still institutionalized today.

MODULE ONE:

A Hidden Truth in Canadian History

Duration: 2 days/150 min

Modifications	Additional Resources
<p>Following are some suggestions to make Module one activities meet the different learning needs of students in the class. These activities might be helpful to find that balance where students can reflect on their learnings:</p> <ul style="list-style-type: none">• Watch Video one and two and ask students to write an essay of what they learned from the videos.• Make a mind-map of what they learned in the Module.• Create a collage of photos to share with the class: a graphic reflecting on institutionalization and rehabilitation.• Pair students and discuss the importance and value of sharing lived experience.• Create a video of how the students can advocate on behalf of the people who lived in institutions.• Two to three students can prepare a skit for the class to share their learnings from the Module.• Create a painting reflecting on the videos in the Module.• Prepare a speech advocating on behalf of families and people who have a disability.• Provide an alternate assignment, such as a hands-on project, or making a poster, to allow students to show their understanding of institutionalization.• Make a glossary of key words that were new or stood out for students from Module one.• Create worksheets for readings that ask students to fill-in-the-blank rather than long answer questions.	<p>One On Every Street</p> <p>Documentary created by the Ontario Provincial Government that was used to encourage families to see the value of the institutional system.</p> <p><u>Clips are available on the MCCS website</u></p> <p>Canadian De-Institutionalization Task Force</p> <p><u>Milestones in Disability Rights</u></p> <p>Council of Canadians with Disabilities</p> <p><u>Evolution of Disability Rights</u></p> <p>Canadian Encyclopedia</p> <p><u>Timeline of the Disability Right's Movement in Canada</u></p> <p>Books:</p> <p>Victoria Freeman, <i>A World Without Martha: A Memoir of Sisters, Disability and Difference</i></p> <p>Catherine MacKertcher, <i>Shut Away: When Down Syndrome was a Life Sentence</i></p>

MODULE TWO:

The Power of Perceptions

Duration: 2 days/150 min

Theme <ul style="list-style-type: none">• How institutions came to be (cause) and the impact (consequence)• Origins of perceptions of disability• Impact of traumatic experiences on people's identity, power, control and behaviour• Survivor testimonials	Enduring Understanding <p>Institutionalization is born from a mindset that does not value the lives and contributions of people who have a disability.</p> <p>Overcoming negative perceptions of disability is how we can build communities where all Canadians feel a sense of belonging.</p>
Guiding Question: <p>Where did the idea of an institution come from, and how have institutions impacted the lives of people who have an intellectual disability?</p>	
Historical Thinking Concept Guideposts <p>Cause, consequence, historical perspectives</p>	Citation: Peter Seixas, The Historical Thinking Project
Learning Goals <ul style="list-style-type: none">• Students will understand how a variety of world events, philosophies and social attitudes came together to create institutional mindsets• Students will have a deep appreciation for the lived experiences of survivors, as well as the trauma experienced by survivors and their families• Students will understand that healing from this experience and moving forward requires change on multiple levels• People who have a disability are vulnerable to mindsets that have historically segregated them and continue to shape our society	Specific Expectations (Teacher Input Required)
Resources Needed (Teacher Input Required)	Independent Study <p>Hearing survivor testimonials is very hard. It is important that we bear witness to the suffering that people have endured and learn from the mistakes that Canada has made. Take some time to reflect on what you have heard. Instructions and options for assignments are in the student workbook (M2.12).</p>

MODULE TWO:

Duration: 2 days/150 min

The Power of Perceptions

Sequence of Instruction

Day 3

- Homework Review: Begin the class by having students sit together with those who read the same letter to discuss key messages. Have students record key messages on chart paper and present this key information to the class.
- Ask one to three students to take turns reading aloud the two introduction paragraphs to the Module.
- In groups, have students complete worksheet M2.1.
- As a class, watch M2.V1 on Cause and Consequence.
- As a class, look at the table in Module two and discuss strategies for changing these perceptions about people. Create a class code that everyone can agree to, which will become part of the classroom, and commits to changing negative perceptions of disability in your classroom community (M2.2).

