



First Unitarian Church of Victoria

Affiliated with the Canadian Unitarian Council and the Unitarian Universalist Association

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Dear Teacher,

Your student is participating in the daily Social Justice Story Time with the First Unitarian Church of Victoria. Hosted every morning over Zoom, we do the following:

1. Light a chalice
2. Take three deep, centring breaths
3. Read a social justice themed picture book (see enclosed list for some of the titles we've covered)
4. Discuss and debrief with participants ages 1-90 about the story. Some of the many questions we think about include:
 - a. Why does this story matter?
 - b. How does this story connect to my home, community, and broader world?
 - c. How can I contribute to the justice and equity from the story in my everyday life?
 - d. What questions could we ask of the author? What's missing?

We practice distributed leadership, with participants as young as 5 and as old as 90 leading the group through all four steps. Your student has led a story time at least once. Books are often selected in collaboration with Megan Clark, a children's librarian at the Greater Victoria Public Library, who matches readers not only with content of interest but also helps them check out electronic versions of the books to then read over Zoom.

As licenced, practicing BC teachers, we (Nicole and Lindsay) see many connections between Social Justice Story Time and the BC Curriculum. Across all grades, as both readers and listeners, participating youth are practicing engaged, critical literacies, building connections with intergenerational communities, and learning how to access library services. Some, though certainly not all of the specific curriculum competencies are arranged by grade level and listed at the end of this letter.

In this time of uncertain scheduling and remote learning, your student and their family would love for this work to be considered as contributing to their school-based program. Please be in touch if you'd like to further discuss how to count or assess this work.

Warmly,

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ELEMENTARY SCHOOL

Subject	Competencies	Content
Career	<p>“Recognize the importance of positive relationships in their lives” (K-3)</p> <p>“Share ideas, information, personal feelings, and knowledge with others” (K-3)</p> <p>“Demonstrate respect for differences” (4-5)</p> <p>“Demonstrate safe behaviours in a variety of environments” (4-5)</p>	<ul style="list-style-type: none"> ● Risk taking and its role in self-exploration ● Cultural and social awareness ● Emergent leadership skills ● Generational roles and responsibilities
English Language Arts	<p>“Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community” (K-3)</p> <p>“Recognize/demonstrate/explain the importance of story in personal, family, and community identity” (K-3)</p> <p>“Use personal experience and knowledge to connect to stories and other texts to make meaning” (K-3)</p> <p>“Exchange ideas and perspectives to build shared understanding” (K-3)</p> <p>“Identify how differences in context, perspectives, and voice influence meaning in texts” (4-5)</p> <p>“Recognize/explain the role of language in personal, social, and cultural identity” (4-5)</p> <p>“Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world” (4-5)</p> <p>“Demonstrate awareness of the oral</p>	<ul style="list-style-type: none"> ● Elements of story ● Reading strategies ● Oral language strategies ● Metacognitive processes

	tradition in First Peoples cultures and the purposes of First Peoples texts” (4-5)	
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MIDDLE SCHOOL

Subject	Competencies	Content
English Language Arts	<p>“Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts “</p> <p>“Exchange ideas and viewpoints to build shared understanding and extend thinking”</p> <p>“ Construct meaningful personal connections between self, text, and world”</p> <p>“Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view”</p>	<ul style="list-style-type: none"> ● forms, functions, and genres of text ● text features ● literary elements ● literary devices ● elements of visual/graphic texts ● features of oral language
Social Studies	<p>“Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media”</p> <p>“Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past”</p> <p>“Explain different perspectives on</p>	<p>“global poverty and inequality issues, including class structure and gender”</p> <p>“economic policies and resource management, including effects on indigenous peoples”</p> <p>“social, political, legal, governmental, and economic systems and structures, including at least one</p>

	past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places”	indigenous to the Americas “ “interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations”
Arts Education	<p>“Reflect on works of art and creative processes to understand artists’ intentions”</p> <p>“Interpret works of art using knowledge and skills from various areas of learning”</p> <p>“Examine relationships between the arts and the wider world”</p>	<p>“image development strategies”</p> <p>“symbolism and metaphor to explore ideas and perspective”</p> <p>“traditional and contemporary Aboriginal arts and arts-making processes”</p> <p>“a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places”</p> <p>“personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment”</p> <p>“ethical considerations and cultural appropriation related to the arts”</p>

SECONDARY SCHOOL

Subject	Competencies	Content
English Language Arts	<p>“Read for enjoyment and to achieve personal goals”</p> <p>“Recognize and appreciate the diversity within and</p>	<p>“Strategies and processes: reading strategies oral language strategies metacognitive strategies”</p>

	<p>across First Peoples societies as represented in texts”</p> <p>“Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts”</p> <p>“Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact”</p> <p>“Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts”</p> <p>“Recognize personal, social, and cultural contexts, as well as values and perspectives in texts”</p> <p>“Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking”</p> <p>“Respond to text in personal, creative, and critical ways”</p> <p>“Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes”</p>	<p>“Language features, structures, and conventions”</p> <p>language features</p> <p>elements of style</p> <p>exploration of voice</p> <p>usage and conventions</p> <p>literary elements and devices</p> <p>literal meaning and inferential meaning”</p>
<p>Social Studies</p>	<p>“Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)”</p> <p>“Assess the significance of people, places, events, or</p>	<p>“government, First Peoples governance, political institutions, and ideologies”</p> <p>“environmental, political, and economic policies”</p> <p>“discriminatory policies and injustices in Canada and the world, including residential</p>

	<p>developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)”</p> <p>“Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)”</p>	<p>schools, the head tax, the Komagata Maru incident, and internments”</p> <p>“advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission”</p> <p>“domestic conflicts and co-operation”</p> <p>“international conflicts and co-operation”</p>
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