



# RACE AND RESPECT

A HUMAN RIGHTS AND ANTI-RACISM RESOURCE  
FOR SECONDARY TEACHERS AND YOUTH EDUCATORS

DEVELOPED BY:

EDMONTON CENTRE FOR RACE AND CULTURE 2018

# ABOUT THE CENTRE FOR RACE AND CULTURE

For over 20 years, the Edmonton Centre for Race and Culture has brought together diverse people with an interest in promoting and supporting individual, collective, and systemic change to address racism and encourage intercultural understanding. Our staff, board, and members bring a range of expertise and experiences to their work with our organization. Our expertise spans workplace development, community building, research, and education.

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RESEARCH AND RESOURCE DEVELOPMENT  
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# Contents

- INTRODUCTION . . . . . 2
- THEME 1: HUMAN RIGHTS AND RESPONSIBILITIES. . . . . 5
- THEME 2: STEREOTYPES, PREJUDICE, AND DISCRIMINATION . . . . . 17
- THEME 3: SOCIAL JUSTICE AND INCLUSION . . . . . 25
- THEME 4: RACE AND RACIAL DISCRIMINATION . . . . . 39
- EDUCATIONAL RESOURCES . . . . . 51
- ANTI-RACISM, DIVERSITY, AND HUMAN RIGHTS LINKS . . . . . 52
- 11 TIPS FOR RESPONDING TO DISCRIMINATION . . . . . 53

# Introduction

Canada's classrooms, after-school programs, and youth programming activities reflect the increasing racial and cultural diversity of our population as a whole. According to the 2016 Statistics Canada Census Report, immigrants form one-fifth (21.9%) of Canada's total population.<sup>1</sup> A quick overview of this proportion since 1951 shows that Canada's immigrant population has reached its highest level in 70 years. The report also shows that 2.2 million children under the age of 15, representing 37.5% of all Canadian children, were foreign-born. The visible minority population of the country has also grown steadily since the 1981 Census. Currently, over 250 ethnic groups live in Canada, including Indigenous peoples, different groups of European settlers, as well as immigrants from Asia, Africa, and South America.

Like the rest of the country, Alberta's classrooms are increasingly becoming culturally and ethnically diverse environments. The Edmonton Community Foundation's 2015 Vital Signs Report shows that Edmonton has the second largest Indigenous population of any metro area in Canada, and its 51.4% increase over the past 10 years is expected to further increase by 89% by 2036.<sup>2</sup> Alberta's newcomer population is on the rise, too. These numbers prove that it is a key time to accommodate the educational needs of our multicultural society. As Canada becomes more pluralistic, efforts must be made to ensure that our classrooms are democratic, equitable, and just communities for our youth.

According to a 2016 Leger Survey, 75% of Edmontonians believe that addressing such issues as racism and discrimination will contribute to quality of life.<sup>3</sup> This urgent need to address racism is reflected in the Government of Alberta's anti-racism report that was released in June 2018 after extensive consultations with Albertans.<sup>4</sup> Years of research and experience have shown us that education plays a key role in promoting respect for diversity and creating inclusive communities. Education and teaching practices need to be reflective of and responsive to racial and cultural diversity. Regardless of the demographic composition of the classroom, all learners have a right to equitable education. One way of achieving equity is ensuring that teachers are familiar with, and willing to promote anti-racism and intercultural forms of education. By affirming diversity and promoting equity, schools can be the great equalizer.

<sup>1</sup> See <http://www.statcan.gc.ca/daily-quotidien/171025/dq171025b-eng.htm>

<sup>2</sup> See <https://www.ecfoundation.org/wp-content/uploads/FINAL-VS2015.pdf>

<sup>3</sup> See <https://www.ecfoundation.org/wp-content/uploads/2016-Vital-Signs-Final.pdf>

<sup>4</sup> See <https://open.alberta.ca/dataset/74c63cfa-ebb9-40ae-8116-31e10ba2144a/resource/17bce968-6618-4b17-b114-958b5ad704f6/download/anti-racismfinal.pdf>

## ABOUT THIS RESOURCE

Following the mission of public education to develop active and engaged citizens, this resource is closely tied with Alberta's provincial curriculum that is designed to “help students achieve their individual potential and create a positive future for themselves, their families and their communities.”<sup>5</sup> As the responses to the fall 2016 online provincial curriculum survey show, Albertans believe that teachers should have access to “high-quality, relevant, and appropriate teaching and learning resources and supports” in the fields of instruction and implementation.<sup>6</sup> Albertans also are aware of how important it is to ensure that students explore multiple points of view, including diverse cultural, religious, and social perspectives addressed in a balanced and unbiased way.

In order for teachers and educators to cultivate pluralistic values in the classroom, they need the right resources to discuss the everyday issues that shape our experiences and actions as individuals. This resource focuses on human rights, social justice, anti-racism, diversity, and inclusion, and provides interactive activities to engage students and youth. Using experiential learning methods, these activities can help educators and learners to develop meaningful understanding of the issues and promote trust, respect, and cooperation in a safe environment.

Citizenship within Canada is about inclusion, engagement, and membership; as Ruth Lister states, it is “the ability to participate fully in the social and political life of the community”<sup>7</sup>. Yet in reality many members of our society are discriminated against in many different ways and as a result of it, they feel excluded. This resource helps teachers and educators promote active citizenship and encourage their students to explore their rights and responsibilities in building inclusive communities based on understanding and respect. Rooted in social justice pedagogy, “Race and Respect” underscores the need for engaging students and youth in civic education and real-world learning.

The activities in this resource are primarily geared towards junior and senior high school students, and are also appropriate for community groups working with youth populations. Some of the activities may be used for younger children, as written or with small modifications. The activities are designed to be interactive, and some use drama-based activities to develop meaningful understanding, but teachers do not need any experience teaching drama to make effective use of any of the exercises.

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“THE EDUCATION OF RACIALLY, ETHNICALLY, AND CULTURALLY DIVERSE STUDENTS SHOULD CONNECT IN-SCHOOL LEARNING TO OUT-OF-SCHOOL LIVING; PROMOTE EDUCATIONAL EQUITY AND EXCELLENCE; CREATE COMMUNITY AMONG INDIVIDUALS FROM DIFFERENT CULTURAL, SOCIAL, AND ETHNIC BACKGROUNDS; AND DEVELOP STUDENTS’ AGENCY, EFFICACY, AND EMPOWERMENT.”

— Geneva Gay, *Teaching To and Through Cultural Diversity*

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The four themes in this resource offer methods for raising awareness of human rights, understanding the role of stereotypes and prejudices in promoting discrimination, and exploring how racism and other injustices are manifested in our schools, communities, and society. Youth will gain knowledge as well as individual and interpersonal skills through the various activities compiled in this resource. Several of the themes also conclude with a project suggestion for putting the students’ knowledge into action within the school or community context. It is our hope that these suggestions, or other ideas from the youth themselves, will help youth begin to bridge from classroom-based learning into explorations of their active citizenship, and their roles in building inclusive communities now and into the future.

<sup>5</sup> See <https://education.alberta.ca/curriculum-development/what-is-curriculum/>

<sup>6</sup> See <https://education.alberta.ca/media/3575992/survey-summary-english.pdf>

<sup>7</sup> Lister, Ruth. *The Exclusive Society: Citizenship and the Poor*. London: CPAC, 1990. Print.

## SOME ADVICE FOR TEACHING WITH THIS RESOURCE

- Familiarize yourself with the material before teaching.
- Review the resource and themes to see how they fit into the curriculum. The introduction to each theme helps you make those connections.
- Work toward creating a culture of acceptance and respect within a classroom environment.
- Challenge disrespectful and discriminatory behavior and ideas rather than people.
- Expect tension and discomfort and learn to manage it in an effective way.
- Be aware of your own biases and the way they can shape your perspective and affect your judgment.
- Be a role model by using inclusive language and behavior.
- Provide accurate information and encourage research to challenge stereotypes and common myths about different ethno-cultural groups.
- Establish standards of responsible citizenship and create a culture of support and allyship.

# Human Rights and Responsibilities

## GENERAL LEARNING OPPORTUNITIES AND OUTCOMES

### Students will be expected to:

- Demonstrate and apply effective communication, conflict resolution, team-building skills
- Examine various attitudes, values, and behavior for developing compassionate interpersonal relationships
- Re-evaluate personal opinions to broaden understanding of a topic or an issue
- Demonstrate a critical understanding of individual and collective rights
- Respect the dignity and support the equality of all human beings
- Demonstrate a global consciousness with respect to humanity and world issues
- Construct meaning from text and context by understanding and interpreting content
- Work within a group, cooperate with others, and contribute to group processes
- Improve thoughtfulness, effectiveness and correctness of communication
- Understand the principles underlying a democratic society
- Understand their rights and responsibilities in order to make informed decisions and participate fully in society

## INTRODUCTION

This topic helps students become active and responsible citizens who are engaged in the democratic process. We want to encourage students to be aware of their rights and responsibilities as well as their capacity to create change in their communities and society. The activities under this theme introduce students to the concept of human rights and responsibilities at the international level and then in the context of Canada. Through these activities, students will examine the Universal Declaration of Human Rights. Afterwards, they will analyze examples of human rights issues and violations within the local, national, or global communities, and discuss the role of individuals in observing human rights and protecting everyone's rights.

## LEARNING OBJECTIVES

After completing the activities, students will

- develop a concrete understanding of what human rights are
- understand the historical contexts in which human rights documents were created
- appreciate the meaning and significance of the Universal Declaration of Human Rights
- appreciate the relationship between rights and responsibilities
- apply the concepts of human rights to their own lives and communities

# ACTIVITY 1: WHAT ARE HUMAN RIGHTS?

## PURPOSE

In order to have an effective discussion of human rights, students must develop a good understanding of human rights. In order to do so, start with reviewing the students' personal understanding of the concept. The students will then teach each other during this activity as you help them understand the historical significance of this document and its key concepts.