Day 4

- Ask one to three students to take turns reading aloud from “The impact of Wounds.” Be sure to take a few minutes to complete the exercise on stereotypes in the Module.
- Complete worksheet M2.3.
- Have students label the identity map in worksheet M2.4 as an introduction to understanding their own identity. Have a few students share with the class, or in small groups, how their identity has impacted their experiences. Have students read section “We Were Just a Number.”
- Watch M2.V2 and allow time for students to respond to questions in M2.5.
- Have students complete photo analysis M2.6.
- As a class, brainstorm the types of freedoms and responsibilities that people typically experience over their life span (M2.7). By the end, you should have an example of the natural evolution of the independence of adults. Have students read section “They Wanted To Control Us.”
- Watch M2.V3 and allow time for students to respond to questions in M2.8.
- Have students complete photo analysis M2.9.
- As a class, read aloud from “In Conclusion.”
- As a class, create a mind map of what “home” means to you (M2.10).
- Watch M2.V4 and allow time for students to respond to questions in M2.11.
- Before ending the class, go back to M2.10. Institutions, group homes, and long-term care facilities are often where people live for long periods of time, or for their entire lives. Compare what students know about these settings with their definition of home. Students should come to the conclusion that these settings are not acceptable substitutes for “home.”
- Watch M2.V5 to wrap up the Module.
- Assign homework to students (M2.12).

Opportunities for Assessment (Teacher Input Required)

Knowledge	Thinking	Application	Communication

MODULE TWO:

Duration: 2 days/150 min

The Power of Perceptions

Key Concepts	
perceptions shape and influence attitudes and behaviors	We will not end institutionalization in Canada until we change our attitudes towards disability and better understand people for who they really are. This transformation needs to happen on a societal, community and individual level.
cause and consequence	<p>Change is driven by multiple causes, and results in multiple consequences. This creates a web of both short-term and long-term impacts.</p> <p>A single social or political factor would not have resulted in institutionalization. However, the culmination of the social and political factors outlined in Module two is important to understand.</p> <p>Short-term and long-term impacts on survivors inform us of how deeply people have been impacted by institutions.</p>
identity	<p>Living in an institution, or an institution-like place, impacts the way people are viewed by the community, and the way people view themselves. When people who have a disability are congregated in large numbers, and in segregated settings, people in the community will make assumptions about why.</p> <p>In large, congregated settings, people are stripped of their identity, and this can change the way they are treated. This principle is true in our communities too.</p>
the power of choice	In larger institutional settings, the amount of choice given to a person is much less than in homes with fewer residents or when a person is supported to organize their own living arrangements.

MODULE TWO:

The Power of Perceptions

Duration: 2 days/150 min

Modifications	Additional Resources
<p>Following are some of the suggestions to make Module two activities meet the different learning needs of students in the class. These activities might be helpful to find that balance where students can reflect on their learnings:</p> <ul style="list-style-type: none">• Pair students to read introduction paragraphs to each other.• Prepare a poster of how perceptions and stereotypes can be changed.• Share personal views around disability and how negative perceptions affect individuals.• Talk about how students can think about people from an asset-based mindset.• Provide an alternate assignment, such as a hands-on project or making a poster showcasing freedoms and responsibilities.• Ask students to express what “home” means to them, as suggested in Module two, through any of these formats: essay, video, audio, poem or storytelling.• What understanding have the students gained of institutions, group homes and long-term care facilities? Discuss in pairs.• Reflect on why these institutions were different than homes and why.• Ask students what they understand about “choice,” and why it is important and relevant to have?	<p>Madeline Burghardt, <u>BROKEN</u></p> <p>After 133 years of operation, the 2009 closure of Ontario’s government-run institutions for people who have an intellectual disability has allowed accounts of those affected to emerge. Madeline Burghardt draws from narratives of institutional survivors, their siblings, and their parents to examine the far-reaching consequences of institutionalization due to intellectual difference.</p> <p>Canadian Encyclopedia, <u>Women’s Organizations</u></p> <p>Follows the evolution of women’s rights, social movements led by women and recommendations for further reading.</p>

MODULE THREE:

