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LEARNING ABOUT BLACK HISTORY MONTH & BEYOND

WITH GRATITUDE TO:

**ADRIAN LECKIE, MARCUS MEDFORD,
MICHELLE CAVARRETTA, JENNIFER LADIPO**

SOME TAKEAWAYS:

BLACK HISTORY MONTH IS...

- an opportunity for **EMPATHY & REFLECTION**
- a reminder for **ALLYSHIP & LEARNING**
- one (of what needs to be many) opportunities
to **CELEBRATE & SHARE** black excellence

**WHAT IS THE
SIGNIFICANCE OF
BHM TO YOU?**

1.



TO ME BLACK HISTORY MONTH IS AN OPPORTUNITY TO LEARN ABOUT THE BLACK TRAILBLAZERS THAT MADE WAY FOR THE LIBERTIES, AND RIGHTS THAT BLACK-IDENTIFYING FOLKS HAVE TO THIS DAY. IT ALSO ACTS AS A GREAT OPPORTUNITY FOR US TO LOOK INTO THE PRESENT-DAY BLACK ROLE MODELS AND BLACK LEADERS, AND EXPLORING AND CELEBRATING THE AFRICAN AND CARIBBEAN DIASPORA. FINALLY, IT ACTS AS A GREAT WAY TO HAVE CONVERSATIONS ABOUT THE ENDLESS AND VAST POSSIBILITIES FOR THE BLACK COMMUNITY.

I THINK THE RE-IMAGINING OF BHM WITHIN THE GUELPH COMMUNITY OFFERS US A FANTASTIC FRAMEWORK TO EXPLORE BLACK HISTORY MONTH AS BLACK HERITAGE MONTH, TO LOOK TOWARDS THE FUTURE, AND HONOR OUR PAST, AND ACKNOWLEDGE THE RICH HERITAGE AND IMPACT OF THE BLACK COMMUNITY.

**ADRIAN LECKIE, IMANI PROGRAM TEAM LEAD,
UNIVERSITY OF TORONTO**

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GROWING UP, IT WAS A MONTH WHERE I
LEARNED ABOUT THE SUCCESSES OF,
MOSTLY, BLACK PEOPLE IN THE STATES.
IN THE PRESENT, IT'S A MOMENT OF
REFLECTION ON THE
DISPROPORTIONATE TREATMENT OF
BLACK PEOPLE AROUND THE WORLD.

TEACHER, TORONTO DISTRICT SCHOOL BOARD



FOR ME, BLACK HISTORY MONTH IS A TIME DEDICATED TO LEARNING AND THE CELEBRATION OF BLACKNESS, WHICH INCLUDES, BLACK PEOPLE, BLACK CREATIONS (LIKE FOOD, ART AND INVENTIONS), AND BLACK HISTORY. I THINK IT BOILS DOWN TO IT BEING A MONTH DEDICATED TO BLACK PEOPLE'S HUMANITY AND REINFORCING THAT IDEA TO BLACK AND NON-BLACK PEOPLE – WHICH IS NOT SOMETHING WE'RE AFFORDED BY EVERYONE YEAR-ROUND. IT'S A TIME TO STRENGTHEN YOUR SENSE OF SELF-WORTH AND SELF-UNDERSTANDING, WHILE ALSO DEVELOPING A DEEPER UNDERSTANDING OF HOW THE WORLD IS ORGANIZED FOR BLACK PEOPLE. BLACK HISTORY MONTH OFFERS EVERYONE THE OPPORTUNITY TO REFLECT ON THEMSELVES AND THE SOCIETIES THEY LIVE IN.

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



THE SIGNIFICANCE OF BLACK HISTORY MONTH TO ME IS HIGHLIGHTING A CULTURE THAT HAS NOT ALWAYS BEEN CELEBRATED OR SEEN AS IT SHOULD BE. IT IS ABOUT AIMING TO CORRECT A SKEWED REALITY THAT UNDERREPRESENTS THE SUCCESSES AND BEAUTY OF THE BLACK CULTURE BECAUSE OF YEARS OF INSTITUTIONAL RACISM THAT CONTINUES TO BE ADDRESSED AND ALSO IGNORED IN MANY PARTS OF SOCIETY. IT'S ALSO ABOUT LEARNING SOME REALLY AWESOME STUFF ABOUT BLACK CULTURE AND GOING OUT OF OUR WAY TO CELEBRATE INDIVIDUALS THAT CONTINUE TO PAVE THE WAY FOR RACIAL JUSTICE.

