



Annotated Bibliography: Islam and Anti-Islamophobia Resources for Educators

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Through the Institute for Religious and Socio-Political Studies

For the Muslim Association of Canada

In Cooperation with the Ministry of Education for the Province of Ontario

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ABOUT THE INSTITUTE FOR RELIGIOUS AND SOCIO-POLITICAL STUDIES (I-RSS):

I-RSS is a non-profit research institute with a mission to engage with intellectuals to produce unique and relevant research and fill the gap within North American academic communities. I-RSS produces policy analysis and provides recommendations around issues concerning Muslims to governments and Islamic organizations.

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The Muslim Association of Canada (MAC) is a Canadian, independent, national, faith-based, charitable organization, that provides spaces, services and programs for holistic education and personal development for Canadian Muslims.

MAC focuses on building communities and strengthening neighbourhoods nation-wide, through services and collaborations with groups from different religious, ethnic, and racial backgrounds. Over the past two decades MAC has grown to be the largest grass-roots Muslim organization with a national reach rooted in strong local chapters in 14 cities across Canada. With 15 community centers, 7 full-time schools, 20 weekend schools, 4 child care centers, MAC serves around 40,000 community members weekly.

Editor's Note:

This annotated bibliography was produced by the Institute for Religious and Socio-Political Studies (I-RSS) on behalf of the Muslim Association of Canada (MAC) for the purposes of informing the development of a new resource for public school educators on the subjects of Islam, Islamophobia and developing safe classrooms for Muslim students. The online courses developed for this purpose were created through the support of the Ministry of Education in Ontario, Canada and the study portal is available at islamawareness.ca. This annotated bibliography is organized according to the above-mentioned themes and has been made available to the public and other researchers as a contribution to the discourse on the topic of what is available for anti-Islamophobia education in Canada today. Of course, the portal itself is now an invaluable resource.

Nakita Valerio

Research Director, I-RSS

2021

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Islam 101 & Topics in Islam

***A New Life in a New Land: The Muslim Experience in Canada.* (2004) Milo Productions.**

A New Life in a New Land is a documentary series produced to provide current and accurate information about Muslims in Canada, including history, faith and practices, and profiles of Muslim Canadians. The videos are available online, but currently require login access to watch. Accompanying materials aimed at educators include episode guides, a glossary of terms, and a reference guide. While much of this material is meant for use in the classroom, it falls more into the category of curriculum resource rather than teacher training. The reference guide provides a useful resource for understanding and supporting the needs of Muslim students. It includes summaries of topics relevant to supporting Muslim students such as parent-teacher relationships, curriculum issues, language, culture, immigration and refugees, holidays, practices and beliefs.

***An Educator's Guide to Islamic Religious Practices.* (n.d.) CAIR.**

This is a guidebook which details the legal framework protecting students and mandating religious accommodation and protection from bullying in California. It also includes overviews of common misconceptions, issues with anti-Muslim bullying, Islamic practices, and curriculum and school-specific issues educators and Muslim students may encounter. Some sections of it contain relevant recommendations for schools to ensure that Muslim students are properly accommodated and protected.

***An Educator's Guide to Islamic Religious Practices.* (n.d.) NCCM.**

This is a guidebook which outlines the legal framework for the protection of religious freedom in Canada and covers key areas of accommodation for Muslim students including prayer, ablution, prayer space, Friday prayers, fasting, holidays, dress requirements, dietary requirements, curriculum and school life. It also includes a glossary of key terms and a resource list.

***Building Acceptance: A Resource About Coexistence, Cooperation and Early Multiculturalism in Medieval Spain* (2016) Alberta Muslim Public Affairs Council.**

This is a curriculum resource which utilizes medieval Islamic Spain to teach about multiculturalism and coexistence, along with Islamic history and culture. It contains lesson plans, activities and resources to practice analyzing primary documents, learn about an under-taught aspect of European history, gain appreciation of Islamic history and

understand the foundations of a tolerant society. Through the lesson content, students contemplate the concepts of coexistence and multiculturalism in their own society.

***Faith Guides for Higher Education: Islam.* (2005) The Higher Education Academy, Subject Centre for Philosophical and Religious Studies.**

This resource is part of a series of guides on different religious traditions produced to promote religious and cultural literacy among educators in higher education in the United Kingdom. The guide provides an introduction to Islam, including history, beliefs, terminology, a UK calendar of important dates, Islam in Britain and debunking common myths. The second section focuses on issues specific to higher education, including key sensitivities; moral, ethical and spiritual issues; participation; and recruitment and retention. The final section provides resources for further learning.