Institution Watch

Duration: 2 days/150 min

<p>Theme</p> <ul style="list-style-type: none"> • The de-institutionalization movement • World events that shaped our perceptions of disability and models of care • Present-day de-institutionalization in Ontario, Manitoba and Nova Scotia • Where is Canada now? 	<p>Enduring Understanding</p> <p>Even today, Institutionalization continues to limit the lives of people who have an intellectual disability in Canada.</p>
<p>Guiding Question:</p> <p>How does institutionalization impact people’s lives differently across Canada?</p>	
<p>Historical Thinking Concept Guideposts</p> <p>Cause and Consequence, Evidence, Ethical Dimension, Historical Significance</p>	<p>Citation: Peter Seixas, The Historical Thinking Project</p>
<p>Learning Goals</p> <ul style="list-style-type: none"> • Students will understand how world events caused cultures and attitudes to shift over time, leading to the de-institutionalization movement • Students will understand that institutions are not just buildings, but the way people think • Students will understand how institutional models makes people vulnerable • Students will have an understanding of what institutionalization looks like in a variety of provinces, which are each in different stages of de-institutionalization • Students will understand that regardless of whether a province has large facilities or smaller group homes, institutionalization negatively impacts people’s lives in the same way 	<p>Specific Expectations (Teacher Input Required)</p>
<p>Resources Needed (Teacher Input Required)</p>	<p>Independent Study</p> <p>We encourage you to take a minute to hear the story of Mr. Gord Ferguson (1948-2018). Mr. Ferguson was a pioneer of disability rights in Canada. His dedication to creating a better life for himself and others, as well as his personal integrity, made him a great friend, husband and teacher.</p> <p>In the student handbook, we have included a short excerpt from Mr. Ferguson’s book, <i>Never Going Back</i> (M3.6), in which he discusses the closing of the Rideau Regional Centre (RRC), where he spent 16 years of his life. Mr. Ferguson tried to run away from RRC 13 times.</p>

MODULE THREE:

Institution Watch

Duration: 2 days/150 min

Sequence of Instruction

Day 5

- Begin by watching M3.V1 and allow time for students to respond to questions in M3.1.
- In small groups, or independently, have students complete the reading and questions in M3.2 and M3.2B.
- Look at the box titled “Patterns of Institutions and Institutional Models” in M3 and have students complete the M3.3 handout.
- In groups of three to four, give students time to explore the Woodlands case study on their iPads or personal computers. Ask students to have discussions in small groups to reflect on the significance of the demolition of Woodlands. Have students write a piece of slam poetry or song lyrics to memorialize the suffering that took place at this institution. Have students share with the class.

Day 6

- Organize students into three study groups of five to six people. If your class is larger, split your class into six groups of about three to four people. Assign each group a provincial profile to complete using M3.4.
- Students will spend the class investigating each province, including the photos, resources, links and video within the profile. Students will “report” their findings to the class in a group presentation. See M3.5 for instructions.
- Watch M3.V5 to wrap up this Module.

Opportunities for Assessment (Teacher Input Required)

Knowledge	Thinking	Application	Communication

Key Concepts	
period of de-institutionalization	From 1945 to 1982, a series of important shifts took place in Canadian society that inspired a movement of people to act and push governments to close institutions. This movement joined other movements, like the civil rights movement, to draw attention to the human rights of Canadians who have a disability.
disability rights	It is important that we are clear that disability rights evolved for some people, but not all Canadians who had a disability.
institutions are not just buildings	<p>If a person does not have the power to make choices about their life, then they are institutionalized in some way. An institution is any place in which people who have been labeled as having an intellectual disability are isolated, segregated and/or congregated.</p> <p>“An institution is any place in which people do not have, or are not allowed to exercise control over their lives and day to day decisions. An institution is not defined merely by its size.” — Joint Task Force</p>
institutions breed violence simply because of their design	<p>Institutions breed violence when (they):</p> <ul style="list-style-type: none"> • are used to manage the care of “difficult” people • buildings exist in isolated areas far away from where other people live, or when residents are socially isolated from the community • are run for profit or with very strict rules • have a goal to rehabilitate people • provide housing for people who experience marginalization • staff have lots of control over the bodily needs and functions of residents
question of ethics	Canada’s movement to close institutions looks very different depending on what province you live in. People who have a disability, who live in provinces where institutions have been closed, are vulnerable to institutional models. Other provinces simply have yet to close large facilities for people who have a disability. Why are people still at risk of institutionalization when it clearly causes so much harm in people’s lives?