## TIME

45 minutes

## MATERIAL

Copies of the Universal Declaration of Human Rights (or The Canadian Charter of Rights and Freedoms<sup>9</sup>); flip-chart paper, pens, and markers

## PROCEDURE

1. Divide the class into groups of 4-5 and give each group a blank sheet of paper. Ask them to think about the meaning of human rights and to write down terms that refer to human rights. (5 min)
2. Bring out the Universal Declaration of Human Rights<sup>10</sup>, explain the historical context in which the text was developed, review the main concepts addressed in the document, and compare them to students' responses. You can use this video that offers a historical overview of human rights:  
[https://www.youtube.com/watch?v=15G-WagY\\_vY](https://www.youtube.com/watch?v=15G-WagY_vY).<sup>11</sup> (15 min)
3. Provide each group with a copy of the document. The groups will now review the document, discuss the importance of human rights and the following questions: (10 min)
  - Which of the rights stood out for you and why?
  - Are there any rights in this document that you were not aware of?
  - Have you witnessed disrespectful behaviour or actions directed to people because of a single characteristic, such as gender, age, or skin colour?
  - List three examples of human rights violation you are aware of.
  - What responsibilities do we have as citizens to help protect human rights?
4. Have each group share their thoughts with the classroom. (10 min)

## DEBRIEF

Review the whole activity with students and encourage them to identify activities that promote human rights in schools. (5 min)

<sup>9</sup> See <http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf>

<sup>10</sup> See [http://f.edgesuite.net/data/www.youthforhumanrights.org/files/YHRI\\_declaration-human-rights-abridged.pdf](http://f.edgesuite.net/data/www.youthforhumanrights.org/files/YHRI_declaration-human-rights-abridged.pdf)

<sup>11</sup> You can play this video if you decide to focus on the Canadian Charter of Rights and Freedom:  
<https://tvo.org/video/programs/civics-101-animations/the-charter-of-rights-and-freedoms>

## ACTIVITY 2: AN IMAGINARY COUNTRY: RIGHTS AND RESPONSIBILITIES

**PURPOSE** To help students understand the importance of rights and responsibilities in building strong communities.

**TIME** 50 minutes

**MATERIAL** Copies of Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms; flip chart paper, markers, and pens

### PROCEDURE

Read out the following activity:

“Imagine that you have discovered a new island, where no human being has lived before, and where there are no human laws and rules. But don’t forget about the land and its non-human inhabitants, including animals and plants. You and the other students of your group will be the first settlers in this new land.”

1. Divide the class into groups of 5-6. Ask each group to identify all rights that should be guaranteed to everyone in this new country. Discuss within the group and agree on 5 rights and 5 responsibilities (towards other citizens, their community, the land, and non-human inhabitants.) Now ask each group to give their country a name, and write their chosen rights and responsibilities on their flip-chart paper. (15 min)
2. Have each group present their ideas and explain their list of rights and responsibilities and its significance. (10 min)
3. Provide them with copies of the Declaration on the Right and Responsibility (the link to which can be found here: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/RightAndResponsibility.aspx>)
4. Ask them to compare their list to the document. What are the similarities/differences? (10 min)

**DEBRIEF** (15 min)

Review the whole activity with the learners. The following questions can be used to start a discussion.

1. Why do rights and responsibilities go together?
2. Did your ideas about which rights and responsibilities were most important change during this activity? How?
3. Why is it important that we consider the environment and animals when we discuss rights and responsibilities?

## ACTIVITY 3: CONNECT & RESPECT

**PURPOSE** To explore the importance of respect in promoting human rights.

**TIME** 45 minutes

**MATERIAL** Paper and pens

### PROCEDURE

1. Provide each student with a blank sheet of paper. Ask them to write what “respect” and “disrespect” mean to them, and to provide one example for each. This is done anonymously. (10 min)
2. Collect the answers, read some of them to the classroom, and ask for their feedback. (10 min)
3. Ask students to form groups of 4-5. Have each group come up with a brief scene that describes a disrespectful encounter or interaction in or outside school. (10 min)
4. Ask each group to present their scene to the rest of the class. Discuss the scenes by using the following questions. (10 min)
  - How is disrespect presented in this scene?
  - Who or what is being disrespected?
  - Why are the characters in the scene being disrespectful?
  - How would you change the disrespectful scenes into respectful ones?

**DEBRIEF** (5 minutes)

Review with the students the role of respect in promoting human rights. Ask students what they can do in their school to promote human rights.

## ACTIVITY 4: CLASSROOM CITIZENSHIP

### PURPOSE

To help students apply the concepts of human rights to their own lives and understand them within the school community.

### TIME

50 minutes

### MATERIAL

Markers, copies of your school's "Code of Conduct"

### PROCEDURE

Start with a statement similar to this: "It is important to understand human rights and responsibilities on a local and global scale. We talked about the Universal Declaration of Human Rights. Now let's look at our rights and responsibilities in the context of this classroom and this school."

1. Divide the class into groups of 4-5. Ask each group to discuss the following question: What rights and responsibilities do I have as a citizen of this classroom? (15 min)
2. Ask each group to share their thoughts and write down the keywords under the two categories of rights and responsibilities on the board. Encourage the students to discuss the difference between the two categories, and the role each classroom member plays in protecting everyone's rights. (15 min)
3. Provide each group with a copy of your school's "Code of Conduct," and discuss the document in the context of citizenship and rights. (10)

### DEBRIEF

(10 min)

Use these questions for follow-up discussion:

1. Are there any rights or responsibilities that you were not aware of?
2. Which responsibilities are the most difficult to fulfill and why?
3. How did you feel when you were listing your own responsibilities as a citizen of this classroom?
4. How did this activity affect the way you understand this classroom as a community?

## ACTIVITY 5: EARTH CAFÉ

**PURPOSE** To examine the rights and responsibilities of employees as well as the duties of employers.

**TIME** 45 minutes

**MATERIAL** Flip-chart paper, markers, copies of “Rights and Duties in the Workplace,” which can be found here: [https://www.albertahumanrights.ab.ca/employment/employee\\_info/Pages/employee\\_rights\\_and\\_responsibilities.aspx](https://www.albertahumanrights.ab.ca/employment/employee_info/Pages/employee_rights_and_responsibilities.aspx)

### PROCEDURE

1. Divide the class into two groups, and give each group a sheet of flip-chart paper and a copy of “Rights and Duties in the Workplace.” Ask them to review the document, discuss the rights and responsibilities of employers and employees, and list the key words. (15 min)
2. Read the following scenario to the class:

Zadie is a server at Earth Café. Jim, the head chef, pays her a lot of attention. At first she feels flattered, but when he starts touching her “kinky hair” and commenting on her “chocolate skin,” she is worried. She wants him to stop but is afraid that if she says anything she might lose her job or strain the working relationship.
3. Ask group 1 to discuss and write down what they think Zadie should do. Have group 2 record what the management of Earth Café should do about the situation. (10 min)
4. Have the groups present their ideas. (10 min)

**DEBRIEF** (10 min)

1. If you were Zadie’s colleague and you were aware of the situation, what steps would you take?
2. What actions can Zadie take to stop the unwanted behaviour?
3. Do you think the management of the café is responsible for Jim’s behaviour?
4. What is the impact of power differential in this scenario?
5. Why is it important to address such incidents immediately?

**NOTE** Students should be made aware of the Alberta Human Rights Commissions that deals with anti-harassment policies and human rights abuses in the province. You can consult the website when preparing for this activity: <https://www.albertahumanrights.ab.ca/Pages/default.aspx>

## ACTIVITY 6: NAME CALLING AND ABUSIVE LANGUAGE

**PURPOSE** To help students understand respect and disrespect in the context of human rights.

**TIME** 40 minutes

**MATERIAL** Pens and paper

### PROCEDURE

Read the following scenario to the classroom:

Daniel, a 25-year-old man with Down syndrome, takes the bus to work every morning. Today as he gets on the bus, he keeps searching his pockets for his bus pass. The bus driver, agitated and upset, asks him to sit, mumbling the words “disfigured” and “stupid.”

1. Divide the class into 2 groups and ask each to review the scenario, identify the problem, and offer a proper course of action. (10 min)
2. Have the groups present their ideas. (10 min)
3. Ask everyone to think about incidents of name calling they have experienced or witnessed. Did they have to do with gender, skin colour, or accent? Ask them then to discuss within their group the impact of name-calling. (10 min)

**DEBRIEF** (10 min)

Review the activity and encourage discussion by using the following questions:

- What type of connection do you see between human rights and hateful/ hurtful words?
- Have my actions or words hurt someone else’s feelings?
- What is our responsibility to create a safe and respectful environment?

## ACTIVITY 7: FREEDOM OF EXPRESSION

**PURPOSE** To understand the freedom of expression as a universal right and the consequences of denying this right.

**TIME** 45-50 minutes

**MATERIAL** Pens and flipchart paper

### PROCEDURE

1. Write down “freedom of expression” on the board and read Article 19 of the Universal Declaration of Human Rights: “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”
2. Ask students why freedom of expression is a fundamental right. Encourage them to brainstorm in groups of 4-5 and think of the consequences when freedom of speech is denied. (10 min)
3. Invite students to share their group’s reflections. (10 min)
4. Read the following scenario to the class:  
  
“The online student-run newsletter at a high school published a report about the lack of gender-neutral washrooms in the school and encouraged the students to start discussion sessions with the school officials and parents to address the issue and come up with solutions. The report, written by Mia and Diako, promised follow-up interviews and articles. A group of concerned parents contact the school, asking the principal to stop the newsletter from publishing anything on the subject.”
5. Ask the groups to examine the scenario, identify the rights that should be guaranteed, and discuss the school’s responsibility and proper course of action. (10 min)
6. Have the groups present their ideas. (10 min)

**DEBRIEF** (5-10 min)

Review the activity and encourage discussion by using the following questions:

- What can the students do if the school officials intervene and want them to stop publishing on the subject?
- How might the power dynamic affect the students’ response in this scenario?
- What should you do as students to support freedom of expression and the authors’ rights?