***Institute on Islam.* (2017) Abbasi Program in Islamic Studies, Centre to Support Excellence in Teaching, Stanford Global Studies, Stanford University.**

This is a five-week program for Bay Area teachers on strategies to better educate students on Islam without simplifying or sanitizing complex history, and with an emphasis on not telling “a single story of Islam”. The program covered four themes: basic tenets of Islam, the Islamic State and politics, Muslim refugees and immigration, and arts and gender, with doctoral students presenting on each area. Participants included middle school, high school and community college educators. Information on this program was drawn from a Stanford University blog post and the link to the original program page is dead; however, the article provides information on the origin, intention, content and responses to the program.

***Islam 101 or Islam Awareness.* (n.d.) National Council of Canadian Muslims.**

The National Council of Canadian Muslims offers a variety of training programs and workshops aimed at different audiences. *Islam 101 or Islam Awareness* is a two hour session aimed at any interested group, including religious groups, workplaces, schools and community organizations. It offers a basic introduction to Islam and Islamic practice for those with little or limited knowledge of Islam. It also addresses prevalent stereotypes. The available information is a short synopsis on the organization’s website.

***Islam Across the Globe: from Southeast Asia, to the Middle East and the American Midwest.* (2019) Center for Education Design, Evaluation & Research; University of Michigan.**

This is a resource booklet developed to complement a workshop of the same name, held in June 2019 to introduce Grade 6–12 teachers to Islam in the Middle East, Southeast Asia and the American Midwest. The workshop was led by academic experts and members of Michigan’s Muslim community, and covered the basic tenets of Islam, its diverse traditions and practices, the history of Islam in the United States, and common misperceptions and stereotypes along with strategies for addressing them in the classroom. The resource booklet contains lesson plans and class materials following the themes of the workshop and emphasizes an inquiry-based approach using a variety of materials.

Teaching About Islam and Muslims in America: A Workshop for Educators. (2017). Princeton University Program in Teacher Preparation.

This was a two-day workshop hosted by Princeton University’s Program in Teacher Preparation in April 2017. The only available information on this workshop is the event flyer. Day one was on the topic of “The Complexities of Teaching Islam and Muslim Debates” and was led by scholars of Islam. The aim of this session was to help teachers understand and accurately explain the multiplicity of voices claiming to speak for Islam and competing interpretations of key concepts and issues. Day two was on the topic “Muslims in America” and covered the long history of Muslims in America and presentations by diverse undergrad students on their experiences as young Muslims in America. This workshop seems to have been aimed at an audience with some familiarity with Islam, as it engaged with more complex debates and competing interpretations, rather than introducing basic tenets.

Teaching About Islam and Muslims in the Public School Classroom. (1998, 3rd edition) Council on Islamic Education.

This is a resource to inform educators about Islam and Muslims in America. Organized in a Q&A format, the resource covers what Islam is, beliefs and practices, and Muslims in the United States. It also discusses gender in Islam and Islamic positions on various issues such as marriage and divorce, euthanasia and suicide. The contemporary issues section also includes topics on Nation of Islam, African American Muslims and fundamentalism. As it is a very simple introduction to Islam, it may present an overly monolithic or simplified perspective on the various “issue” topics. This is the only pre-9/11 source on this list, and it does not include the critical discussions of pedagogy or curriculum, or the explicit addressing of myths and stereotypes that are common in the other, similar resources.

***Teaching about Islam and Muslims: Practical Advice for Educators.* (n.d.) Islamic Resource Group.**

Islamic Resource Group is an American organization based in Minnesota, which aims to build bridges between Muslim Americans and the broader community through education. They offer a variety of educational opportunities led by trained volunteer speakers. *Teaching about Islam and Muslims* is one of their professional workshops which is available to be booked. The only information available on this workshop is the synopsis on the IRG page. The workshop introduces the basic beliefs and practices of Islam, but the core focus is on incorporating Islamic Cultural Studies into the curriculum using practical examples. The objective is to help educators better understand Islamic culture and provide tools for better interactions with Muslim students and families.

