



Halifax Immigrant
Learning Centre

Through The Lens

Helping Newcomers Speak about Racism and
Discrimination in Canada

Mission Statement

The Halifax Immigrant Learning Centre is committed to supporting the language learning goals of newcomers. In a creative and respectful environment, we strive to provide quality and effective learning opportunities to promote the active participation of newcomers in our community.

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Introduction

Introduction

The purpose of this resource is to help make learners become more aware of racism and discrimination in Canada. By helping make learners more aware of the individual and systemic racism and discrimination that occurs in Canadian society, they may be more prepared for incidents of racism and discrimination if they occur.

Notes to the Instructor

The notes to the instructor explain issues which may arise when discussing racism and discrimination in the ESL class. It is crucial that the instructor read these notes before proceeding with the lesson.

Glossary of Terms

The glossary is a list of vocabulary to help instructors become more familiar with terms often used when talking about racism and discrimination. It is important that instructors familiarize themselves with these terms.

Sample Lesson Plan

The sample lesson plan is a guide to help instructors structure their lesson in a way that uses this resource in the most effective manner.

Language Focus

This resource is for learners whose language skills have been assessed at Canadian Language Benchmark 4 and above (see www.language.ca for more information). The language focus of this resource will help learners:

- Discuss the scenarios in a way in which they can express their opinions
- Have conversations in tactful and skilful ways
- Express their feelings regarding past incidents they might have experienced

Instructors can decide which skills will be most needed for the discussions and which skills will best complement those their class already has. The language focus is divided into five language functions including:

- Interrupting
- Correcting
- Active Listening
- Avoiding / Changing the Topic
- Expressing Opinions

Introduction

Language Activity Notes

The language activity notes are instructions for setting up the language activities.

Language Activities 1 - 10

The language activities are designed to help learners practice the language needed to discuss the scenarios. Instructors can use the activity of their choice with any of the scenarios. The activities do not focus on racism and discrimination in order to keep the learners focused on language function. The language activities should be taught at the beginning as a warm up for the scenarios.

Scenarios 1 - 20

The scenarios are not in sequential order. Instructors can use the scenarios in the order which is most useful for their class. Each scenario is divided into five sections:

- The introduction questions are designed to help learners start thinking about the situations they will encounter in the scenarios.
- The vocabulary focuses on language that may be needed for the learners' full comprehension of the scenarios. The definitions in the vocabulary section have been adapted from dictionary definitions for ESL learners.
- The scenarios are broken into two parts, each including discussion questions. These are to give learners time to think about and analyze the situations and the characters' responses to them.
- The follow-up questions are intended to provide a forum for speaking about discrimination the learners may have experienced since arriving in Canada.

Exploring the Scenarios

Exploring the scenarios comes after each scenario. They are there to help the instructor better understand what is happening in the scenarios, why the characters behave in the manners they do, and provide suggestions on how the characters could do things differently if they were in similar situations again.

Answer Key

The answer keys are there to provide instructors with the answers to the language activities.

Appendices A - H

The appendices are there to provide additional information to help the instructor better understand racism and discrimination. They are meant for the instructor but could be used in class at the instructors' discretion.

References

The references represent the research which made this resource possible. They are also there for learners and instructors who want to explore this topic further. Each reference was accessible at the time of writing. The Halifax Immigrant Learning Centre takes no responsibility for references listed that are no longer accessible.

Feedback Form

The feedback form will provide information on how to make this resource better in future editions. Instructors should feel free to e-mail or fax comments they have about any part of this resource.

Being Aware of Individual and Systemic Racism and Discrimination

Many newcomers arrive with a utopian view of Canada and are therefore surprised and hurt when they experience discrimination for the first time. People are discriminated against based on various aspects of their identity. Newcomers may be discriminated against for a number of reasons including the following:

- The way they dress
- Lack of English skills
- Economic status
- Non-recognition of their educational qualifications and credentials
- Inability to advocate sufficiently
- Lack of knowledge of Canadian culture and how Canadian institutions work
- Racial and ethnic backgrounds

(Adapted from *Racism Whose Problem?* 2nd Edition. Copyright 2004 Metro Coalition for a Non Racist Society)
(see Appendices A and B for more information about identities)

Instructors should be aware of these issues when discussing the scenarios in class. A newcomers' first response to an act of discrimination might be to blame him / herself for the act. Through the course of these scenarios, learners will hopefully become more aware that racism and discrimination stem from systemic problems and are not a result of their individual actions (Appendix C). The learners will also become aware that they are not the first newcomers to experience discrimination and that they are not alone in their experiences.

It is important that instructors be aware of the various social identities of their learners and the implicit power and privileges associated with them. Learners with different identities may experience discrimination in different forms. A Black woman from the Sudan will have fewer privileges than a White male from Kosovo. It is up to the instructor to give students time to explore their identities (Appendices A and B).

Responding to Racism and Discrimination

It is difficult to provide learners with specific language skills to respond to racism. Often racism and discrimination are subtle and difficult to pinpoint and respond to. Offenders may not even be aware that they are being discriminatory. It is hard for native speakers to use appropriate language to respond to such situations and it is much more difficult for ESL learners to do the same. Teaching language to respond to blatant racism and discrimination is also problematic. Many ethnic or racial slurs have their roots in culture and history and therefore may not have the same meaning or power over newcomers as they might over people born here. Teaching learners to respond becomes increasingly difficult since offenders most likely would have the power of language over learners and would find it easy to control the situation. It is also important to be aware that it is difficult for target groups such as racialized newcomers to expose acts of racism and discrimination. Doing so can

Notes to the Instructor

often lead to accusations of being overly sensitive, having a chip on their shoulder, playing the 'race card' and not knowing 'how things work here'.