**MICHELLE CAVARRETTA, MATH & SCIENCE TEACHER,
TORONTO DISTRICT SCHOOL BOARD**



I WAS BORN IN CANADA, MOVED TO NIGERIA AT 2 WHERE MOST PEOPLE ARE BLACK. I WENT TO AN INTERNATIONAL SCHOOL WHERE THERE WERE PEOPLE FROM DIFFERENT PLACES. WHEN I CAME TO CANADA AND LEARNED ABOUT BHM, I WAS CONFUSED - WHERE I GREW UP IMPACTS HOW I THINK ABOUT BHM. IF YOU'RE AN IMMIGRANT IT'S DIFFERENT BECAUSE YOU COME FROM A PLACE WHERE EVERYONE LOOKS LIKE YOU, SO YOU REMEMBER THAT.

IN CANADA, YOU MIGHT BE THE MINORITY. EVEN IF NOT ALWAYS REPRESENTED IN A WAY I RELATE TO, IT MAKES ME THINK OF BLACK PEOPLE IN HISTORY. THERE ARE REALLY COOL BLACK PEOPLE WHO DID REALLY COOL THINGS WHO WEREN'T RECOGNIZED. FOR EXAMPLE, MADAM C.J. WALKER - CREATED A BUSINESS FOR BLACK WOMEN AND THEIR HAIR. THIS MONTH FORCES YOU TO THINK ABOUT HOW SOMEONE STRUGGLED SO YOU COULD GET A JOB, WHICH MAKES ME EMOTIONAL.

JENNIFER LADIPO, STEM GIRL

**WHAT SHOULD BE
THE SIGNIFICANCE
OF THIS MONTH
FOR NON-BLACK
FOLKS?**

2.



I THINK THAT THIS MONTH SHOULD BE AN OPPORTUNITY FOR NON-BLACK FOLKS TO TAKE TIME TO UNDERSTAND SOME OF THE BARRIERS THAT HAVE EXISTED FOR THE BLACK COMMUNITY, AND REFLECT ON HOW THESE BARRIERS EXIST TO THIS DAY, AND BE AWARE OF WHAT INFLUENCE/IMPACT THEY CAN HAVE FOR CHANGE.

ACKNOWLEDGING DIVERSITY IN THE WORKPLACE, CALLING OUT DISCRIMINATION, OR ACKNOWLEDGING THEIR OWN BIASES AND TAKING ACTION TO CORRECT THEMSELVES, ALL ACT AS OPPORTUNITIES PRESENT WITHIN THIS MONTH, THAT CAN HAVE AN IMPACT FOR MONTH LONG – TO HOPEFULLY LIFELONG CHANGE AND AWARENESS FOR MEANINGFUL ALLYSHIP

**ADRIAN LECKIE, IMANI PROGRAM TEAM LEAD,
UNIVERSITY OF TORONTO**

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**HONESTLY, THE ONLY
SIGNIFICANCE IT SHOULD BE TO
NON-BLACK FOLKS IS
ACKNOWLEDGMENT.**

TEACHER, TORONTO DISTRICT SCHOOL BOARD



PART 1 OF 2:

**REFLECTION, LEARNING AND EMPATHY.
WITHOUT DEVELOPING A SENSE OF PITY, I THINK
IT'S IMPORTANT THAT NON-BLACK PEOPLE GET
AN UNDERSTANDING OF THE HARMS THAT HAVE
BEEN AND CONTINUE TO BE PERPETRATED
AGAINST BLACK PEOPLE. PART OF THAT
INVOLVES INTERROGATING HOW THEY MAY
HAVE CONTRIBUTED TO THOSE HARMS OR
WHERE THEY'VE SEEN THEM PLAY OUT IN THEIR
OWN LIVES (OR STORIES THEY'VE HEARD FROM
THE BLACK PEOPLE IN THEIR LIVES).**

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



PART 2 OF 2:

BLACK HISTORY MONTH IS A TIME FOR NON-BLACK PEOPLE TO DE-CENTRE THEMSELVES AND NOT BE SO CONFRONTATIONAL WHEN IT COMES TO THEIR BELIEFS AND FEELINGS. FOR EXAMPLE, IF SOMEONE SAYS, "THE POLICE ARE DERIVED FROM SLAVE PATROLS AND THEY CONTINUE TO HARM BLACK PEOPLE," INSTEAD OF CHALLENGING THAT AND DEFENDING A POSITION, JUST LISTEN, AND THINK ABOUT HOW THIS IS CONNECTED TO OTHER THINGS ASSOCIATED WITH RACE. IT IS HOWEVER A GREAT TIME TO CHALLENGE AND EXAMINE YOUR STEREOTYPICAL BELIEFS ABOUT BLACK PEOPLE. LEARNING ABOUT AND CELEBRATING BLACK PEOPLE, CREATIONS, AND HISTORY IS ALSO IMPORTANT FOR NON-BLACK PEOPLE. BLACK HISTORY MONTH SHOULD HELP NON-BLACK PEOPLE SEE BLACK PEOPLE AS INTRINSICALLY VALUABLE AND WORTHY OF RESPECT.

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



FOR NON-BLACK FOLKS, I BELIEVE IT IS CRUCIAL TO SHOW ACTIVE SUPPORT IF YOU CONSIDER YOURSELF AN ALLY, BECAUSE DOING NOTHING WOULD SEND THE MESSAGE THAT THINGS ARE FINE THE WAY THEY ARE. AS A WHITE TEACHER I KNOW I WALK INTO A ROOM OF STUDENTS HOLDING A LOT OF POWER AND PRIVILEGE, SO I BELIEVE IT'S MY ROLE TO CONTINUE MY LEARNING, QUESTION MY OWN BIASES, AND SHOW MY SUPPORT FOR THE CELEBRATION OF BLACK EXCELLENCE THAT HAS BEEN UNDERREPRESENTED FOR A LONG TIME SO THAT ALL STUDENTS CAN PARTICIPATE IN THE CELEBRATION. I KNOW THAT I HAVE A DUTY TO MAKE SURE THAT THE WORLDVIEW I HAVE BECAUSE OF THE PRIVILEGES I HOLD DOES NOT KEEP ME FROM TEACHING IN A WAY THAT ALLOWS EVERY STUDENT TO FEEL SEEN AND CELEBRATED, ESPECIALLY STUDENTS WHO HAVE HISTORICALLY BEEN UNDERSERVED.

**MICHELLE CAVARRETTA, MATH & SCIENCE TEACHER,
TORONTO DISTRICT SCHOOL BOARD**



IT SHOULD BE ABOUT EMPATHY OF THE HUMAN EXPERIENCE FOR BLACK PEOPLE AND ALL OF THE PRODUCTS OF ASSOCIATION THAT ARE BROUGHT ON WITH THEM. IT SHOULD MAKE PEOPLE THINK ABOUT THE ASSOCIATIONS THEY HAVE WITH BLACK PEOPLE - HOW DID THEY COME ABOUT? ARE THEY TRUE? CAN YOU ACTUALLY EMPATHIZE WITH WHAT THEY'RE GOING THROUGH? DO YOU JUST FEEL LIKE THEY'RE ATTACKING YOU? HOW ARE THEY PORTRAYED IN MOVIES? HOW DOES THAT AFFECT HOW YOU INTERACT WITH THEM? HOW DOES THE IDEA OF NOT KNOWING ABOUT THEIR HISTORY AFFECT HOW YOU SEE THEM?

THEY SHOULD REFLECT AND LOOK PAST THEMSELVES. DO THIS FOR THE OTHER MONTHS OF SIGNIFICANCE AS WELL.

JENNIFER LADIPO, STEM GIRL

**DID YOU HAVE THE
OPPORTUNITY TO
CELEBRATE THIS IN
SCHOOL/
EDUCATION?**

3.



TO BE HONEST, I HAD OPPORTUNITIES TO CELEBRATE IT IN SCHOOL ON A SURFACE LEVEL. MY SCHOOLS FROM ELEMENTARY TO HIGH SCHOOL PROVIDED OPPORTUNITIES TO LEARN ABOUT BLACK HISTORICAL LEADERS WITHIN DIFFERENT CLASSES, AND THROUGH LIBRARY DISPLAYS. HOWEVER, I NEVER UNDERSTOOD THE IMPACT AND DIVED INTO THOSE OPPORTUNITIES. IT MIGHT HAVE BEEN A MIX OF MY OWN UNDERSTANDING OF IDENTITY AT THE TIME, AND THE LACK OF BLACK-IDENTIFYING EDUCATORS FACILITATING THESE CONVERSATIONS.