## ACTIVITY 8: FREE SPEECH, HATE SPEECH

**PURPOSE** To understand the line between free speech and hate speech

**TIME** 40 minutes

**MATERIAL** Signs, copies of the statements, pens, and flipchart paper

### PROCEDURE

Designate three different points on an imaginary line to stand for AGREE, NEUTRAL, and DISAGREE. Before starting the exercise, let the students know that you will read some statements and they will give their opinion by positioning themselves along the line to show how they feel. Read out the following statements, giving students time to position themselves for each. (10 min)

- People are allowed to say anything they want even if their words encourage violence.
  - It is OK for people to use offensive language to describe themselves.
  - It is important to challenge hateful words and opinions.
  - Racist and sexist jokes are harmless.
  - Some words are so offensive that they should never be used.
2. Divide the class into groups of 4-5. Give each group a copy of the above statements and invite them to discuss them in detail and have a debate at their table. Encourage them to think of the difference between free speech and hateful speech. (10 min)
  3. Have each group present their ideas. (10 min)

**DEBRIEF** (10 min)

Review the activity and encourage further discussion by using the following questions:

- What is free speech and what is hate speech?
- Where should we draw the line to prevent hate speech?
- Why is it important to differentiate free speech and hate speech and prevent the latter?

## ACTIVITY 9: TRICK OR TREATY

This activity is designed to accompany the National Film Board of Canada (NFB) documentary 'Trick or Treaty?' directed by the Indigenous filmmaker Alanis Obomsawin. The documentary provides an Indigenous perspective on the issue of treaty agreements in Canada, and helps students understand how the treaty process continues to have an impact on the lives of Indigenous peoples. This activity aims to examine the topic in the context of human rights

### TIME

2.45 hours (85 mins to show the film, 30 mins for Part 1, 45 mins for Part 2)

### PART 1

- A. After watching the film, divide the class into groups of 4-5. Ask each group to discuss the following questions: (15 min)
1. Who are the Indigenous peoples of Canada?
  2. What are treaties and what role did they play in shaping the relation between European settlers and Indigenous peoples?
  3. Why did the Indigenous peoples sign treaties?
  4. How do the treaties impact the lives of Indigenous peoples in the present?
- B. Ask each group to share their thoughts. Write down the key words on the board. Encourage further discussion with the help of the following questions: (10 min)
1. Why are Indigenous issues, including treaties, important to us as citizens of Canada?
  2. What kind of connection do you see between the issue of treaties and human rights?
  3. Why do we need to raise awareness about Indigenous issues?

### DEBRIEF

(5 min)

Review the main ideas of the film. Draw the students' attention to the importance of including alternative perspectives to have a better understanding of our past and present.

## PART 2

Divide the class into two groups and read the following passage as it is also projected on screen:

The City of Edmonton hosted “Treaty 6 Recognition Day” in August 2017 to commemorate the signing of Treaty No. 6 between the Indigenous Peoples and the Crown at Fort Carlton on August 23, 1876.<sup>12</sup> Its goal was to allow City and First Nation leaders to:

- Recognize that Edmonton sits within Treaty 6.
  - Discuss topics of shared interest, and build relationships in order to address opportunities or concerns
  - Come together in an act of reconciliation, a shared commitment to work positively together in a relationship founded on honour and respect.
1. Display the following link for students and ask them to review the documents in pairs. (10 min): [https://www.edmonton.ca/attractions\\_events/schedule\\_festivals\\_events/treaty-six-recognition-day.aspx](https://www.edmonton.ca/attractions_events/schedule_festivals_events/treaty-six-recognition-day.aspx)
  2. Divide the class into two groups. Group 1 represents the Indigenous leaders and Group 2 represents City of Edmonton. Each group should prepare a list of municipal actions in regard to the treaty agreement and the rights, needs, and concerns of Indigenous Peoples. (15 min)
  3. Ask each group to present their ideas and have the class discuss the answers. (10 min)

## DEBRIEF

(10 min)

1. Did you gain any insights from the documentary and these activities?
2. Did they help you better understand treaties?
3. Did this body of knowledge make a shift in your perspective as a non-Indigenous/ or Indigenous citizen?

<sup>12</sup> [https://www.edmonton.ca/attractions\\_events/schedule\\_festivals\\_events/treaty-six-recognition-day.aspx](https://www.edmonton.ca/attractions_events/schedule_festivals_events/treaty-six-recognition-day.aspx)

## SCHOOL PROJECT: ADVOCATES FOR HUMAN RIGHTS

After exploring human rights through activities and making sure that the students have a good understanding of their rights and responsibilities, it is time to encourage them to use their knowledge in integrating human rights values and principles into their school life. The school project provides students with hand-on experience to transition from spectators to advocates.

### PROCEDURE

1. Help the students form 3 committees based on their personal interest:
  - A) A Human Rights Audit Committee to audit their school, assess the existing sources, events, and activities that educate the students about human rights and encourage them to participate in respecting and protecting them. The committee will meet with school officials, review the school calendar, and scan the hallways for messages, infographics, and events that promote human rights. They will then prepare a report on strengths and gaps and provide suggestions for action.
  - B) A Human Rights Awareness Committee to design and develop school events to raise awareness about human rights.
  - C) A Human Rights Champions Committee to support human rights at school, run regular discussion sessions, prepare posters, and accept members who would help spread the word and promote a culture of equality and respect.

The project can develop throughout a month or continue during the school year, leading to steady and long-term advocacy plans to support human rights and make it a significant feature of the school culture. With your help, the committees can showcase their work at an annual event attended by parents and school officials.

# Stereotypes, Prejudice, and Discrimination

## GENERAL LEARNING OPPORTUNITIES AND OUTCOMES

Students will be able to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- understand that through empowerment there comes personal and collective responsibility for the public good
- understand the commitment required to ensure the vitality and sustainability of changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society

## INTRODUCTION

This theme's activities illustrate how stereotypes and prejudice are learned, perpetuated, and reinforced in our society, and how they lead to discrimination and social exclusion. Throughout these activities, it is expected that students will challenge views, attitudes, and beliefs that support stereotypes and prejudice, and will develop skills to identify discriminatory acts and respond effectively when they experience or witness them.

## LEARNING OBJECTIVES

Students will be able to:

- Distinguish between prejudice, stereotypes, and discrimination
- Identify examples of prejudice in their lives
- Understand the role of stereotypes and biases in promoting discrimination
- Describe the effects of stereotypes and prejudice
- Identify their responsibilities as community members to prevent stereotyping and discrimination
- Develop an action plan to tackle discrimination and oppression

## ACTIVITY 1: WHO, ME, BIASED?

### PURPOSE

To understand the concepts of “bias” and “prejudice”. We also want to examine how our biases can impact our perception of others and how this can lead to unfair and non-inclusive actions.

### TIME

45 minutes

### MATERIAL

Pens and paper

### PROCEDURE

1. Divide the class into groups of 4-5 students. Provide each group with a blank sheet of paper, and ask them to define the words “bias” and “prejudice” and to provide one example for each. (10 min)
2. Review the answers, provide students with accurate definitions, and explain the difference between “bias” and “prejudice”. (10 min)
3. Play these 2 video clips from the “Who, Me, Biased?” series: (15 min)

<https://www.nytimes.com/video/us/100000004818668/check-our-bias-to-wreck-our-bias.html?playlistId=100000004821064>

<https://www.nytimes.com/video/us/100000004818679/high-heels-violins-and-a-warning.html?playlistId=100000004821064>

Ask students to share their thoughts about the clips. Encourage them to reflect on their own biases, both positive and negative.

### DEBRIEF

(10 min)

Review the activity and use the following questions for further discussion within the groups:

1. What stood out most for you during this activity?
2. Think of a time you have been impacted negatively as a result of someone’s bias or prejudice towards you. How did you feel?
3. How do our biases shape our social interactions and affect our decisions?

## ACTIVITY 2: CHALLENGING STEREOTYPES

**PURPOSE** To understand the impact of stereotypes on biased values, attitudes, and behavior. We also want to highlight the importance of challenging stereotypes in a proper way.

**TIME** 50-55 minutes

**MATERIAL** 5 cards, each with one group category (e.g. Asian, Muslim, Indian, Canadian, and Indigenous); flipchart paper, markers

### PART 1. STEREOTYPES

1. Divide the class into 5 groups and provide each with a card. Ask them to describe the word (representing a group of people) by job status, wealth, education, personalities, physical appearance, place of residence, and achievements. (5 min)
2. Ask each group to share their thoughts and describe the process. Encourage everyone to see if the descriptions are biased or show an exaggerated belief about a group of people. (10 min)
3. Review the activity, talk about stereotypes and how they can be positive or negative. Encourage further discussion by using the following questions. (10 min)
  - How do we learn these stereotypes?
  - How do these stereotypes shape the way we interact with people from other cultural or ethnic groups?
  - Why is it important to draw attention to stereotypes? What does this topic have to do with human rights and social justice?
4. Play the video “Stereotypes Decoded”: <https://www.youtube.com/watch?v=D1-aSIUP4wM>  
Review the key ideas and ask students to share their thoughts. (10 min)

### PART 2. CHALLENGING STEREOTYPES

- Play the video “Meet a Muslim”: [https://www.youtube.com/watch?v=q9dwHYu\\_EK4](https://www.youtube.com/watch?v=q9dwHYu_EK4)
- Ask the students how the video challenged the stereotypes about Muslim people. Encourage the groups to think of our responsibilities as citizens to create an inclusive society. Invite them to discuss these two questions:
  - With a partner share a stereotype you’ve heard someone say about a group of people. Did you challenge that stereotype?
  - How can we challenge the stereotypes that exist?
- Ask the 5 groups to work on this scenario: It’s Saturday, and you are having dinner with family and friends. One person at the table makes a biased statement about a group of people. You politely intervene and challenge their words. Prepare to act out the scenario that ends with your pitch. (7 min)
- Have the groups present their scenes. (8 min)

**DEBRIEF** (5 min)

Review the activity and encourage students to share final thoughts and suggestions.