MODULE THREE:

Institution Watch

Duration: 2 days/150 min

Modifications	Additional Resources
<p>Following are some of the suggestions to make Module three activities meet the different learning needs of students in the class. These activities might be helpful to find that balance where students can reflect on their learnings:</p> <ul style="list-style-type: none">• Ask students to create an artwork based on the Woodlands case study.• Ask students to write an essay on the reasons behind the demolition of Woodlands.• Make a presentation on Mr. Gord Ferguson’s life.• Create a map of what institutionalization looked like in all provinces in Canada. List the names of institutions.• Create a video on why de-institutionalization happened.• Create a glossary of words that reflect the experiences of people in institutions.• Create a document that lists the various sufferings that people experienced in institutions.• Give students options to share their reflections on the breeding of violence in institutions in audio/video/graphic formats.	<p>For more on Woodlands:</p> <p>Inclusion BC, From The Inside Out</p> <p>A multimedia art exhibit that weaved together stories from 28 people who lived in Woodlands, Tranquille, Glendale Lodge and the Endicott Centre. Photo Gallery HERE.</p> <p>De-Institutionalization</p> <p>The Freedom Tour Documentary, 2008</p> <p>The full documentary is available on Youtube. This is a powerful documentary that has been raising awareness about institutions, both nationally and internationally.</p> <p>The National De-Institutionalization Task Force</p> <p>A National Body that works to raise awareness and draw attention to institutionalization in Canada. See their “Additional Resources” page for more.</p> <p>Novel Study</p> <p>Gord Ferguson, Never Going Back</p> <p>Written in plain language, this is an autobiography of Mr. Ferguson’s life and teachings. Born with a developmental disability, Gordon was institutionalized for most of his youth. His proudest achievement, other than marrying his wife Donna, was helping to close the very institution whose staff abused and mistreated him. He is a homeowner, a leader, and an avid music and sports cards collector. His life has been rich with dedicated family and friends who have benefited from his wisdom and kindness.</p>

MODULE FOUR:

O Canada! When Will We Be Free?

Duration: 3 days/225 min

<p>Theme</p> <ul style="list-style-type: none"> • The Fight for Freedom • Exploring the United Nations Convention and Canadian Charter of Rights and Freedoms • Expert perspectives on education, community living and family experiences 	<p>Enduring Understanding</p> <p>It is unacceptable for people who have a disability to still be institutionalized in Canada today.</p>
<p>Guiding Question:</p> <p>Day 7: How have ordinary people sparked change in Canada? Day 8: How has the movement of Reconciliation in Canada paved the way for de-institutionalization? Day 9: What has been done to protect human rights in Canada? What still needs to change?</p>	
<p>Historical Thinking Concept Guideposts Change, Evidence, Ethical Dimension</p> <p style="text-align: right;">Citation: Peter Seixas, The Historical Thinking Project</p>	
<p>Learning Goals</p> <ul style="list-style-type: none"> • Students will understand the ways that ordinary people can create change (on small and large scales) • Students will identify patterns in the experiences of people who have a disability by comparing the past to the present • Students will understand the grassroots nature by which survivors and their allies fought for freedom • Students will see people who have a disability as pioneers of the human rights movement • Students will understand the role of intersectionality and its connection to the topic of institutionalization • Students will have a basic understanding of the Canadian Charter and the UN Convention, as well as how both documents protect disability rights in Canada 	<p>Specific Expectations (Teacher Input Required)</p>
<p>Resources Needed (Teacher Input Required)</p>	<p>Independent Study</p> <p>Day 7: Ask students to choose a People First pioneer to write a short letter to (500 words). If a member has passed away, they could write to the person’s family. What have you learned so far that will stay with you? What do you want them to know? What questions do you still have?</p> <p>Day 8: After watching <i>The Making of the Witness Blanket</i> as a class, have students create a piece of artwork that represents how they will bear witness to injustice in Canada. The artwork should reflect their commitment and learnings from the past four Modules. Put the artworks together and create a “Witness Blanket” of your own in the classroom.</p> <p>Day 9: Have students watch the three expert interviews and respond to handout M4.9.</p>

MODULE FOUR:

Duration: 3 days/225 min

O Canada! When Will We Be Free?