I WISH I DID HAVE MORE OF AN OPPORTUNITY TO DIVE IN TO BHM INTENTIONALLY GROWING UP. EVEN IF IT WAS JUST HAVING HONEST CONVERSATIONS ABOUT THE BLACK EXPERIENCE AS A KID, AND THEN CONNECTING IT TO THE BARRIERS THAT EXISTED FOR BLACK FOLKS IN HISTORY MIGHT HAVE SUPPORTED MY UNDERSTANDING.

**ADRIAN LECKIE, IMANI PROGRAM TEAM LEAD,
UNIVERSITY OF TORONTO**

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**I DID HAVE THE OPPORTUNITY TO
BRIEFLY LEARN ABOUT IT IN
ELEMENTARY SCHOOL, BUT NOT IN HIGH
SCHOOL OR UNIVERSITY. OF COURSE I
WISH I DID, BUT I WISH IT WAS IN A WAY
WHERE IT WASN'T FOCUSED ON BLACK
PEOPLE IN AMERICA, AND ALSO PAVED
WAY FOR BLACK CREATORS AND BLACK
YOUTH OF THE PRESENT SOCIETY.**

TEACHER, TORONTO DISTRICT SCHOOL BOARD



PART 1 OF 2:

I THINK BLACK HISTORY MONTH IN THE SCHOOLS I ATTENDED WAS REALLY FOCUSED ON EDUCATION. I REMEMBER LEARNING ABOUT SLAVERY, THE CIVIL RIGHTS MOVEMENT, AND NAZIS BUT IT WAS FAR FROM A CELEBRATION OF BLACKNESS. WE CELEBRATED THE CIVIL RIGHTS HEROES LIKE MARTIN LUTHER KING JUNIOR, MOHAMMAD ALI, MALCOLM X, ROSA PARKS, HARIET TUBMAN, BUT NOT EVERYDAY BLACK PEOPLE OR CULTURES. AND IT WAS NEVER ABOUT CANADA.

I SOMETIMES SAW BLACK HISTORY MONTH MORE AS A "WHITE CRUELTY MONTH." I REMEMBER SITTING WITH THREE OF MY FRIENDS WHO WERE BLONDE-HAIRED AND BLUE-EYED AND I COULDN'T STOP THINKING ABOUT THE FACT THAT RACIST PERSON WOULD SEE THEM AS A PRIZE AND ME AS A PIECE OF CRAP, WHICH WAS UPSETTING. BUT WHAT WAS ALSO UPSETTING WAS THINKING ABOUT THE FACT THAT IF WE LIVED IN A DIFFERENT TIME, MY FRIENDS WOULD HATE ME AND WE COULD NEVER TRULY BE FRIENDS.

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



PART 2 OF 2:

I DO WISH THAT IT WAS MORE CELEBRATORY BECAUSE I NEVER LEFT THOSE LESSONS FEELING GOOD ABOUT MYSELF. I DON'T THINK I DEVELOPED SELF-HATRED FROM LEARNING ABOUT BLACK HISTORY MONTH THE WAY THAT I DID BUT IT WAS VERY EVIDENT TO ME THAT BLACKNESS WAS SEEN AS A BAD THING BY A LOT OF PEOPLE AND I WAS MADE AWARE THAT SOME PEOPLE WILL HATE ME AND SEE ME AS UNWORTHY (OF LOVE, FAIR TREATMENT ETC.) BECAUSE OF THE COLOUR OF MY SKIN.

IN HIGH SCHOOL, I REMEMBER ATTENDING AN ASSEMBLY WITH A BLACK SPEAKER/ARTIST WHO PERFORMED AND SPOKE ABOUT THEIR LIFE, CAREER AND EXPERIENCES OF RACISM BUT I THINK THE ASSEMBLY WAS MORE FOCUSED ON THEM AS A PERSON/ARTIST THAN ON BLACK HISTORY MONTH IN GENERAL. BLACK HISTORY MONTH WAS BEST CELEBRATED IN ENGLISH CLASS IN HIGH SCHOOL WHERE WE WOULD READ WORKS BY BLACK AUTHORS OR WORKS ABOUT BLACK PEOPLE OR THE CIVIL RIGHTS MOVEMENT.