## ACTIVITY 3: HOMELESSNESS AND STEREOTYPES

### PURPOSE

To help students understand the stereotypes associated with certain cultural groups, challenge their perceptions of others, and develop an understanding of how economic inequalities continue to exclude visible minorities from full participation in society.

### TIME

45-50 minutes

### PROCEDURE

Part 1 (20 min)

Ask students to close their eyes. Lead the students through the following guided activity:

Today you are going to serve meals to people who are experiencing homelessness. Picture yourself arriving at the shelter. What do you see? What do you smell? What do you hear? How many people are there? What are they wearing? Can you see their skin colour? Are they young or old? What is their gender?

1. Ask the students to open their eyes and discuss what the experience was like using the following questions.
  - Where are most people experiencing homelessness found in your city?
  - What cultural or ethnic groups do they come from? Why do you think most people experiencing homelessness tend to come from specific cultural groups?
  - Does anyone have any experience that dispels any of the stereotypes?

Part 2 (20 min)

Play this video in which a number of homeless people from Orlando share facts from their lives: [https://www.youtube.com/watch?time\\_continue=83&v=THxtcWNw3QA](https://www.youtube.com/watch?time_continue=83&v=THxtcWNw3QA).<sup>13</sup>

Then divide the class into 4 groups and ask them to discuss the following questions:

- How did you feel while watching the video?
- Was there any person or picture that stood out for you? Why?
- Did the video challenge, dispel or confirm stereotypes?

Invite each group to share their thoughts.

### DEBRIEF

(5-10 min)

Review the activity and use the following questions for further discussion:

1. Describe how this activity affected you.
2. What stood out most for you during this exercise?

<sup>13</sup> If you would like to use some local examples for further discussion of the topic, you can use the video prepared by Boyle Street Community Services about people who are experiencing homelessness in Edmonton: <https://www.youtube.com/watch?v=GD0sWA4Xl4s&t=256s>

## ACTIVITY 4: TO THE STORE

### PURPOSE

To illustrate how stereotypes can impact one's perception of others and lead to prejudiced behavior.

### TIME

45 minutes

### PROCEDURE

1. Read the following scenario and have the class act it out:

Bob and Marakel are close friends in grade ten. Bob is a White sixteen-year old boy from Ontario. Marakel is fifteen years old; his parents moved to Canada from Sudan when he was only three. One Friday afternoon, Bob and Marakel go to the store to buy a video game. While Marakel is busy looking for a newly released video game, Bob steals an older game from the clearance section, and puts it under his jacket. A store employee sees Bob do this, calls security, and continues to serve other customers. As the two boys are about to exit, the security person grabs Marakel, and takes him into an inner room while threatening to call the police. The store employee soon realizes what is happening and informs the officer that Bob is the culprit. They search Bob and find the video game.

2. Divide the class into two groups. Ask Group 1 to role-play this scene and inform them that they only need to capture the significant moments. Ask Group 2 to role play themselves as parents from Marakel's ethnic community. They have met together and plan to air their grievances. (15 min)
3. Have each group present scenes in class. (10 min)

### DEBRIEF

(20 minutes)

Review the scenario and use the following questions for discussion:

1. What motivates the security officer's behaviour towards Marakel?
2. If you were the security officer, how would you defend your behaviour?
3. What are your impressions of Bob and Marakel's friendship?
4. Do you think Bob learned anything from this incident?
5. If you were Marakel, what would you say to Bob after going through such an experience?
6. Do you agree with the grievances that were raised by Group 2?
7. What would you do to ensure that those grievances are heard?

## ACTIVITY 5: SHOPPING AND RACE

### PURPOSE

To provide an opportunity for students to explore how prejudice and racial stereotyping affect the everyday life of certain social groups; to understand consumer racial profiling and its negative effect in society.

### TIME

45 minutes

### MATERIAL

Copies of the CBC article, pens, and paper

### PROCEDURE

1. Start with the following statement:  
“We spend a lot of time shopping, from clothing to groceries. What makes your shopping a pleasant experience?” Record their responses on the board. (10 min)
2. Divide them into groups of 2 and provide each group with a copy of CBC article “Consumer racial profiling has ‘detrimental effect on communities,’ expert says” (<http://www.cbc.ca/news/canada/saskatchewan/consumer-racial-profiling-detrimental-effect-communities-1.4421924>). Ask them to read the article, highlight the important points, and discuss the following questions: (20 min)
  - What is consumer racial profiling?
  - Which social groups are the main targets of racial profiling?
  - What are the biases and stereotypes that shape racial profiling?
  - How can racial profiling affect us as individuals and community members?
3. Play the video from the article and encourage a discussion among students after watching the video. (10 min)

### DEBRIEF

(5 min)

Review the activity and draw the students’ attention to the way prejudice and stereotyping lead to discrimination.

**Note:** You can ask your students to submit a writing assignment that responds to the article and answers the discussion questions.

## ACTIVITY 6: HOUSING POLICY AND DISCRIMINATION

**PURPOSE** To help students examine the role of discriminating policies in the production and perpetuation of inequality.

**TIME** 40 minutes

**MATERIAL** Sticky notes and pens

### PROCEDURE

Part 1 (20 min)

Start with the following statement: “We have different neighborhoods in our city; some of them are very poor and some of them are rich. Some are safe and some are not. Who is responsible for this? Is it all an individual matter or it is more complicated?”

1. Divide the class into 4 groups and ask each to discuss the questions and list the key words on sticky notes.
2. Ask each group to present their ideas.

Part 2 (20 min)

Play the Video “The Disturbing History of the Suburbs” (6 min) from the Adam Ruins Everything series. <https://www.youtube.com/watch?v=ETR9qrVS17g>

Encourage the students to share their thoughts about the video. Ask the following questions for further discussion:

1. Did this video change the way you look at neighborhoods?
2. How did it affect your understanding of discrimination at a larger social level?
3. Can you think of other historical examples illustrating the way biased policies discriminate against certain groups of people?
4. What are some contemporary examples of biased policies against certain groups?

## ACTIVITY 7: PREJUDICE, DISCRIMINATION, AND OPPRESSION THROUGH COMICS

**PURPOSE** Using comics, this activity reviews the concepts of prejudice, discrimination, and oppression, provides tangible examples, and encourages proper action to challenge oppression through activism.

**TIME** 50 min

**MATERIAL** Flip charts, pens and markers, and 5 copies of the comic (which can be found on this website: <https://everydayfeminism.com/2017/01/trouble-explaining-oppression/>)

### PROCEDURE

1. Explain to your students that in this activity they review examples of prejudice, discrimination, and oppression and then do some action planning. Divide the class into 5 groups, provide each with a copy of the comic, and assign to each group one of the examples portrayed in the comic (LGBTQ, Muslims, body image, people with disabilities, black people). You can show the comic on screen as well. Ask the groups to examine and discuss their case. Identify the prejudice or stereotype behind the case, how it works against a certain group on a personal and social level. (10 min)
2. Ask the groups to write down the keywords on the flip chart and then share their thoughts with the classroom. (15 min)
3. Action plan: Explain to students now that they know more about their topic, what actions they can take to address these examples of prejudice, discrimination, and oppression in a constructive way. Ask students: What can we do about the biases that lead to discrimination against each group? (15 min)

**DEBRIEF** (10 min)

Review the activity. Encourage the students to think of other examples of discrimination they know of. Have them share a phrase that describes something they learned from it.

# Social Justice and Inclusion

## GENERAL LEARNING OPPORTUNITIES AND OUTCOMES

### Students will be expected to:

- demonstrate a global consciousness with respect to humanity and world issues
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- engage in active inquiry and critical thinking around social justice
- communicate ideas and information in an informed, organized and persuasive manner
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- examine various attitudes, values and behaviours for developing meaningful interpersonal relationships

## INTRODUCTION

Aiming to draw the students' attention to the problems that impact the quality of life for certain populations and lead to their social isolation, this theme focuses on the importance of understanding diversity, equity, and power in order to work toward building an inclusive society. Using mainly school-based scenarios, the activities enable students to have a better understanding of social justice and some effective ways to approach diversity and fairness.

## LEARNING OBJECTIVES

After completing the activities, students will

- develop awareness of the importance of inclusion and social justice
- understand social inclusion in the context of their school
- demonstrate knowledge of the key concepts such as diversity, fairness, and equity
- understand the ways societal granting of unearned privilege affects individuals
- develop critical skills of recognizing and challenging cases of inequality in their everyday interactions

## ACTIVITY 1: THE COLOURING CONTEST

### PURPOSE

To help students understand the meaning of fairness, and how privileges and discriminations impact people's lives in society. Note: We recommend that you use activities 1 and 2 together, in sequential order

### TIME

15-20 minutes

### MATERIAL

3 copies of the colouring page (which can be found on page 32); 1 box of 12 colouring pencils; 2 black pencils; 1 red pen

### PROCEDURE

Invite 3 volunteers to participate in a colouring contest. Give each person a colouring page. Provide one person with 2 boxes of 12 colouring pencils and crayons. Give only 1 black pencil to the second person, and 1 black pencil and 1 red pen to the third participant. Then read the following statement:

It's time for our colouring contest. If you want to win, you should create harmony, add a few details to the picture, and make sure that your colouring is neat.