***Teacher training workshop.* (2019) Centre of Islamic Studies, University of Cambridge.**

This is a workshop presented by the Centre of Islamic Studies to help teachers incorporate information about Islam into day to day teaching across disciplines. Its intention is for teachers and academics to create curriculum-focused content that incorporates this information in order to promote equity and inclusion through understanding of Islamic history and culture. Talks presented at the 2019 session included The Rise of Islam, From Baghdad to Cordoba, The First World War and the Making of the Modern Middle East, Modern Arabic Literature and The Arab Spring. Videos of these talks and related resource lists are linked on the main event page. From the available information, it is difficult to determine the exact format of this workshop. The available materials are recorded lectures by academics and resource lists, but the event description refers to “teachers and academics creating ... content” so there may also be a collaborative portion as well.

***Teaching Islam and Gender using passages from the Qur’an, hadith and legal rulings.* (2021) University of Roehampton.**

This was a one hour workshop presented in June 2021 as part of University of Roehampton’s (UK) Philosophy, Religion and Ethics Workshops for Teachers series. The session focuses on the question of polygyny, using a variety of Qur’anic verses, hadith and legal rulings to examine classical, modern and feminist understandings. The workshop is presented with the understanding that Islam tends to be taught as a monolith but has historically produced varied and often contradictory voices. The session is aimed at teachers of KS3 and KS4, and contains material suitable for a variety of GCSE and A-levels. The available information on this workshop is the event synopsis on Eventbrite.

***PIER Teacher Workshop: Teaching about Islam and the Current Instability in the Middle East.* (2016) Yale Macmillan Centre.**

This is a two hour workshop discussing how teachers can address questions about Islam, instability in the Middle East, ISIS, and root causes of terrorism. The workshop is framed in terms of the challenging questions that arise from frequent headlines about ISIS, terrorism and the Middle East that are linked to Islam. It addresses pedagogy and useful resources. The only available information on this workshop is the synopsis.

Anti-Islamophobia

***A Teachable Moment About Islamophobia.* (n.d.) National Council of Canadian Muslims.**

The National Council of Canadian Muslims offers a variety of training programs and workshops aimed at different audiences. *A Teachable Moment* is aimed at educators, parents and parent councils. It explores how Islamophobia may impact schools and classrooms, including an overview of what Islamophobia is, common myths, and how Muslim children are impacted by negative public discourse. The workshop provides case studies, resources and recommendations for administrators and educators to promote equity and make classrooms safe for all. The available information is a short synopsis on the organization's website.

***Challenging Islamophobia in the Ontario Youth Sector.* (2020) YouthREX, National Council of Canadian Muslims.**

This webinar is about how youth sector stakeholders can work together to challenge Islamophobia and support Muslim youth in Ontario. It includes discussion of what Islamophobia is, the experiences of Muslim youth, and how to be a meaningful ally. Presenters include a youth advocate and organizer, teacher, school board member, and NCCM member, all of whose roles relate to human rights, equity, education and engagement. Webinar recording is available online

***Countering Islamophobia: Know Your Muslim Neighbour Workshop.* (n.d.) Islam Unravelling: Anti Racism Initiative.**

This workshop introduces the history of Muslim culture, provides an overview of common myths, and discusses the impact of negative public discourse on Muslim students. The workshop provides real world examples, and skills and recommendations to promote equity

and inclusion in schools and make classrooms safe for all. The workshop can be delivered to students in the classroom, or to educators and administrators separately. [Synopsis and agenda available online.](#)

Critical Anti-Islamophobia. (n.d.) MuslimARC.

Muslim Anti-Racism Collaborative is an American human rights education organization focused on raising awareness and training Muslim communities in racial justice issues. They offer trainings and workshops to the general public, which can be booked by organizations. Critical Islamophobia is a full day workshop comprised of four modules: SELF ASSESSMENT: Exploring our Identities and Understanding, LEARNING: What Is Islamophobia?, ACCOUNTABILITY: How does Islamophobia show up in our work?, and INSTITUTIONALIZATION: Towards critical anti-Islamophobia. The workshop approaches Islamophobia as a racial justice issue requiring a systems change approach. [Available information is workshop synopsis and outline.](#)

Examining Islamophobia in Ontario Public Schools. (2016) Nora Hindy, Tessellate Institute.