Sequence of Instruction

Day 7

- Read the introductory paragraphs to Module four aloud.
- Have copies of the article “What’s the Difference Between an Advocate and an Activist?” available for students. Group students into study groups. Have students complete handout M4.1 in their groups. Have a class discussion afterwards.
- Read aloud from “Social Movements Draw Attention to Disability Rights.”
- Have students independently read “Three Accidental Advocates” and respond to questions M4.2.
- As a class, take turns reading aloud from “The Community Living and People First Movements” while stopping to analyze photos throughout on the Module page.

Day 8

- Read aloud from “Another Point Of View” and, as a class, work through the M4.3 questions.
- Facilitate a class discussion on the ways students have seen or experienced intersectionality in their lives.
- Read the introduction to “What Have We Learned?” aloud.
- Play M4.V1 and M4.V2 and allow time for students to respond to questions in the student workbook (M4.4).
- Play *The Making of the Witness Blanket* and explain homework assignment (see Day 8 Independent Study instructions on pg. 18).

Day 9

- Begin with a brainstorming session of what students already know RE: The Canadian Charter of Rights and Freedoms and the UN Convention on the Rights of Persons with a Disability.
- In this activity, students will be asked to create an infographic on one of these documents. They will do independent research using the Module content, and their own research if necessary, to create their infographic. Students could use Canva to do this and should also be taught the style of citation you wish them to use. See M4.5 for further instructions.
- Read aloud from “Human Right’s Issues in Canada.”
- Read aloud from “Disability Rights In Canada Versus Around the World.”
- Have students respond to questions (M4.6) for each video (M4.V3, M4.V4, M4.V5) before proceeding to the next.
- Finish the Module by viewing M4.V6.

Opportunities for Assessment (Teacher Input Required)

Knowledge	Thinking	Application	Communication

Key Concepts	
advocate vs. activist	<p>Students should see themselves as responsible, active citizens. Their learning throughout the Modules is informing their voice and giving them opportunities to investigate controversial issues. They see their role in their community, how these issues are interconnected, and begin to acknowledge their role in being part of the solution.</p> <p>For more information on the Citizenship Education Framework see p. 9-18 in <i>Canadian and World Studies</i>.</p>
ordinary people can create change	<p>Jo, Paulette and Audrey became “accidental activists” when they saw beyond their own experiences and began to understand the injustice that was happening on a larger scale. They were just three of many mothers in Canada with children who had a disability. But, when these three ordinary women began advocating publicly for a new way forward, they made way for more mothers, children and families to join their cause. This enabled them to empower the voices of families across the country and mobilize a family-led movement for change in Canada.</p>
progress and decline	<p>Students should examine and identify patterns that existed over time. How did disability rights progress? What barriers existed for advocates and survivors, and what did they need to overcome?</p> <p>Ex. During the 1980s, a motion was put forward to the Board of Directors of CAMR to change the name of the federation. The use of the word ‘retarded’ was no longer accepted by people who had an intellectual disability. The group demanded, “Label jars not people!” The motion asked the board to change the organization’s name. At this time, the board chose not to change the name. The group who put forward the motion walked out of the meeting in protest.</p> <p>After the board’s decision not to change CAMR’s name, members petitioned the government to allow them to break away from the federation so that a movement of people with lived experience could be formed. Among those who advocated for this change were the founding members of the People First movement: Peter Park, Barb Goode, Paul Young and Pat Worth. By the late 1980s, the official People First of Canada organization was launched.</p>
intersectionality	<p>When it comes to supporting people who have a disability, we must look at the whole person. When we focus just a person’s disability then we will miss out on important things that make up who they really are, as well as the things that influence peoples’ experiences.</p>
a shared history	<p>Canada must continue to acknowledge the horrific abuse experienced by indigenous people and take steps to be a part of the process of reconciliation. Canadians with and without a disability must stand in solidarity together. By bearing witness to people’s truths and by taking action against discrimination of any kind we can build a better place for all. It is not enough to simply know about institutionalization. It is important that we continue to empower all people to speak up and work hard to breakdown barriers that limit people’s lives. We must do this for the sake of young people, to build a better future for them. We must do it for survivors, and we must do it for those who never left and who now lay in unmarked graves. How will you bear witness to the institutionalization of people who have an intellectual disability?</p>

MODULE FOUR:

O Canada! When Will We Be Free?