1. Give them about 3 - 5 minutes to finish the work. While they work, encourage the class to cheer for the contestants while you keep admiring the first person for how smart they are.
2. Ask everyone to stop. Introduce the first person as the winner and ask the class to give him/her a round of applause.

### DEBRIEF

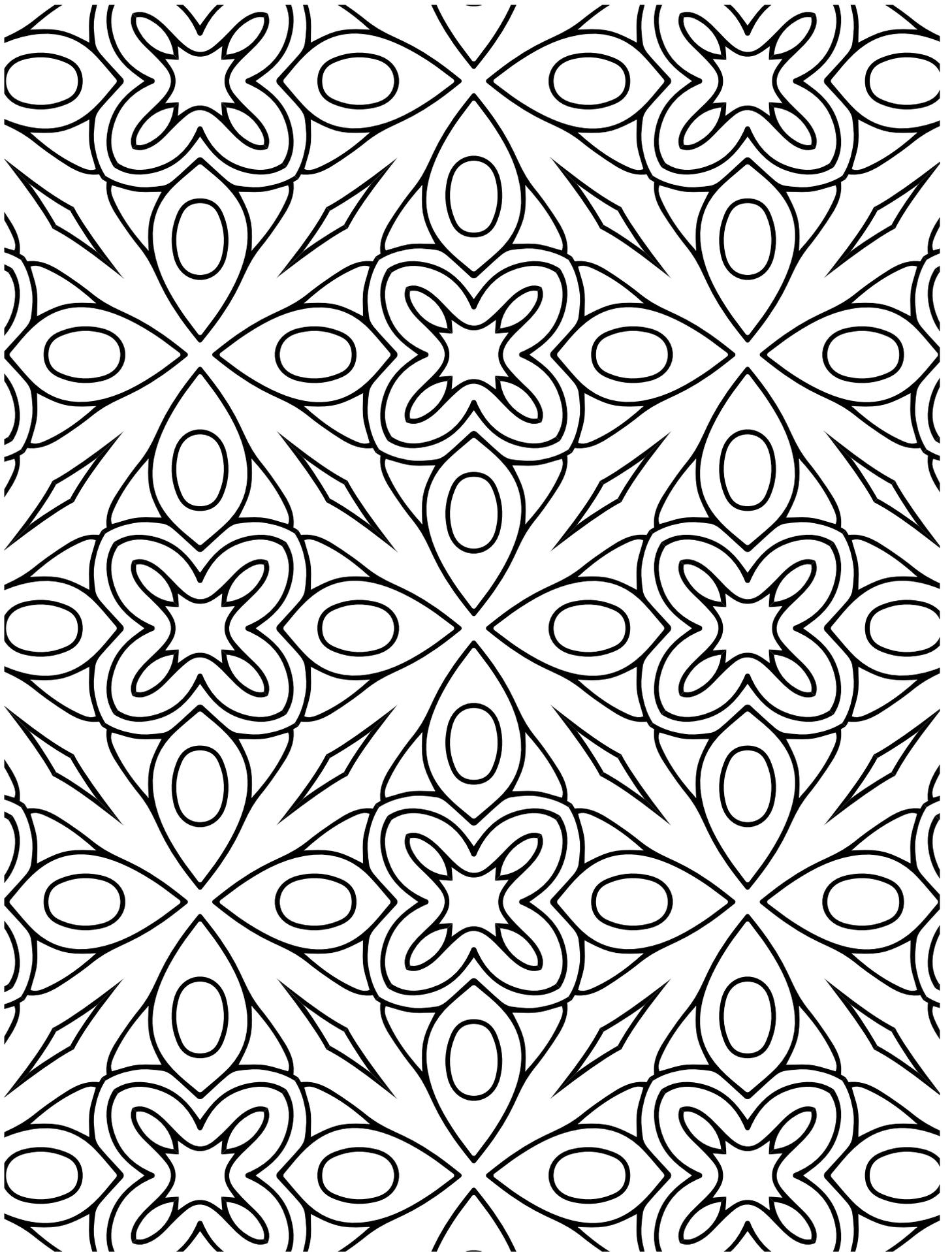
(10 min)

Ask the students if it was a fair contest. Encourage discussion with the help of the following questions:

- Why can't we confirm that the first person was the best?
- How did you feel during this activity and the limitations imposed on the participants?
- Why did you keep cheering when you knew the contest was not fair?
- How can we modify the contest to make it fair?
- What did we learn from this activity?

### SUMMARY

This is the perfect time to talk about equity and fairness, and how important they are to achieve social justice.



## ACTIVITY 2: EQUAL IS NOT ALWAYS FAIR!

**PURPOSE** To help students understand the concepts of equality and equity.

**TIME** 45 minutes

**MATERIAL** Pens and paper

### PROCEDURE

1. Show your students the picture on the following page and encourage debate by using these questions: (10 min)
  - What do you see in each panel?
  - How are the panels different?
  - Do you see any problems?
  - Are they both fair? Which one do you prefer and why?
  - How are the problems in the top frame addressed in the bottom frame?
  - Which one shows equality, and which one represents equity?

Once the students have shared their thoughts, take a minute to review both concepts, talk about the importance of equity, and how equality does not always guarantee fairness.

2. Divide the class into groups of 4-5. Invite them to see the picture as a metaphor and think of similar situations in society where people's needs are not the same, situations where equity is required to create an inclusive environment. Ask each group to think of one social situation, identify the problem when equality is not enough, and provide solutions. (15 min)
3. Have the groups present their ideas. (10 min)

**DEBRIEF** (10 min)

Review the activity and ask the class what they learned from the activity. Let them discuss their experience with the activity and ask questions.



## ACTIVITY 3: TIME FOR BASKETBALL!

(Inspired by Interactive Scenarios presented on Play by the Rules website.<sup>15</sup>)

**PURPOSE** To help students understand the concepts of diversity and inclusion and appreciate the need to create an inclusive society.

**TIME** 45 minutes

**MATERIAL** Pens and paper

### PROCEDURE

Read the following scenario:

“Amit is 16 years old and lives in Edmonton with his family. He is a great basketball player and decides to join the Youth Basketball Association “A” team. The coach Jerry is impressed with Amit’s abilities and wants him on the team, but he thinks that the fact that Amit wears a turban does not fit into the club’s culture, and this might make him or other members uncomfortable.” He goes to the consultant Zara for advice.

1. Divide the class into groups of 5 or 6 students each. Ask each group to discuss the scenario and write down a strategy outline that works toward creating an inclusive environment. They also practice to role play the conversation between Jerry and Zara. (15 min)
2. Have each group share their strategy and explain the logic behind their suggestions for Jerry. They then role play the scene. (15 min)
3. Ask students to think of similar scenarios based on other cultural and/or religious differences. (5 min)

**DEBRIEF** (10 min)

Review the activity and encourage discussion by using the following questions:

What is diversity? What is inclusion? What is the difference between the two? Why is it essential to create an inclusive society? What are the long-term consequences if we ignore inclusion?

<sup>15</sup> See <https://www.playbytherules.net.au/resources/interactive-scenarios/religious-inclusion>

## ACTIVITY 4: NEW STUDENTS, DIVERSE BACKGROUNDS

**PURPOSE** To help students identify equitable solutions for diverse communities.

**TIME** 50 minutes

**MATERIAL** Pens and paper; copies of character narratives

### PROCEDURE

1. Start the activity with this paragraph, and encourage the students to brainstorm and share their thoughts: (10 min)

According to the Universal Declaration of Human Rights, Article 26, “everyone has the right to education.” This promotes equality: education for everyone. But is it enough in order to create an inclusive environment for learners who have different backgrounds and needs?

2. Divide the class into groups of 4-5. Provide each group with one of the three narratives (printed separately), ask them to study the case, identify the student’s needs, create a list of actions, and offer programs and services to make sure they can achieve their full potential. (10 min)
  - A. The 14-year-old Layal al-Ibrahim is from Aleppo, Syria. She moved to Canada as a refugee and settled in Edmonton with her parents and two younger brothers. Layal can communicate in English, but she is not fluent. She enjoys helping her father carving wooden boxes as presents for friends and relatives.
  - B. The 14-year-old Alex Drapaka rides his wheelchair to school. He is a great storyteller and loves literature.
  - C. The 14-year-old Lisa Cardinal is from Yellowknife. Being away from the Indigenous community she grew up in is difficult for her, but Lisa is happy that her mother is a successful environmental engineer with great work opportunities in Edmonton.
3. Have the groups present their ideas and explain why their identified course of action is important to ensure their character feels included within the school community. (10 min)
4. Invite the students to reflect on the activity and the voices that are missing in this process. Use the following questions to help students form their ideas. (10 min)
  - Depending on the case you worked on, who should you consult with to make sure you support the student in the best possible way?
  - Why is it important to listen to people instead of imposing solutions on them based on what we interpret their needs to be?

**DEBRIEF** (10-15 min)

Review the activity. Point out how important it is that the curriculum and school activities reflect the experiences and perspectives of our diverse communities rather than just the mainstream culture. Discuss the difference between equality and equity.



## ACTIVITY 5: WE NEED A REPRESENTATIVE

### PURPOSE

To give students the opportunity to reflect on their role and power as community members and explore the importance of fairness in their actions.

### TIME

40 minutes

### PROCEDURE

1. Divide the class into three groups: green, blue, and orange, and start with this scenario:  
“The school council is accepting nominations for student representatives who would work with parents and teachers in order to support and enhance student learning. Each group should nominate one person who would be the best candidate to represent your class as a community. Prepare a list of qualifications and choose one person as your candidate based on your agreed criteria. Make sure you have a convincing case to present to the classroom.” (15 min)
2. Ask each group to share their list of qualifications with the classroom and write down the keywords on the board. (10 min)
3. Ask each group to introduce their candidate and explain why. (10 min)

### DEBRIEF

(10 min)

Review the activity and encourage discussion by using the following questions:

1. Did you limit yourself to your own group when you were discussing the qualifications and ideal candidates? Why or why not?
2. Were you fair or biased when you suggested a name? Did your personal relationship with that person have an impact?
3. How did you use your power and voice in this activity?