This is a research-based policy paper examining Muslim students' experiences of Islamophobia in the Ontario Public Schools system. It examines both general Islamophobia and gendered Islamophobia, particularly impacting hijabi women and girls. Its central question is whether there is a need to develop new policies explicitly addressing Islamophobia or if the current policies are adequate. The author finds three major themes in students' experiences: 1) feelings of isolation and alienation, 2) lack of awareness about Islam and Muslims among peers and teachers, 3) lack of representation of Muslims in teaching and curriculum. The author finds that Ontario's multicultural education policies do not necessarily translate into board policies and makes five recommendations: 1) Board level equity policies should mention Islamophobia explicitly, 2) All Ontario Public Schools Boards should offer anti-Islamophobia workshops for teachers. Explicit board policy should require all teachers to attend, 3) School boards should provide lesson plans and other curricula resources to support teachers in teaching against Islamophobia in the classroom, 4) There should be a dedicated space within the school setting for Muslim students to express their identity, and at the same time a place for non-Muslim students to learn more about Muslims and ask questions, and 5) More research needs to be done about the experiences of Muslim students in Ontario public schools. Although this paper is not necessarily a practical resource for teachers, it may be useful for administrators as its recommendations are at the board and school-wide level.

Extreme Prejudice. (2016) Learning for Justice, Tanenbaum Center for Interreligious Understanding.

This workshop focuses on strategies for teaching about extremism safely and accurately, such as discussing examples across religions, examining economic and political context, and highlighting religious peacemakers. It is framed with the context that lack of education on religious diversity has left particular students vulnerable to bias and bullying by peers and teachers, and that expanding students' knowledge of world religions is critical to combating stereotypes. Information is drawn from the synopsis, but the webinar can be accessed on demand by registering. Live webinar aired April 2016.

Islamophobia in Schools. (n.d.) Teaching While Muslim.

Teaching While Muslim is an American organization dedicated to fighting against bias, discrimination and institutional racism; creating a platform to confront the issues faced by Muslims in public schools; and developing a network for Muslim educators. They offer a variety of workshops which can be booked for conferences or professional development sessions. *Islamophobia in Schools* discusses what Islamophobia is and its harms, how it is perpetuated in schools and what administrators, teachers and students can do to tackle it. Available information is the workshop synopsis.

Religious Diversity in the Classroom: Applications for Elementary/Middle Level/High School Educators. (n.d) Teaching for Justice.

Learning for Justice is an initiative that seeks to uphold the mission of the Southern Poverty Law Centre in dismantling white supremacy in the Southern United States. They work with educators, schools and communities and provide free resources for Kindergarten through Grade 12. They produce numerous professional development resources such as webinars and workshops, including three webinars titled *Religious Diversity in the Classroom*, each aimed at a different student level. The webinars provide practical approaches to teaching about religious diversity appropriate to each age level. Teaching about religious diversity is a way to promote empathy, respectful curiosity, express identity, understand commonalities and difference, and mutual respect. Webinars are available on demand by registering.

Teaching Against Islamophobia. (2018-2019) Wabash Centre, American Academy of Religion.

This workshop seeks to equip a range of religion scholars with pedagogical knowledge, tools and strategies to teach about, and against, Islamophobia in an academic, post-secondary

setting. Themes covered include teaching about Islam versus teaching about Islamophobia, Islamophobia as form of racism, developing pedagogical strategies appropriate for specific teaching contexts, and course (re)development. Participants were to develop teaching projects and report back on progress at two pre-conference sessions at the American Academy of Religion following the workshop. The workshop was open to faculty teaching about religion or theology at an accredited institution of higher education. [Available information on event page.](#)

Safe Classrooms

***Advancing Equity and Inclusion in Our Schools and Communities.* (n.d.) BC Teachers Federation.**

This workshop introduces some of the challenges faced by equity-seeking groups and is an opportunity to delve more deeply into the barriers to equity and inclusion. Participants work on ideas they can implement towards creating an action plan to advance equity and inclusion in their communities. Through understanding factors of oppression, participants will consider acts of allyship that can help overcome barriers to inclusion. [Workshop synopsis is available information.](#) Note that the language of the synopsis is general, referring to “equity-seeking groups” rather than addressing specific identities or forms of discrimination. The workshop has been adapted to an online format and includes offline working periods.