Duration: 3 days/225 min

Modifications	Additional Resources
<p>Following are some of the suggestions to make Module three activities meet the different learning needs of students in the class. These activities might be helpful to find that balance where students can reflect on their learnings:</p> <ul style="list-style-type: none"> • Ask students to create an infographic distinguishing between an advocate and an activist. • Ask students to create a one-minute (or less) video on social movements that have drawn attention to disability rights. • Create a ‘Show and Tell’ activity on different aspects of Intersectionality. • Create a collage of photos on the Community Living and People First movements. • Have a Q&A session with the class around the importance of disability rights in Canada. • Pair students to discuss the importance of The Canadian Charter of Rights and Freedoms and the UN Convention on the Rights of Persons with a Disability. • Ask students to create a presentation on the video “What Have We Learned” in Module four. • Create an artwork or poem around the progression of disability rights in Canada over the decades. • Prepare a speech advocating against the barriers that limit the lives of people who have an intellectual disability. • Provide an alternate assignment, such as a hands-on project on how ‘ordinary people’ can create change. • Give students assignments to fill in the blanks for better understanding of the key concepts in Module four. 	<p>People First of Canada Website</p> <p>An organization dedicated to empowering the voices of people who have an intellectual disability.</p> <p><u>Re:Action4Inclusion Curriculum, Chapter 1 on Advocacy Development</u></p> <p>Youth serving organizations, teachers, and students with and without a disability can use this resource. The simple layout, easy to read instructions and interactive activities will inspire you and help you put your ideas into action. ANYONE can use this curriculum, and it’s a fun and easy way to get others in your school and community thinking about perceptions of disability and real life experiences.</p> <p>The United Nations Sustainable Development Goals Website</p> <p>The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.</p>

MODULE FIVE:

Duration: 3 days/225 min

Understanding Patterns of Segregation

Theme <ul style="list-style-type: none"> Evidence of institutionalization in Canada today Case Study: The Emerald Hall Human Rights Case in Nova Scotia 	Enduring Understanding There is a human right's crisis in Canada.
Guiding Question: Where are there gaps in our society that create barriers for people who have a disability?	
Historical Thinking Concept Guideposts Continuity, Ethical Dimension	Citation: Peter Seixas, The Historical Thinking Project
Learning Goals <ul style="list-style-type: none"> Students will be able to clearly identify barriers that exist for people who have an intellectual disability Students will begin to question their environments, and existing attitudes, in an informed way Students will grow their consciousness of what is happening in Canada and feel a sense of urgency to end institutionalization 	Specific Expectations (Teacher Input Required)
Resources Needed (Teacher Input Required)	Independent Study (Teacher Input Required)

MODULE FIVE:

Duration: 3 days/225 min

Understanding Patterns of Segregation

Sequence of Instruction

Day 10

- Have two to three students take turns reading aloud from the introductory reading and complete the table activity “Testing Your Knowledge of Modules One Through Four.”
- Watch M5.V1 and facilitate a class discussion with students afterwards. Questions to ask: A) What did this video make you think about? B) Do you see any of these patterns in our school? C) What are ways we can be more inclusive in our school? Finish this activity by reading the remaining paragraphs aloud.
- Have students read through sections on the “Federal Disability Report” and “Advocates Speak Out.” Keep handout M5.1 visible on your SMART board or projector.
- Facilitate a class discussion on “Questions to Ponder” in M5.2.
- Begin organizing the class for the next activity: “The Emerald Hall Case.” In this activity students will investigate the case and look at evidence before hearing the case. They will then take a vote as ‘the jury.’
- Organize students into five working groups: 1) Case 1 Beth Maclean, 2) Case 2 Joesph Delaney, 3) Case 3 Sheila Livingstone, 4) Case 4 Disability Rights Coalition, 5) Defence, Province of Nova Scotia.

Day 11

- Each group will go through the Module materials that pertain to their case. For each group there is a PDF document that includes case notes in the form of actual court documents. There is also content within the Module text that students should use to become familiar with the case. Students will need one class to go through these materials and prepare their case.

Day 12

- Each group will present their findings to ‘the court.’
- As a jury, have students lead themselves through a class discussion of the evidence and testimony that was presented. Use questions from the Module page to direct the conversation. Have the jury take a vote.
- Complete the case study by reading “J. Walter Thompson’s Final Decision.”
- Read aloud from “In Conclusion.”
- Watch video M5.V2 to wrap up lesson.