## ACTIVITY 6: OUR LIVES, OUR EXPERIENCES

### PURPOSE

To help students understand how race, ethnicity, class, gender, and geography (neighbourhood, city, country) shape our experiences in life.

### TIME

50 minutes

### MATERIAL

Pens and paper

### PROCEDURE

1. Start with the concept of privilege and how our race, ethnicity, class, gender, and geography shape our experiences in life. Play the video “What Is Privilege?” (5 min) <https://www.youtube.com/watch?v=hD5f8GuNuGQ>
2. Ask the students to reflect on the video and its main message. Use the following questions (10 min).
  - What is privilege?
  - What is the significance of each question in the video to understand the way we experience the world?
  - What do the questions say about people’s advantages and disadvantages in life?
3. Provide each student with a blank sheet of paper. Ask them to write a paragraph in response to the following question:
  - How is my life easier or more difficult based on who I am, where I was born, and where I live? (5 min)
4. Divide the class into groups of 4-5. Each group will discuss their findings in this activity without having to share the personal details. Encourage them to see the role of gender, class, race, geography, etc. Ask them to write down the key words on the board. (10 min)
5. The groups present their ideas, and the list of the key words helps the students better understand identity markers and the way they shape our experiences. (10 min)

### DEBRIEF

(10 min)

Review the activity and use the following questions to encourage discussion:

1. What insights did you gain from this experience?
2. How do the challenges and privileges of different individuals and groups of people influence their social life?
3. What should you do with your privileges? Do they bring you any responsibilities?

## ACTIVITY 7: POWER LINE

**PURPOSE** To help students understand how privileges and available resources generate power. (This activity is suitable for high school students.)

**TIME** 50-55 minutes

**MATERIAL** 3 signs for the power line; 4-6 identity cards, depending on the number of groups

### PROCEDURE

1. Start with setting up a power line on one of the walls, with the word “power” in the middle, a plus (+) sign at one end and a minus (-) sign at the other end. Write down the word “power” on the board and ask students what it means. After some brainstorming, continue with a statement similar to this: “Power is the ability to do something or act in a particular way; it is the ability to influence the behavior of others or the course of events. This means that people who have power are more privileged and have fewer barriers in life. Let’s keep in mind that you might have more power in one position and less power in another role.” (5 min)
2. Ask the students to work in groups of 4-5 to name 3 powerful people or positions they know of, and explain why they consider them powerful. (10 min)
3. Have the groups share their answers with the classroom. (10 min)
4. Now provide each group with an identity card. Ask them to discuss their character’s level of power and decide where to put the card on the power line. (10 min)
5. Invite one representative from each group to hold the card, stand somewhere along the power line, and explain why they are standing there. (10 min)

**DEBRIEF** (5-10 min)

Review the activity and encourage reflection by using the following questions:

1. How did you feel when you reflected on your personal experiences of feeling powerful or powerless?
2. What everyday situations did this activity remind you of?
3. What did you draw from this activity that might help you in your life as a student, a classmate, and a community member?

## IDENTITY CARDS

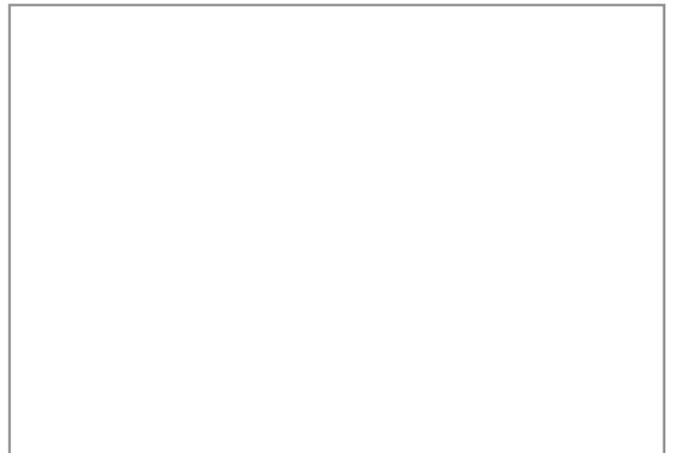
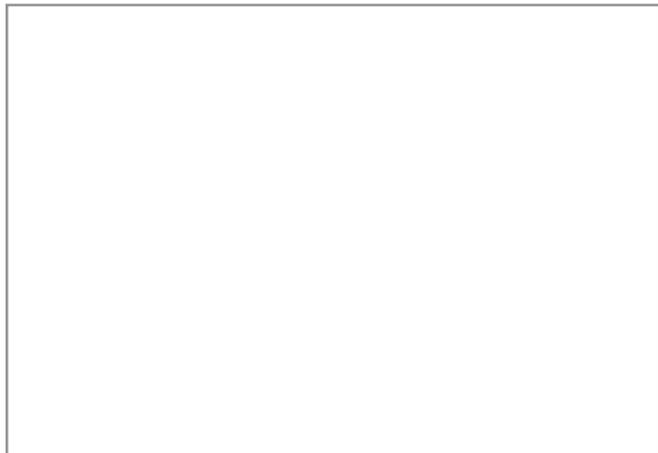
(Note: Some cards are left blank for you to provide your own examples)

Alice, 45 years old, surgeon, mother and wife,  
lives in Calgary

Adele, 15, living on a small farm near Red  
Deer with her single mother and 4 siblings

Darren, 47, mechanical engineer, married,  
lives in Edmonton

Mahmood, 28 years old, Syrian refugee in  
Lethbridge, single, looking for a job



## ACTIVITY 7: SOCIAL JUSTICE

**PURPOSE** To examine the concept of social justice and understand our role as individuals and community members in creating a socially just community.

**TIME** 45 minutes

**MATERIAL** Pens and paper

### PROCEDURE

1. Write down the word “Social Justice” on the board. Provide each student with a blank sheet of paper, ask them to define social justice, and write down as many examples of injustice they know of in their society. (10 min)
2. Divide the class into groups of 4-5 to examine their answers and discuss the importance of social justice. (10 min)
3. Review the answers, provide a definition of social justice, and identify forms of injustice we deal with as a society. Play this video that helps students have a better understanding of the term. (15 min)  
<https://www.youtube.com/watch?v=z754lhcX6qw>

**DEBRIEF** (10 min)

Review the activity and encourage further discussion by using the following questions:

1. What does social justice have to do with education?
2. Considering your position as a student, relative, neighbor, and classmate, what role can you play in fighting against social injustice?

## **SCHOOL PROJECT: DO WE HAVE AN INCLUSIVE SCHOOL?**

The groups now have time to reflect on the theme and put their knowledge into practice by examining their school to see how inclusive and equitable it is.

The groups will have a week to scan their school (hallways, staircases, classrooms, washroom, bulletin boards, etc.) and review events and programs to see if the school has created an equitable space, taking into account students' different needs and backgrounds in terms of disability, gender, religion, language skills, etc. They can focus on one or more aspects when they gather information. The students can be encouraged to look within their groups first for lived experience/expertise. They can also interview students from different ethno-cultural backgrounds to enrich their study.

Each group will present the result of their study as a poster and presentation to the class, identify the gaps and points of strength, and offer suggestions on possible changes to create a more inclusive space for everyone.

# Race and Racial Discrimination

## GENERAL LEARNING OPPORTUNITIES AND OUTCOMES

### Students will be expected to:

- Develop and assess strategies for anticipating, identifying, managing, and embracing change
- Demonstrate and apply effective communication, conflict resolution, and team-building skills
- Demonstrate an understanding that societies are made up of individuals, but each individual has a responsibility to the well-being of the society
- Develop openness to new ideas and opinions about the nature of Canadian society
- Apply historical and geographic understanding to bring meaning to issues and events
- Use and manage information and communication technologies critically
- Apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- Recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- Communicate ideas and information in an informed, organized and persuasive manner
- Demonstrate and apply effective communication, conflict resolution and team-building skills

## INTRODUCTION

This theme explores the assumptions, attitudes, and behaviours that are based on the incorrect assumption that skin colour is related to intellectual, moral, or cultural traits. Since racism is manifested in both overt and subtle ways, this theme aims to have students explore different forms of racism and historical examples of racial discrimination.

Racism in schools affects both racialized and non-racialized youth. Racism may cause some racialized students to act out in aggressive ways or withdraw and give up entirely. The purpose of this theme is to help students have a better understanding of racial discrimination. Through activities, students will increase their understanding and critical awareness of the ways in which racial difference is used to advantage some people and disadvantage others.

## LEARNING OBJECTIVES

After completing the activities, students will

- Understand race as a social construct.
- Critically reflect on cases of racial discrimination in the history of Canada
- Explain the difference between subtle and overt forms of racial discrimination.
- Identify and challenge racist behaviours amongst their peers.
- Understand their role as citizens to fight against racial discrimination
- Respond effectively when they experience or witness incidents related to racial discrimination.

## ACTIVITY 1: RACE, FACTS AND MYTHS

**PURPOSE** To help students develop a better understanding of race as a social construct.

**TIME** 45 minutes

**MATERIAL** Flip chart paper, markers

### PROCEDURE

1. Divide students into 5 groups, give them flip chart paper, and ask them to discuss the following questions and write the key concepts on paper. (10 min)
  - What is race?
  - Are there different races, and how do we name them?
  - Is race biological or social?
2. Have each group present their answers. (10 min)
3. Then ask the groups to reflect on these questions and share their thoughts: (10 min)
  - Think about how you would identify your own race.
  - When did you realize your own race?
  - What messages did you get about your own race growing up?
4. Under the topic of “What Is Race?” from *Race: The Power of Illusion*<sup>16</sup>, show the slides that review some facts about race. [http://www.pbs.org/race/001\\_WhatIsRace/001\\_00-home.htm](http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm)

Give each group a print copy of one of the facts, and ask them to discuss it and then present it to the class. (10 min)

**DEBRIEF** (15 min)

Review the activity, ask students if they would like to revise their definitions of race to see what changes they will make. Encourage further discussion by using the following questions:

1. Which of the facts stood out for you and why?
2. Did this information change or challenge your initial thoughts and ideas about race?
3. What do you think it means to be color blind?