***Culturally Responsive Pedagogy: Towards Equity and Inclusivity in Ontario Schools.* (2013) Capacity Building Series, Province of Ontario.**

This is a monograph supporting the Ontario Equity and Inclusive Education Strategy (2009) by providing educators with a deeper understanding of inclusive teaching practices. It summarizes culture as ways of knowing and culture as a learning resource. The focus of the resource is on the six mindset characteristics of culturally responsive educators. Reflection questions are included throughout.

***Educator's Equity Workbook.* (2012) Harmony Movement.**

***Educator's Equity Companion Guide.* (2014) Harmony Movement.**

These two resources are produced by the Harmony Movement, which provides interactive workshops for educators, administrators, students and parents on confronting prejudice and embracing difference. The *Workbook* introduces equity based analysis and includes exercises on themes including: self reflection, prejudice and stereotypes, power and privilege, learning

about community, real life scenarios, and applying these issues to the classroom. The *Companion Guide* features case studies on intersecting identities and sections on identities. The final section, on inclusive education, includes topics: being an ally, equity vs equality, equity-based analysis, equity in the classroom, and building capacity. The *Companion Guide* accompanies a three-part course which is available online.

Equity and Inclusive Education. (2013) Safe@School, Ontario Teachers Federation.

An online learning module for educators and administrators to understand issues such as racism and sexism and how to create a more inclusive environment, including sections on understanding these issues as well as intersections of power and privilege. Other sections focus on empowerment, becoming an ally, and strategies for positive action. The module also includes a video featuring student testimony and reflection questions and exercises. The full module is available online. The section on racism does identify discrimination against religious groups as a manifestation of racism, citing Islamophobia and anti-Semitism specifically.

How Do We Know We Are Making A Difference? A Reflective Tool for School and System Leaders on the Implementation of Ontario's Equity and Inclusive Education Strategy. (n.d.) Province of Ontario?

This four page reference pamphlet outlines a high level summary of Ontario's Equity and Inclusive Education Strategy (2009) and its legislative and policy context. Most of the pamphlet is reflection questions for educators and administrators organized into eight areas supporting the Strategy: 1) Board policies, programs, guidelines and practices, 2) School-community relationships, 3) Religious accommodations, 4) Professional learning, 5) Shared and committed leadership, 6) Inclusive curriculum and assessment practices, 7) School climate and the prevention of discrimination and harassment, and 8) Accountability and transparency.

Inclusive Schools. (n.d.) National Council of Canadian Muslims.

The National Council of Canadian Muslims offers a variety of training programs and workshops aimed at different audiences. *Inclusive Schools* is aimed at stakeholders in the education sector, including school councils, teachers, school trustees or school board officials, and parents. It focuses on the legal and pedagogical foundations for creating inclusive schools. The available information is a short synopsis on the organization's website.

My Canada: Finding Common Ground Toolkit. (2010) CCMW.

This is a project launched by Canadian Council of Muslim Women to provide Muslim youth with a platform to engage in dialogue about the issues they face and identify solutions, and to prevent alienation of Muslim youth. The project produced a toolkit including video, featuring diverse Muslim youth, and a manual outlining practical and tactical recommendations for conducting workshops and facilitating dialogue with Muslim youth. It covers topics including leadership, media relations, civic engagement, creative expression, and community resources. Provided pdf of the manual does not indicate where to access the video. The manual is aimed at those who facilitate workshops and dialogues with Muslim youth, so may be more relevant to those who work with Muslim youth in particular such as Muslim community leaders, rather than educators in general. However, the resource and the video could be useful for providing first-hand insight into the issues and concerns faced by Muslim youth in Canada.

Programming Considerations for Muslim Students. (n.d.) Farrah Marfatia, Policy and Program Manager, Muslim Association of Canada.

Presentation delivered by Policy and Program Manager for the Muslim Association of Canada. Original context and audience appears to be in advance of a Youth Exchange event. The slides provide an overview of what Islam is, its basic beliefs and diversity. It includes tips to support Muslim students in areas such as prayer, dietary restrictions, modest dress, and interpersonal interactions and also discusses etiquette for a mosque visit and addresses common misperceptions.

Teacher Etiquette with Muslim Students. (n.d) Teaching While Muslim.