Opportunities for Assessment (Teacher Input Required)

Knowledge	Thinking	Application	Communication

Understanding Patterns of Segregation

Key Concepts	
looking for institutional models and mindsets in our communities	Generations of survivors, families and their allies have worked for decades to free their loved ones and build inclusive communities. However, even now, institutions, institutional models and institutional ways of thinking continue to impact the experiences of people who have an intellectual disability.
continuity and change	As change-makers, we need to look for patterns in the way people have been treated. We also need to look at the similarities and differences in people’s experiences over time. This will help inform us of what we need to do as advocates and allies. Listening to people’s stories and learning from people’s experiences is one way to do this. Another way we can stay informed is by researching statistics and following trends. A trend is when we see numbers grow in a particular direction. Sometimes statistics can be useful in helping us understand where the gaps in people’s experiences exist. They also give us a clear understanding of the <i>degree</i> of segregation that is being experienced by people. Here, the term <i>degree</i> means we want to understand how many people are affected. It also means we want to understand the ways people are experiencing segregation so we can measure the impact this has on a person’s life. This information can be used to instill a sense of urgency in decision-makers.
bias	In 2010, the Government of Canada published <i>The Federal Disability Report</i> . This report was written when Canada ratified the UNCRPD and acts like a report card. However, it is important to note that this report is an evaluation of the government by the government. We encourage you to look at the report yourself with a critical eye and consider any bias that may exist.
every human life holds equal value	ALL human lives hold unmeasurable value. Every person on earth matters and deserves to live a good life. The testimonies you have heard show how life changed drastically for people after leaving institutions. People talk about how they have found more joy in their lives, learned new things, and feel good about having control over their lives. Believing that every person has value makes it harder to ignore people’s rights. Getting to know people and understanding what they contribute to our communities will show us people’s gifts and talents. Respecting human rights and holding governments accountable for protecting them is very important.

MODULE FIVE:

Understanding Patterns of Segregation

Modifications	Additional Resources
<p>Following are some of the suggestions to make Module three activities meet the different learning needs of students in the class. These activities might be helpful to find that balance where students can reflect on their learnings:</p> <ul style="list-style-type: none"> • Ask students to make a picture collage or a poster of the current state of institutionalization in Canada. • Ask students to make an infographic on the gaps in our society that create barriers for people who have an intellectual disability. • Ask students to create a presentation on the history of Human Rights in Canada. • Create a ‘Show and Tell’ activity highlighting the students’ understanding of The Emerald Hall Human Rights Case in Nova Scotia. • Prepare a one-page report that highlights key points from the ‘Federal Disability Report.’ • Ask students to prepare a skit that demonstrates the various ways more inclusivity can be brought to you schools. • Provide an alternate assignment, such as a hands-on project on their reading of “J. Walter Thompson’s Final Decision.” • Give students assignments to fill in the blanks for better understanding of the key concepts in Module five. • Ask students to share their feelings through an artwork about the urgent need to end institutionalization in Canada. • Ask students to make a list of questions that they would like to ask to a panel regarding the evidence of Institutionalization in Canada today. • Ask students to prepare a timeline of key events in Justin Clark’s Human Right’s case. • Ask students to share, in writing, their perspectives on bias (using examples). • Give students an assignment to fill in the blanks about the good things in life. • Based on Module five, ask students to list three reasons why governments should be held accountable when it comes to Human Rights. 	<p>Justin Clark Human Right’s Case, A Landmark Case</p> <p>The Clark Vs. Clark case transformed disability rights in Canada. This case, signified a new era. An era where people who have a disability have the right to make their own decisions. Justin Clark was a young man with cerebral palsy in 1982. His fight for independent living has had a lasting legacy in Canada. Justin passed away in 2021.</p> <p>Audrey Cole and Melanie Panitch, <i>Life Stories on Trial</i></p> <p>An unpublished manuscript of the case proceedings.</p> <p>Shirley McNaughton, <i>Justin Gives To Us All</i></p> <p>As well as eloquently describing Justin’s courageous journey and achievement, Shirley provides an important account of the essential communication supports that Justin required to reveal his capacity and testify in court.</p> <p>CBC article, <i>How Justin Clark’s fight for independence transformed disability rights in Canada</i></p>

MODULE SIX:

Youth Take Charge

Duration: 1 day/75 min

Theme <ul style="list-style-type: none"> • Why youth should learn about institutionalization • Case Study: A youth-led Community Change Project • Looking at your own privilege, power and freedom • Youth are future leaders 	Enduring Understanding Youth have the power to create change.
Guiding Question: How is my life different from someone who has a disability? In what ways can we close the gap between our life experiences?	
Historical Thinking Concept Guideposts Historical Significance	Citation: Peter Seixas, The Historical Thinking Project
Learning Goals <ul style="list-style-type: none"> • Students will be inspired to act on what they have learned in small or organized ways • Students will want to be part of creating change • Students will become conscious of the experience of others and be moved to act to close the gaps in those experiences 	Specific Expectations (Teacher Input Required)
Resources Needed (Teacher Input Required)	Independent Study (Teacher Input Required)

Youth Take Charge

Sequence of Instruction

Day 13

- Begin with class discussion of handout M6.1.
- Ask two to three students to take turns reading the introductory paragraphs aloud.
- In small groups, have students read the case study (M6.2) “Building a Community Garden” and respond to “Questions to Ponder.”
- Watch M6.V1 and read the paragraph aloud following the video.
- Have students complete the survey activity (M6.3) and discuss what they have learned with a partner.
- Watch M6.V2 and read the paragraph below video aloud.
- See handout M6.4 in student workbook for culminating assignment.

Opportunities for Assessment (Teacher Input Required)

Knowledge	Thinking	Application	Communication

Youth Take Charge

Key Concepts	
historical significance	It is crucial that we understand the significance of our past mistakes so that we can influence change today and tomorrow. Your study of the institutionalization of people who have an intellectual disability has shed light on both enduring and emerging issues. Our governments and communities are still seeking solutions for these issues.
citizenship	As an informed citizen, you have the social responsibility to use what you have learned to inform the decisions you make in your own life. Your actions and efforts to improve the lives of your neighbours and peers who have a disability is how you can begin to demonstrate active citizenship. Canadians of all ages need to be part of the transformation. Our communities are where people belong. We all have an important role. Your role is to be an active member of your community.
agents of Change	As an informed citizen, you have the social responsibility to use what you have learned to inform the decisions you make in your own life. Your actions and efforts to improve the lives of your neighbours and peers who have a disability is how you can begin to demonstrate active citizenship. Canadians of all ages need to be part of the transformation. Our communities are where people belong. We all have an important role. Your role is to be an active member of your community.
youth to youth knowledge sharing	Using the “Youth Perspectives” resource, your students can hear from other youth about human rights, social justice and building communities where everyone feels they belong.

Youth Take Charge

Modifications	Additional Resources
<p>Following are some of the suggestions to make Module three activities meet the different learning needs of students in the class. These activities might be helpful to find that balance where students can reflect on their learnings:</p> <ul style="list-style-type: none"> • Ask students to prepare a presentation on how youth have the voice and power to create change. • Ask students to create a poster highlighting how life as a person with a disability is different from someone who doesn't have a disability. • Ask students to make a poster on the case study "Building a Community Garden." • Ask students to share what they would like to reflect on about themselves based on the video "If You Really Knew Me." • Students can bring artifacts, pictures, articles, or any other resources, to class to share how governments and resources are still seeking solutions for institutionalization related issues. • Provide an alternate assignment, such as a hands-on project on how active citizenship can be demonstrated. • Pair students to discuss how youth can be agents of change. • Ask students to write a poem or story reflecting on communities where everyone, irrespective of their abilities, belongs. • Ask students what role they see themselves in being allies to youth/ people who have a disability based on their learnings from all six Modules. • Ask students to write a two-page written reflection or personal essay about their perspectives and learnings from all Modules one to six. 	<p>Re:Action4Inclusion, Website</p> <p>Re:Action4Inclusion is a youth-led social justice movement of young Canadians with and without a disability who are working to build a more inclusive Canada for all people.</p> <p>Toolkit For Community Builders</p> <p>The flipbook is interactive and includes links to videos, websites and other resources that can be used to spark conversations with students. Chapter One of the toolkit was written by youth advisors to youth across Canada.</p> <p>A video on tokenism</p> <p>How do we advocate for others and avoid the downfall of tokenism. Hear what youth in Canada have to say about this topic.</p>