<sup>16</sup> Race: The Power of an Illusion is the online companion to California Newsreel’s documentary about race in society, science, and history. You can access the resource here: [http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

## ACTIVITY 2: LEARNING FROM THE PAST

### PURPOSE

To help students take a historical perspective to the issue of racism in Canada, identify the causes and consequences of racial discrimination, and make connections between the past and the present.

### TIME

45 minutes

### MATERIAL

Flip chart paper, markers, copies of the article “The Lessons of the Anti-Asiatic Riot” (which can be found here: <http://www.canadashistory.ca/Explore/Settlement-Immigration/The-Lessons-of-the-Anti-Asiatic-Riot>).

### PROCEDURE

1. Start with the importance of understanding history and the way it is connected to the present. Divide the class into groups of 4, give each group a copy of the article, flip chart paper, and markers. Ask them to read the article and write down the key ideas. (15 min)
2. Now ask each group to review the article by focusing on these aspects: the roots of the AEL's action, the way racial discrimination was shaped, and the historical lesson for us. (10 min)
3. Invite the groups to share their thoughts and write down the keywords on the board. (10 min)

### DEBRIEF

(10 min)

Review the activity and encourage students to think of present discussions or actions in North America that seem to be based on a similar point of view.

## ACTIVITY 3: HISTORY OF RACISM IN CANADA

### PURPOSE

To help students have a better understanding of the history of racism in Canada, historical and contemporary examples of racism, and positive changes in society.

### TIME

50-55 minutes

### PROCEDURE

1. Start with the first 45 seconds of the video “History of Racism in Canada”, which can be found here: <https://www.youtube.com/watch?v=dvqXh83IJgM>. Ask students to share their thoughts and guesses. Play the next 15 seconds and observe the reactions. Invite them to review their race or age-based biases if they had shared negative thoughts. Encourage discussion by using the following question: (10 min)
  - What did you learn from your initial impression and the real story of this teenager?
2. Then play the rest of the video that provides an overview of the history of racism in Canada, and ask students to take notes. (6 min)
3. Divide the class into 3 groups: (15 min)
  - Group 1 reviews 4 historical examples of racism from the video, and discusses the reasons behind each.
  - Group 2 reviews 4 positive changes showed in the video and discuss their impact.
  - Group 3 analyzes these changes, looks at the existing problem of racism, and offers 3 action plans to help fight racism in their community.
4. Have the groups present their ideas. (15 min)

### DEBRIEF

(5 min)

Review the activity, draw the students’ attention to our responsibilities as engaged citizens, and give them the opportunity to share their thoughts individually.

## ACTIVITY 4: ROOTS OF RACISM

**PURPOSE** To help students understand the experiences of Indigenous Canadians in the context of racism.

**TIME** 30 minutes

**MATERIAL** Pens and paper

### PROCEDURE

1. Explain to your students that they are about to watch a video that reviews parts of Canadian history from the Indigenous perspective, and that you want them to take notes while watching. Play the video “Roots of Racism”. (10 min)  
(<https://www.youtube.com/watch?v=7h9CBMDIb0w>)
2. Ask each student to write a reflection passage. (5 min)
3. Divide the class into groups of 4-5, and ask them to share their thoughts about the video by focusing on the following questions: (10 min)
  - What did you learn from this historical journey?
  - What were the highlights of the video?
  - Bring three examples from the video to show the way Indigenous people have experienced discrimination.

**DEBRIEF** (5 min)

Review the activity and draw the students' attention to their responsibilities as citizens and residents of Canada.

## ACTIVITY 5: THE STORY OF VIOLA DESMOND

**PURPOSE** To understand the importance of individual efforts against racial discrimination by looking at the life of Viola Desmond.

**TIME** 55-60 minutes

**MATERIAL** Paper, pens, copies of the article

### PROCEDURE

1. Divide the class into groups of 4-5 and ask them to discuss the following questions in their group. (10 min)
  - If you experience or witness injustice, what do you do? Bring examples if you can.
  - Do you know any notable person in Canadian history who fought against injustice?
2. Provide each group with a copy of the article “Viola Desmond”, which can be found here: (15 min) <http://www.blackhistorycanada.ca/profiles.php?themeid=20&id=13>  
Ask them to read the article and make a list of important points.
3. Invite the groups to share their thoughts about Viola and her life. (10 min)
4. Play the video Viola Desmond: [https://www.youtube.com/watch?v=7bb\\_nkZNh8M](https://www.youtube.com/watch?v=7bb_nkZNh8M) (6 min)

**DEBRIEF** (15 min)

Review the activity and encourage further discussion by using the following question:

- Why is historical thinking important to understand racial discrimination?
- What did you learn from the story of Viola that can be used today in our attempt to fight racism?

## ACTIVITY 6: HELP WANTED

### PURPOSE

To help students recognize how racial discrimination in the workplace occurs in subtle ways that are sometimes difficult to challenge.

### TIME

35 minutes

### PROCEDURE

Read the following scenario to the students:

Billy-Ray, a young Indigenous man who is studying at MacEwan University, is looking for a part-time job. He spots a “help wanted” sign on a restaurant’s window one Friday morning. He decides to try his luck and goes inside, but the manager informs him that the job has already been filled. The following Tuesday, during lunch-break, Billy-Ray hears from his white classmate John that he got a job by fluke on Monday - in a nearby restaurant. Billy-Ray later finds out that it is the same restaurant where he applied for the job on Friday.

1. Divide the class into 4 groups, and ask them to use the following questions to discuss the scenario. (15 min)
  - What are the roots of this incident?
  - How should Billy-Ray respond in this case?
  - What effect is the manager’s behaviour likely to have on Billy-Ray?
  - If you were John, what would you tell Billy-Ray if you found out that he had tried to apply for the job the day before?
  - What could Billy-Ray do in this situation?
2. Have the groups present their answers to the class. (10 min)

### DEBRIEF

(10 min)

Review the scenario and the answers. Use the following questions for further discussion:

1. What are the effects of such behavior in our society?
2. What are the difficulties of speaking out against racial discrimination?

## ACTIVITY 7: TAKE A POSITION

**Note:** In this activity, students will be discussing sensitive issues. Explain to the students that they will be working on openly expressing their personal opinion to others. In order for the exercise to be successful, participants will need to refrain from judgment of each other. Taking a few minutes to set up expectations and rules for sharing will help to create a safe environment for everyone to speak.

### PURPOSE

To help students express their understanding of racial discrimination and recognize that opinions and positions can change with increased awareness.

### TIME

30 minutes

### PROCEDURE

1. Designate three different points on an imaginary line to stand for AGREE, NEUTRAL, and DISAGREE.
2. Before starting the exercise let students know that there are no right or wrong answers, they are simply giving their opinion. Read out prepared statements and ask the students to take a specific position along the imaginary line. Examples could include:
  - People are born racists.
  - Racist jokes are sometimes funny.
  - I have seen or experienced racism in my school.
  - All teachers know how to deal with racist incidents.
  - I speak up when I hear a racist joke.
  - I feel confident to interrupt when someone is being bullied because of their skin colour or culture.
  - There is no racism in our school because it is multicultural.
3. Once the students have taken their positions, ask them to discuss their reasons for being in a specific position with the person next to them. (Allow 2-3 minutes)
4. Discuss the statement in general with the three groups. Students may want to explain why they hold their opinion and ask questions of others. Invite the students to change positions if they change their opinions. Repeat the same process with each statement.
5. Encourage further discussion with the help of the following questions:
  - What did you learn about from this activity?
  - Were the statements difficult to respond to? Why?
  - Did you change your opinion during the discussion of the statements?
  - Why is it sometimes so difficult to intervene? What skills do we need to be able to stand up?
6. Now distribute copies of “11 Tips for Responding to Discrimination” (p.53) and review the document. (5 min)

## ACTIVITY 8: TRASHING THE SCHOOL

### PURPOSE

To challenge students to be aware of the ways racism affects people and how it can lead to violence.

### TIME

25-30 minutes

### PROCEDURE

Read the following scene to the class:

Ayaz is a grade-eight boy who lives in Sherwood Park. His parents moved to Canada from Turkey before he was born. After a terrorist attack in Edmonton hits the news, Ayaz is bullied at school and called names because of his Muslim background. When the bullying continues, Ayaz reports the case to the teacher and is told that the problem will be dealt with. Fed up with the school's slow approach to his problem, he spray paints the outside of the school. The principal summons him to her office and suspends him for a week. The next day, his parents come to the school, and confront the principal about the original problem.

Role-Play (20 min)

1. Divide the class into three groups.

**Group 1** to role-play the role of Ayaz and his parents soon after Ayaz comes home that evening. You may have the extra students in the classroom play the role of Ayaz's siblings.

**Group 2** to role-play the scene where the Principal summons Ayaz. Have the rest of the group provide ideas on how to make the role interesting.

**Group 3** to role-play the scene between Ayaz's parents and the Principal in the Principal's office.

2. Provide the following suggestive questions to help them formulate their ideas:

- What time does the scene take place?
- What statement(s) or remark(s) are made to Ayaz?
- How does Ayaz react first? What does he do next?
- What does the teacher say when Ayaz reports the name-calling?
- What do the parents tell the principal? (Allow 10 minutes)

### DEBRIEF

(10 min)

Review the scenario and encourage further discussion by using these questions:

- a. What issues did this scene raise?
- b. Was Ayaz justified in spray painting the school?
- c. If you were Ayaz's mother or father, what would you think about the school/principal/teachers, etc.?
- d. Suppose Ayaz was your classmate, and you knew what had happened; what would you do if you were to see him at a local mall?