Teaching While Muslim is an American organization dedicated to fighting against bias, discrimination and institutional racism; creating a platform to confront the issues faced by Muslims in public schools; and developing a network for Muslim educators. They offer a variety of workshops which can be booked for conferences or professional development sessions. *Teacher Etiquette* aims to train educators on how to interact with their Muslim students and colleagues. Participants will examine their own biases and the sources of those biases in media. Solutions to address bias will be discussed and participants will participate in scenario exercises. Available information is the workshop synopsis.

The Muslim American Experience: Addressing Implicit Bias and Exclusion. (n.d.) Teaching While Muslim.

Teaching While Muslim is an American organization dedicated to fighting against bias, discrimination and institutional racism; creating a platform to confront the issues faced by Muslims in public schools; and developing a network for Muslim educators. They offer a variety of workshops which can be booked for conferences or professional development sessions. *The Muslim American Experience* introduces the basic information to understand Islam, and that it is not a monolith. The workshop also discusses the implicit and explicit discrimination and racism against Muslims with specific examples and ways to address such discrimination. Participants also discuss how to create safe and inclusive spaces for Muslim students and educators. [Available information is the workshop synopsis.](#)

Appendix I Other Resources


Curriculum Guides, Lesson Plans, Resource Lists, Classroom Programs

- *Neglected Voices: Stories of Canadian Muslim Youth and Identity A Video-based Curriculum Pack for Grades 7 to 12* (n.d.) Tessellate Institute.
 [Neglected-Voices-Curriculum-Pack-June-2016-TTI.pdf](#)
- Fakhra Shah. (n.d.) Islamophobia Lesson.
 [Islamophobia Lesson Outline_ Fakhra Shah.pdf](#)
- *Islamic Heritage Month: Resource Guidebook for Educators*. (2017) Toronto District Schoolboard.  [Islamic Heritage Month TDSB.pdf](#)
- *How Islam Spread Throughout the World*. (n.d.) Hassam Munir, Yaqeen Institute for Islamic Research.  [How Islam Spread Throughout the World.pdf](#)
- *Learning at the Aga Khan Museum: A Curriculum Resource Guide for Teachers Grades One to Eight*. (n.d.) Aga Khan Museum.  [AgaKhanMuseum_FullCurriculumGuide.pdf](#)
- *Islam: Teaching the Basics*. Teach MidEast.
https://teachmideast.org/resource_guides/islam-teaching-the-basics/
- *Access Islam*. <https://www.thirteen.org/edonline/accessislam/lesson.html>
- *Islamic Empire Lesson Plan*
<https://chnm.gmu.edu/wwh/modules/lesson3/lesson3.php?c=plans&s=0>
- *PBS Learning Media: Religion & Ethics*
<https://www.pbslearningmedia.org/collection/lps/>
- *Islam Lesson Plans & Resources*, Study.com
<https://study.com/academy/topic/islam-lesson-plans-resources.html>
- *The Islam Project* <http://www.theislamproject.org/education/Lessonplans.htm>
- *Countering Islamophobia*, Learning for Justice

<https://www.learningforjustice.org/classroom-resources/lessons/countering-islamophobia>

- *Replacing Fear with Facts*, Teaching Human Rights
<http://www.teachhumanrights.com/islamophobia.html>
- *Lessons*, Challenge Islamophobia
<https://www.challengeislamophobia.org/lessons-overview>
- *Helping Students Deal With Trauma Related to Islamophobic Geopolitical Violence*
<https://www.toronto.ca/wp-content/uploads/2019/04/97e4-Geopolitical-Violence-and-Islamophobia.pdf>
- *Teachable Moment Lesson*, Morningside Centre
<https://www.morningsidecenter.org/teachable-moment>
- *Islamophobia Education Pack*, Show Racism the Red Card
https://www.ed.ac.uk/files/atoms/files/islamophobia_ed_pack.pdf *booklet to accompany DVD
- *Digital Anti-Racism Education (DARE)*, CCMW <https://www.daretobeaware.ca/about-us>
- *Countering Islamophobia*, Learning for Justice
<https://www.tolerance.org/classroom-resources/tolerance-lessons/countering-islamophobia>
- *Islamophobia Lesson Plan Part 1*, Nassim Elbardouh,
<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/Islamophobia%20Lesson%20Plan%20-%20Part%201.pdf>

Anti-Islamophobia (outside of youth/education context)







