

## Understanding Trauma

### ⇒ **Direct Trauma**

An individual has directly experienced a traumatic event (one-time event like a car accident, or ongoing like family violence, war, ethnic cleansing).

### ⇒ **Secondary Trauma/Vicarious Trauma**

Experienced through hearing stories, seeing pictures, listening to media, etc.

Vicarious trauma can be experienced through contact with those who have experienced trauma or by association and safety is threatened can (not always) cause PTSD to develop

### ⇒ **Refugees and Trauma**

Displacement can lead to no sense of belonging Insecurity can lead to panic and/or anxiety. Threat (real or perceived) can lead to mistrust. Physical and psychological harm can lead to wounds. Fleeing can lead to families being torn apart and a lack of social network Survivor's Guilt can lead to anxiety, acting out, etc.

## Post-Traumatic Stress Disorder

### **Post-Traumatic Stress Disorder (PTSD)**

An extreme event where an individual's life and safety is threatened can (not always) cause PTSD to develop.

Refugees and Trauma

- ⇒ **Displacement** compromises sense of belonging
- ⇒ **Insecurity** can lead to panic and/or anxiety
- ⇒ **Threat** (real or perceived) can lead to mistrust
- ⇒ **Physical and psychological** harm can lead to emotional wounds
- ⇒ **Fleeing** can lead to families being torn apart and a lack of social network
- ⇒ **Survivor's Guilt** can lead to anxiety, acting out, depression. addictions and remorse-**Self imposed social** isolation can impact social harmony
- ⇒ **Feelings of insecurity** can lead to trust deficits
- ⇒ **Family diaspora stress** can lead to role reversals within families



Islamic Social Services  
ASSOCIATION

Building Bridges, Breaking Barriers Facilitating Access

## Islamophobia: How Teachers can help Muslim Students

**ISSA offers Professional Development  
Training for Educators**

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### Resources For Teachers

- ⇒ **Helping Students Deal With Trauma**
- ⇒ **Muslim Student: Their Culture and Faith**
- ⇒ **Know Your Muslim Student**
- ⇒ **Hijab: A Premier for Canadian Teachers**
- ⇒ **Islamophobia: How Teacher can Help Their Students**
- ⇒ **Caring for Muslim Children**

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**At the Heart of Human Rights is Human Dignity**

## Meaning of Islamophobia

Islamophobia is fear and /or hatred of Islam or Muslims (or people perceived to be Muslim), leading to violence and systemic discrimination. In Canada, Islamophobia has manifested itself in massacre, hate speech, hate crimes, vandalism, violence, harassment, discrimination and pervasive negative attitudes towards Muslim.

It is important to note that rational and proportionate criticism of Islam or Muslims, based on factual evidence, is not intrinsically Islamophobic. Through the process of creating fear by demonizing Islam and dehumanizing Muslims, hate is created, fostered and nurtured through all sectors of society using various mediums. The industry of fear and hate has given birth to Islamophobia.

## Response to Islamophobia

- ◆ Recognize
- ◆ Respond
- ◆ Respect differences and diversity of Humanity
- ◆ Encourage conversations in class rooms about diversity
- ◆ Establish, Zero tolerance policy for racial or religious bullying in schools
- ◆ Facilitate religious accommodations through negotiations
- ◆ Set policies for discriminatory biases within the system and school curriculum
- ◆ Make clear from administration down that your classroom is an oppression-free zone

## How teachers can help

- ⇒ **Understanding** that Muslim youth often find themselves in a defensive position and find themselves having to apologize for the actions of violent extremists acting in the name of their faith.
- ⇒ **It is important** that teachers validate their feelings of fear, confusion, and betrayal.
- ⇒ **Acceptance** without being made to feel like “the other.”
- ⇒ **Treat Muslim students** as equals under the law and by the same social standards as other students.
- ⇒ **Be careful** not to view them as suspect or profile them racially or religiously
- ⇒ **Respect their** choices of dress, diet, and social, religious, and/or moral values.
- ⇒ **Solidarity from teachers** and fellow students helps to cope when hatred and violence are being directed towards their community .
- ⇒ **They should have access to** services without fear of stigmatization, from counselors when they turn for support during periods of grief and anguish owing to war, Islamophobia, bullying.
- ⇒ **Provide grief counselling** and address their feelings of hopelessness and desperation.
- ⇒ **Encourage students** to share their faith and culture with peers to enhance understanding and friendships. **Celebrate** Islamic History Month Canada and Muslim holidays
- ⇒ **Safe spaces** where they can express who they are in a supportive atmosphere, and where they can find quiet spaces to pray and speak frankly about their fears and questions.
- ⇒ **Assurance of their** civil and human rights.
- ⇒ **Special attention** should be paid to Muslim girls who wear religious garb, as they are soft targets for hate and physical harm.

## 5 Proposed Policies

- ◆ Teachers should be trained in Privilege and Anti-oppression. This will increase their capacity to respond to their students in an informed, empathetic and respectful way.
- ◆ Implement “Adopt a buddy” project, whereby each student adopts a buddy from a different culture, ethnicity or religion for 6 weeks and record and present their learning.
- ◆ Embed Anti-racism education in school curriculum that is age appropriate and mandatory.
- ◆ Create a system of De-briefing about geopolitical events. This can be conducted by school counselors after incidents of hate are reported in the media.
- ◆ Teachers and guidance counselors should gain knowledge in how to engage students who may be influenced by on-line hate literature and websites.



**Islamophobia is gendered, meaning that it operates according to gendered stereotypes about Muslim men (as violent terrorists and patriarchs) and Muslim women (as subjugated victims and dangerous cultural vectors).**

**Islamophobia intersects with other systems of racism. Black Muslims, Indigenous Muslims, and Black Indigenous Muslims experience the compounding effects of anti-Black racism, anti-Indigenous racism, and Islamophobia.**