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



I DEFINITELY DIDN'T HAVE THE OPPORTUNITY TO CELEBRATE BHM WHEN I WAS IN SCHOOL. ANYTHING WE DID TALK ABOUT WAS STRICTLY FROM A HISTORICAL PERSPECTIVE AND NOT IN THE SPIRIT OF CELEBRATION WHICH IS DISAPPOINTING TO THINK ABOUT NOW. THERE WAS NOT A LOT OF DIVERSE REPRESENTATION IN MY STUDIES IN GENERAL WHICH LED ME TO NEED TO UNLEARN A LOT WHEN I BECAME AN ADULT AND REALIZED THAT WHAT I HAD BEEN LEARNING IN SCHOOL WASN'T ACTUALLY A GOOD REPRESENTATION OF THE WORLD'S CULTURES AND PERSPECTIVES. I KNOW THAT THIS LEARNING IS FAR FROM OVER FOR ME.

**MICHELLE CAVARRETTA, MATH & SCIENCE TEACHER,
TORONTO DISTRICT SCHOOL BOARD**



IN NIGERIA INTERNATIONAL SCHOOL, HAD A CULTURAL WEEK WHERE EVERYONE CAME IN THEIR TRADITIONAL OUTFITS (HAWAII, BAHAMAS, ETC.). I THINK THIS IS MY VERSION OF BHM. WHEN I CAME TO CANADA, WE CELEBRATED BHM AND SPOKE ABOUT BLACK INVENTORS BUT IT DIDN'T FEEL MEMORABLE COMPARED TO THE CULTURAL WEEK IN NIGERIA.

I WISH THEY MADE MORE IMMERSIVE ACTIVITIES, BUT AT THE SAME TIME I THINK THEY'RE DEALING WITH A DIFFERENT AUDIENCE. WE DID THINGS, JUST WEREN'T MEMORABLE. I WISH IT WAS MORE ELABORATE AND WELCOMING. BHM FELT LIKE US VS. THEM, WHERE THE WHITE KIDS DIDN'T UNDERSTAND IT AND WOULD ASK ABOUT WHY THEY DON'T HAVE ONE. SO IT WAS CELEBRATED BUT IT FELT AWFUL AND WEIRD, I WISH IT WAS MORE FUN.

JENNIFER LADIPO, STEM GIRL

**HOW WOULD/HAVE
YOU MADE SURE THIS
IS EMBEDDED IN YOUR
TEACHING/ PROGRAMS
(BHM & BEYOND)?**



WITHIN THE PROGRAM I RUN, WE EMBED ASPECTS OF THE BLACK EXPERIENCE, ROLE MODELS, TRAILBLAZERS, ETC REGULARLY IN OUR PROGRAMMING. WITHIN THE IMANI PROGRAM, WE DEVELOP AFROCENTRIC WORKSHOPS FOR YOUTH BETWEEN THE GRADES OF 7-12. SO, WE STEP BACK TO UNDERSTAND WHAT ARE THE THINGS THAT YOUTH ARE CURIOUS ABOUT IN EXPLORING THEIR IDENTITY, AND SOME OF THE BARRIERS THEY FACE AT SCHOOL, AND PROVIDE THEM THE SPACE TO LEARN, ASK QUESTIONS, AND POSITION THEMSELVES IN THE CONTENT THAT WE DEVELOP.

IN ADDITION, WE REGULARLY UPDATE THE PROGRAMMING TO ENSURE THAT IT'S REFLECTIVE OF THE EXPERIENCES OF EACH COHORT OF STUDENT WE CONNECT WITH.

**ADRIAN LECKIE, IMANI PROGRAM TEAM LEAD,
UNIVERSITY OF TORONTO**

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AS AN EDUCATOR, I WANT TO
HIGHLIGHT THE RESEARCH DONE BY
CURRENT BLACK FOLKS IN FLIGHT (I'M
TEACHING GRADE 6 SCIENCE
CURRICULUM AND WANT IT TO BE
RELEVANT FOR THE STUDENTS AT THIS
TIME). I WORK AT AN INTL SCHOOL AND
I DON'T WANT TO FOCUS PRIMARILY ON
BLACK AMERICANS, BUT WHAT BLACK
PEOPLE IN FLIGHT LOOK LIKE
THROUGHOUT THE WORLD.