- Sidrah Ahmad. (n.d.) *Rivers of Hope: A Toolkit on Islamophobic Violence by and for Muslim Women*.  [River of Hope Islamophobia Toolkit.pdf](#)
- *Islamophobia at Work: Challenges and Opportunities*. (n.d.) Canadian Labour Congress.
 [IslamophobiaAtWork-Report-2019-03-20-EN.pdf](#)

Anti-Racism (not specifically anti-Islamophobia)





- *Trainings*, Center for Racial Justice in Education
<https://centerracialjustice.org/trainings/>
- *Teacher Training*, Show Racism the Red Card
<https://www.theredcard.org/anti-racism-teacher-training>

- *Anti-Racist Teaching Series*, Centre for Teaching, Learning and Technology, UBC
<https://events.cltt.ubc.ca/event-category/anti-racist-teaching-series/>
<https://bctf.ca/PD/WorkshopDetail.aspx?id=57824>
- *Antiracist Strategies for Educators*, BCTF
<https://bctf.ca/PD/WorkshopDetail.aspx?id=48725>
- *In Person Workshops*, Crossroads Anti-Racism
<https://crossroadsantiracism.org/introductory-in-person-workshops/>
- *On-Demand Professional Learning*, The Manitoba Teachers Society
http://www.mbteach.org/pdfs/pd/MTS_PLS_OnDemandCatalogue_2021.pdf
- *Teacher & Parent Workshops* Mosaic Project
<https://mosaicproject.org/programs/teacherparent-workshops/>
- *Ten Ways to Fight Hate: A Community Response Guide (SLPC)*
<https://www.splcenter.org/20170814/ten-ways-fight-hate-community-response-guide>

Studies & Policy Papers on Muslims in Canada

- *Young Muslims in Canada: A Story of Challenges, High Expectations and Hope*. (nd.) Inspirit Foundation.  [young_muslims_in_canada_youth_study_-_final2.pdf](https://drive.google.com/file/d/19bCns6Aqt8wtNn8CL2h6_e27zXhHfOxx/view?usp=sharing)
https://drive.google.com/file/d/19bCns6Aqt8wtNn8CL2h6_e27zXhHfOxx/view?usp=sharing
- *United Against Terrorism: A Collaborative Effort Towards a Secure, Inclusive and Just Canada*. (2014) ISSA, NCCM, RCMP.  [United Against Terrorism.pdf](#)
- *Surveys of Muslims in Canada 2016*. (2016) The Environics Institute, Tessellate Institute, Canadians Race Relations Foundation, Olive Tree Foundation, Inspirit Foundation, Think for Actions.  [Muslims in Canada Survey.pdf](#)
- *In Brief Policy Backgrounder: Defining Islamophobia for the Canadian Context*. (2017) Tessellate Institute.  [Islamophobia in Canada.pdf](#)
- *The 50 most tweeted words under #M103 tells a story about contemporary Islamophobia in Canada*. (n.d.) Tessellate Institute.  [Islamophobia and Twitter.pdf](#)
- *Annotated Bibliography: Islam and Muslims in Canada*. (2016) Tessellate Institute.  [Islam-and-Muslims-in-Canada.pdf](#)

Studies & Policy Papers on Education

- Mehrunnisa Ahmad Ali, Nashwa Salem, Béchir Oueslati, and Marie Mc Andrew with the collaboration of Lisa Quirke. (2011) “The Reduction of Islam and Muslims in Ontario’s Social Studies Textbooks” *Journal of Educational Media, Memory, and Society* vol 3, 1.
 [The Reduction of Islam and Muslims in Ontario’s Social Studies Textbooks.pdf](#)
- *Investigation of the Peel School Board*. (2020) Submitted by Arlene Huggins.
 [PDSB-investigation-final-report.pdf](#)
- *Review of the Peel District School Board*. (2020) Reviewers Ena Chadha, Suzanne Herbert, and Shawn Richard.  [PDSB Islamophobia Review.pdf](#)
- *Muslim Youth in Canadian Schools: Education and the Politics of Religious Identity*. (2001) YouthREX.  [Muslim Youth in Canadian Schools.pdf](#)
- *Directive 12 - Strengthening the Role of the Human Rights Office at Peel District School Board* (2021) Peel District Schoolboard.  [HRO at PDSB and Islamophobia.pdf](#)