



IDEA SPARK



"MAKE REASONED ETHICAL JUDGMENTS ABOUT ACTIONS IN THE PAST AND PRESENT, AND DETERMINE APPROPRIATE WAYS TO REMEMBER AND RESPOND."

WHAT ARE THE EXPERIENCES OF MUSLIM WOMEN WHO WEAR THE HIJAB?

"RECOGNIZE IMPLICIT AND EXPLICIT ETHICAL JUDGMENTS IN A VARIETY OF SOURCES."

"THE DEHUMANIZATION OF MUSLIM WOMEN IS INGRAINED IN PEOPLE'S IMAGINATION. AND THE COMMON, SIMPLISTIC AND WRONG PERCEPTION THAT THE HIJAB IS A SYMBOL OF OPPRESSION IS STILL ALIVE AND THRIVING" (MAZIGH, 2018).

"ASSESS HOW PREVAILING CONDITIONS AND THE ACTIONS OF INDIVIDUALS OR GROUPS AFFECT EVENTS, DECISIONS, OR DEVELOPMENTS."

WHY DO SOME MUSLIM WOMEN WEAR THE HIJAB?

"USE SOCIAL STUDIES INQUIRY PROCESSES AND SKILLS TO ASK QUESTIONS; GATHER, INTERPRET, AND ANALYZE IDEAS; AND COMMUNICATE FINDINGS AND DECISIONS."

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INSPIRE

"Since the attacks of 9/11, I've felt insecure on the street; I am not exaggerating. As a woman wearing a hijab, I became an easy target for glares, rude behaviour, bigotry, and Islamophobic comments" ([Mazigh, 2018, para. 8](#)).



EXPLORE

For more information about the hijab and the experiences of Muslim women who observe the hijab, students can access the resources below:

[Hijab](#) (2008), published by the University of Washington.

[The politics of the hijab in Canada](#) (2017), video by CBC News [6 mins].

["When we embrace our hijab, we embrace death" Canadian Muslims balance faith, safety](#) (2021), news article published by CTV News.

EXPAND

"Recognize how language constructs personal, social, and cultural identity" ([British Columbia Ministry of Education, 2016, p. 16](#)).

"Respond to text in personal, creative, and critical ways" ([British Columbia Ministry of Education, 2016, p. 16](#)).





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