TEACHER, TORONTO DISTRICT SCHOOL BOARD



WHILE I'M NOT AN EDUCATOR IN THE STRICTEST SENSE, AS A CAMP COUNSELLOR/COORDINATOR, I ALWAYS TRIED TO ENCOURAGE KIDS TO TALK ABOUT AND TAKE PRIDE IN THEIR CULTURE (THEIR FAMILIES COUNTRY OF ORIGIN, THE LANGUAGES THEY SPEAK, THE FOODS THEY EAT ETC) THROUGH ART-BASED ACTIVITIES. I ALSO MADE A POINT OF DISPLAYING THE ART WORKS AS A VISUAL REMINDER OF THE DIVERSITY PRESENT IN THE SPACE AND AS A WAY OF SIGNALLING THAT IT'S SOMETHING IMPORTANT AND WORTH TAKING PRIDE IN. ANOTHER WAY I WOULD TRY TO EMBED THESE LESSONS BEYOND THE ACTIVITY IS TO HAVE KIDS TALK ABOUT THEIR THOUGHTS AND EXPERIENCES IN DEBRIEFING PERIODS AS WELL AS ASKING KIDS TO TALK ABOUT THEIR THOUGHTS AND EXPERIENCES WITH THEIR CAREGIVERS.

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



LAST YEAR I CELEBRATED BLACK HISTORY MONTH WITH MY STUDENTS BY WATCHING ONE OF THE 28 MOMENTS OF CANADIAN BLACK HISTORY (@UNILEARNAL) VIDEOS EACH DAY THROUGHOUT THE MONTH OF FEBRUARY. AFTER EACH VIDEO, WE DEBRIEFED AS A CLASS AND STUDENTS WERE INVITED TO SHARE ANY THOUGHTS THEY HAD. WE ALL LEARNED SO MUCH AND ENDED UP ALSO USING THE VIDEOS AS PART OF A MATH ASSIGNMENT USING DESMOS WHERE STUDENTS REFLECTED ON THEIR LEARNING TO CREATE A DESIGN. STUDENT WORK CAN BE FOUND HERE [HTTPS://SITES.GOOGLE.COM/TDSB.ON.CA/CWJMHF-2021/HOME?AUTHUSER=0]!

OUTSIDE OF THE MONTH OF FEBRUARY, I LOOK FOR OPPORTUNITIES TO HIGHLIGHT BOTH BLACK EXCELLENCE AND RACIAL INJUSTICES WITHIN THE CURRICULUM I TEACH. IN SCIENCE CLASSES MANY LESSONS AND UNITS ARE FRAMED AROUND TALKING ABOUT ACCESS AND REPRESENTATION, AND HOW RACIST VIEWS OF THE PAST STILL INFORM OUR SOCIETY TODAY.

**MICHELLE CAVARRETTA, MATH & SCIENCE TEACHER,
TORONTO DISTRICT SCHOOL BOARD**



FOR ME, I HIGHLIGHT BLACK SCIENTISTS AND I DO IT THROUGHOUT THE YEAR BECAUSE THERE IS A WEALTH OF PEOPLE FROM THE PAST AND PRESENT. TEACHERS CAN GO OUT OF THEIR WAY TO FIND BLACK INSTRUCTORS, OR A SERIES WITH BLACK PEOPLE IN IT THAT CAN MAKE BLACK TALENT AND PROFESSIONALS MORE VISIBLE.

I HEARD THAT IT CAN BE HARD FOR TEACHERS TO GET SUPPORT, BUT IF THEY WERE ABLE TO GET THAT SUPPORT THEN I THINK IT'S IMPORTANT TO HIGHLIGHT BLACK PROFESSIONALS - BRING THEM INTO YOUR CLASS, WATCH SHOWS WITH BLACK PEOPLE IN THEM. SHOW HIDDEN FIGURE IN MATH CLASS, IT SHOWCASES BLACK GREATNESS IN THE SUBJECT.

JENNIFER LADIPO, STEM GIRL

OTHER THOUGHTS?

5.



IT SHOULDN'T BE LIMITED TO A MONTH FOR ONE'S UNDERSTANDING OF BLACK HISTORY AND HERITAGE. MORE SO, IT SHOULD ACT LIKE A "SPARK" TO IGNITE ONE'S LEARNING, UNDERSTANDING, ALLYSHIP, ACTION, ETC.