## ACTIVITY 9: NINA'S LIFE

### PURPOSE

To help students understand the importance of support and practice allyship.

### TIME

45 minutes

### PROCEDURE

Read the following scenario:

Nina is a grade seven Indigenous girl who moves to Edmonton with her parents and siblings after her father accepts a teaching position at MacEwan University. At her new school, a group of girls bully her, tell her she is not smart enough to study, use derogatory terms in reference to her heritage, and threaten to beat her up. Every time she tells the teachers what is happening to her, they ask her to stop complaining. Her life at school becomes so unbearable that she finally tells her parents to pull her out of that school.

1. Divide the class into 5 groups and give each one of the following role-play scene cards. They have 10 minutes to rehearse. Encourage them to explore the ways they can support Nina.

**Group 1:** At the dinner table, Nina informs her family about her decision.

**Group 2:** Nina's friends hear from her that she doesn't feel that she belongs.

**Group 3:** A group of Nina's classmates witness Nina being bullied in the hallway.

**Group 4:** Nina and her grandmother meet with the school officials.

**Group 5:** School officials get together to address the problem.

2. Have the groups present their scenes. Invite others to reflect on each scene, identify its points of strength, and offer suggestions for improvement. Use the following questions for further discussion: (15 min)

- Why do you think the girls treated Nina differently?
- If you were Nina, how would you have dealt with the girls?
- What is your responsibility as class citizens in these cases?
- Why is the support Nina receives from the school and classmates so important?
- What do we call a person who intervenes and stands up against discrimination?
- Why is allyship important when it comes to these problems in our community?

3. Introduce the concept of allyship,<sup>17</sup> explain the term, and invite the students to come up with examples from their everyday life. (5 min)

4. Acknowledge the fact that intervening is not easy, and we need to do it in an effective way. Provide each group with a copy of "11 Tips for Responding to Discrimination." (p.53) Give them 5 minutes to review the tips. Then go around and ask students to read the tips aloud. (10 min)

### DEBRIEF

Review the activity. Invite the students to reflect on allyship and effective ways to respond to discrimination. (5 min)

<sup>17</sup> For more information on allyship, see for example: <http://www.guidetoallyship.com/>

## ACTIVITY 10: WHO IS THE FAVOURITE GROUP?

### PURPOSE

To help the students understand the negative impact of discrimination. (Note: This activity works best when the students are not aware at all that the teacher is playing a role.)

### TIME

20-25 minutes

### PROCEDURE

1. Have the class sit down and form a circle.
2. Divide the students into groups 1 and 2 according to a specific physical criterion i.e. those wearing blue jeans, or glasses, or long sleeved shirts. Do not tell the students the criteria you are using to separate them. Avoid using skin colour, gender, or any other criteria that would be obvious to the group.
3. Have the two groups sit facing each other.
4. Inform the whole class that you want them to discuss whether racist jokes are funny or not.
5. Then, sit right in the middle of the two groups with your back turned towards one of the groups. Invite responses from the groups but only accept the ones from the group facing you (the favoured group). Agree with and commend any comment that comes from students of this group, but do not acknowledge any comment from the group behind you. Do not even let them speak!
6. While still conversing with your favoured group, try to put down the group behind you regardless of whether they are calm and quiet or not. Find excuses to interrupt your discussion with the group behind you.
7. Continue this activity until you notice or sense an acceptable degree of discomfort from the students behind you.
8. Stop the activity and ask everyone to form a circle.

### DEBRIEF

(10 min)

- Invite the students to reflect on the activity. Use the following questions:
- Describe how you felt when you saw your classmates being put down?
- Did you do anything about it? Why or why not?
- How did you feel being put down?
- How did it feel to be treated favourably?
- How would you have changed the way this session was conducted?

## SCHOOL PROJECT: STUDYING DISCRIMINATION IN CANADIAN POLICIES

Now that the students have a better understanding of race as a social construct and are familiar with examples of racial discrimination in the context of Canadian history, you can invite them to do a group project on the topic.

Ask the students to form groups of 4-5, choose one of the following topics for research, and share their findings with the class through a poster and group presentation. You can give them 2 weeks or more depending on the project scope and expectations.

1. Racial discrimination in Canadian immigration policies in the 20th century.
2. Discrimination against Indigenous Peoples in Canadian educational policies in the 20th century.

Encourage the students to ground their project in research and use credible sources to support their arguments in their study.

# Educational Resources

## **Alberta Teacher's Association Resources**

[www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Pages/Index.aspx](http://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Pages/Index.aspx)

## **Canada's History**

<https://www.canadashistory.ca/>

## **Educating for Human Rights**

<https://drive.google.com/file/d/1cEaKR9jYmqHeUHAuPcthi8em4L01m0J7/view>

## **Facing History and Ourselves**

<https://www.facinghistory.org/educator-resources>

## **Guide to Allyship**

<http://www.guidetoallyship.com/>

## **Our Country, Our Parliament**

<https://lop.parl.ca/About/Parliament/Education/ourcountryourparliament/TeacherGuide/activities-sect1-e.asp>

## **MediaSmarts: Canada's Centre for Digital and Media Literacy**

<http://mediasmarts.ca/>

## **Race Institute for Educators**

<https://raceinstitute.org/anti-racism-resources-for-teachers-2/>

## **Safe@School**

<https://www.safeatschool.ca/resources/resources-on-equity-and-inclusion/racism/tool-kits-and-activities>

## **Show Racism the Red Card - BC Teachers' Federation**

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/2018%20Show%20Racsim%20the%20Red%20Card%2020180223-web-sm.pdf>

## **Teaching Tolerance**

<https://www.tolerance.org/>

## **Youth Guide to the Canadian Charter of Rights and Freedoms**

<http://www.bestlibrary.org/ss11/files/charterguide.pdf>

## **Youth Guide to the United Nations' Universal Declaration of Human Rights**

<https://drive.google.com/file/d/1eMTU1zpldwIAAXmhRhNcMmcpNfcfX6T1/view>

# Anti-Racism, Diversity, and Human Rights Links

Alberta Hate Crimes Committee – [www.albertahatecrimes.org/](http://www.albertahatecrimes.org/)

Alberta Human Rights Commission – [www.albertahumanrights.ab.ca](http://www.albertahumanrights.ab.ca)

Amnesty International Canada – [www.amnesty.ca](http://www.amnesty.ca)

ATA's Diversity, Equity and Human Rights Homepage – [www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Pages/Index.aspx](http://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Pages/Index.aspx)

Canadian Human Rights Commission – [www.chrc-ccdp.ca](http://www.chrc-ccdp.ca)

Canadian Race Relations Foundation – [www.crrf-fcrr.ca](http://www.crrf-fcrr.ca)

Canadian Labour Congress – [www.clc-ctc.ca](http://www.clc-ctc.ca)

Canadian Heritage – [www.pch.gc.ca](http://www.pch.gc.ca)

Center for Anti-Opressive Education – [www.antioppressiveeducation.org](http://www.antioppressiveeducation.org)

Edmonton Centre for Race and Culture – [www.cfrac.com](http://www.cfrac.com)

Institute for the Advancement of Aboriginal Women (IAAW) – [www.iaaw.ca](http://www.iaaw.ca)

John Humphrey Centre for Peace and Human Rights – [www.jhcentre.org](http://www.jhcentre.org)

National Anti-Racism Council – [www.narc.freesevers.com](http://www.narc.freesevers.com)

Stop Hate Alberta – [www.stophateab.ca](http://www.stophateab.ca)

The United Nations in Canada Association – [www.unac.org](http://www.unac.org)

# 11 Tips for Responding to Discrimination

What can YOU do when you witness discrimination? Here are 11 different responses you can take.

Source: Ishiyama, F.I. (2011). The Anti-Discrimination Response Training (A.R.T.) Program: The Facilitator’s Guide for Teaching Active Witnessing Skills. (Unpublished manual) UBC, Vancouver, BC.

<b>INTERRUPT</b>	▶ Stop it.
	▶ Wait a moment.
<b>EXPRESS UPSET FEELINGS</b>	▶ I am surprised to hear you say this.
	▶ I can’t believe you are saying this.
<b>CALL IT “DISCRIMINATION” (calling it racism, sexism, etc.)</b>	▶ That’s discrimination.
	▶ It’s not fair.
<b>DISAGREE (USE DISAGREEMENT)</b>	▶ I don’t think that is true.
	▶ I must disagree.
<b>QUESTION VALIDITY OF THE STATEMENT/COMMENT</b>	▶ Everybody?
	▶ Always?
<b>POINT OUT HOW IT OFFENDS AND HURTS PEOPLE</b>	▶ It’s a hurtful comment.
	▶ Ouch! That hurts!
<b>PUT THE OFFENDER ON THE SPOT</b>	▶ What? Excuse me.
	▶ Could you repeat what you just said?
	▶ Can you explain the joke? I don’t get it.
<b>HELP THE OFFENDER TO SELF-REFLECT</b>	▶ You sound really annoyed.
	▶ Would you mind telling me what’s going on?
<b>SUPPORT THE VICTIM</b>	▶ You’re not alone. I am here with you.
	▶ This is terrible. I’ll come with you. Let’s get help.
<b>ASK OTHERS FOR INVOLVEMENT AND HELP (approach supervisors, colleagues, friends)</b>	▶ You are a colleague I can trust. Can I talk to you about something that happened today?
<b>APPROACH OTHER WITNESSES AT THE SCENE</b>	▶ Did you hear what I just heard?
	▶ We can’t just stand here, let’s do something about this.
	▶ We can report this together.