ALSO, PEOPLE SHOULD BE AWARE THAT WHILE THIS MONTH IS A FANTASTIC OPPORTUNITY FOR MANY BLACK IDENTIFYING FOLKS TO CELEBRATE THEIR CULTURE, WE SHOULD BE AWARE OF THE BLACK COMMUNITY MEMBERS, EDUCATORS AND CHANGE MAKERS THAT PROVIDE THESE OPPORTUNITIES, AND THE LABOR ASSOCIATED WITH DEVELOPING THESE SPACES.

**ADRIAN LECKIE, IMANI PROGRAM TEAM LEAD,
UNIVERSITY OF TORONTO**

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**I WISH PEOPLE WOULDN'T
FORCE IT. IF YOU'RE NOT
BLACK, DON'T TAKE UP THE
SPACE AND JUST ALLOW
OTHERS TO BE.**

TEACHER, TORONTO DISTRICT SCHOOL BOARD



PART 1 OF 2:

THAT IT'S NOT JUST ABOUT THE PAST. RACIST POLICIES LIKE SLAVERY AND SEGREGATION MAY BE LONG GONE BUT THEIR EFFECTS ARE STILL BEING FELT AROUND THE WORLD. IT'S IMPORTANT TO UNDERSTAND THAT THESE WERE NOT JUST MINDSETS AND BEHAVIOURS OF PEOPLE THAT NEED TO BE UNLEARNED AND IN SOME CASES ARE SUBCONSCIOUS AND INTERNALIZED BUT THAT RACISM IS AN ENTIRE WAY OF ORGANIZING SOCIETY.

I THINK BLACK HISTORY MONTH SHOULD ALMOST BE TAUGHT IN PHASES. FIRST YOU LEARN WHAT HAPPENED AND WHO WAS INVOLVED, THEN YOU GET INTO HOW AND WHY IT HAPPENED. THEN AS YOU GET OLDER YOU LEARN ABOUT WHY WHAT HAPPENED MATTERED AND HOW THE EFFECTS OF THAT ARE FELT TODAY, THEN LASTLY YOU CAN GET INTO DISCUSSIONS ABOUT WHAT TO DO ABOUT IT. TO ME, BLACK HISTORY MONTH IS REALLY ABOUT HISTORY, PHILOSOPHY, SOCIOLOGY, AND ECONOMICS BUT IT'S FRAMED ONLY AS HISTORY. IT'S ALL ABOUT THAT INTERSECTIONALITY.

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



PART 2 OF 2:

PEOPLE SHOULD KNOW THAT NOT ALL BLACK PEOPLE SEE BHM OR CELEBRATE IT THE SAME WAY, AND THAT'S OKAY. THAT SAID, I DON'T THINK IT SHOULD BE LEFT UP TO NON-BLACK PEOPLE TO DECIDE HOW AND WHETHER OR NOT TO CELEBRATE BHM. LASTLY, THE PRINCIPLES AND IMPORTANCE OF BHM NEEDS TO LAST WELL-BEYOND THE MONTH OF FEBRUARY TO HAVE REAL MEANING AND A LASTING IMPACT

**MARCUS MEDFORD, WRITER/ASSOCIATE PRODUCER,
CBC (CANADIAN BROADCASTING CORPORATION)**



BLACK HISTORY IS AS COMPLICATED AS THE SHADES ARE OF BLACK PEOPLE. THESE SHADES HAVE MADE US BE TREATED DIFFERENTLY – BLACK CANADIANS, IMMIGRANTS – THERE IS A SPECTRUM OF DIFFERENT ATTITUDES AND PERSONALITIES. TO TAKE ALL BLACK PEOPLE AND SAY THEY GENERALLY HAVE THE SAME HISTORY IS NOT TRUE. FOR EXAMPLE, NIGERIA’S HISTORY IS SO RICH ON ITS OWN. WE DON’T ALL HAVE THE SAME EXPERIENCE, IT IS SO VAST AND NUANCED. THERE ARE ALSO DIFFERENT EXPERIENCES IN THE SPECTRUM OF BLACK HISTORY.

DEPENDING ON WHO YOU’RE TALKING TO YOU MIGHT GET DIFFERENT RESPONSES. LISTEN TO THE STORIES THAT PEOPLE HAVE TO SAY, WHATEVER THEIR STORY IS, BELIEVE THEM BECAUSE IT’S DIFFERENT FOR EVERYONE.

JENNIFER LADIPO, STEM GIRL