Instructor's Authority in the Class

Instructors should be aware of their own authority, power, and privileges when talking about racism and discrimination in the class (Appendices A and B). Depending on their identities, instructors should use caution when asked to speak or give examples of their own experiences with racism and discrimination, and when taking on the role of 'devil's advocate'. It is the responsibility of the instructor to create a safe and trusting environment that encourages learners to speak honestly about their opinions and experiences. Instructors should also give learners a chance to air their frustrations about their experiences with racism and discrimination in Canada. Instructors should be aware that throughout this process they may be the focal point of the learners' frustrations with racism and discrimination in Canada. They should not be defensive or take it personally if this occurs. Instructors are often looked upon as the expert in the room and the spokesperson in all matters concerning Canada. They should make learners aware that racism and discrimination are complex topics and not feel that they have to provide a solution to the learners' problems.

Learners' Agreements for Discussing Racism and Discrimination

Along with providing a safe environment to discuss racism and discrimination, it is important that learners allow their classmates to discuss their opinions and feelings without judgment. The following is a list of agreements to help remind learners of the importance of working in a safe environment. The class should agree to these conditions before instructors can continue with the scenarios. Instructors should review each agreement so all learners understand them and place the agreement list somewhere in the class as a reference (Appendix D). Instructors should only continue with the scenarios if all learners can agree on the list. Instructors should be aware that some learners may have very emotional responses to the material presented. Due to the nature of the discussions, there is also the possibility that conversations could escalate into an argument at any moment. Instructors must retain control of the classroom environment at all times. By continually referring to the classroom agreements, the chances of possible problems in the class can be reduced. Instructors can add any other agreements that they or their class feels is pertinent to their situation.

- ✓ Everyone agrees that racism and discrimination are problems in Canada that we must be aware of and work together to stop.
- ✓ Everyone has an opportunity to express their opinions and feelings and to talk about their experiences.
- ✓ Everyone's opinion matters.
- ✓ Everyone will be an active listener and give their classmates a chance to speak.
- ✓ Everyone remembers that each person has had different life experiences, and that different cultural backgrounds and social identities may be unique and different from their own but no less valuable.

Notes to the Instructor

- ✓ Everyone will respect their classmates' right not to speak about their experiences if they are uncomfortable.
- ✓ Everyone agrees that racism and discrimination are uncomfortable topics, but are willing to work outside of their comfort zone.
- ✓ Everyone agrees to discuss differences of opinion in a calm and respectful manner.
- ✓ Everyone remembers that discussing this topic in a second language can be frustrating and will allow classmates time to gather their thoughts and to explain their opinions.
- ✓ Everyone agrees that no one is an expert on this topic, including the instructor and allow for mistakes.

Glossary of Terms

Ally – an ally is a member of the dominant social group who takes a stand against social injustice directed at a group or individual targeted by discrimination e.g. a White person who takes a stand against racism.

Anti-Racism – includes beliefs, actions, movements, and policies adopted or developed to address racism.

Discrimination – the granting or denying of certain rights to certain groups. This is an action directed towards persons or groups based on prejudice. Discrimination based on race is only one of many forms of discrimination.

Dominant / Majority Group – refers to a group that shapes or controls other groups through social, economic, cultural, political or religious power. In Canada this generally refers to White Anglo-Saxon Christian males.

Equality – having equal access to all that society offers.

Ethnic Group – a group sharing a common and distinctive culture, religion, language and heritage.

Ethnocentric – the belief in the superiority of one's own ethnicity. It is a disposition to judge others on the standards and practices of one's own culture.

Eurocentric – extensive attention to events and people originating in Europe.

Minority Group – a misleading term used to describe groups that have little power because they are different than the majority group. It does not refer to demographic numbers e.g. women, Aboriginal persons, racially visible people, persons with disabilities.

Multiculturalism – different ethnic, racial, religious or cultural groups co-existing in the same society.

Prejudice – a preconceived opinion about an individual or group without adequate knowledge or thought.

Privileged – belonging to a group that enjoys special privileges. In Canada, groups that enjoy special privileges are White, Canadian born, English speaking, male, etc.

Race – a social and political construct which categorizes people on the basis of biological characteristics such as skin color, eye shape, hair texture, body size, etc. There is no scientific basis for race.

Racism – racism is a form of discrimination based on physical characteristics such as skin colour. It is prejudice plus power used to the advantage of one group over another.

Racialized or Racially Visible Person – a person who is visibly distinctive from the dominant group.

Glossary of Terms

Reverse Racism – when the dominant group claims to have experienced racism from a racially visible group. Any group can have prejudicial attitudes towards another but since racism also includes institutionalized power which favors the dominant White majority, reverse racism cannot occur.

Social Status – the hierarchical order of a society based on indicators such as income, occupation, education, ownership of property, family, and religious and political relationships.

Stereotype – a generalization, usually exaggerated, oversimplified and often offensive, that is used to describe or distinguish a group.

Systemic / Institutional Racism – the propagation of racial superiority by social institutions through their policies, practices, procedures, and organizational culture and values, either consciously or unconsciously.

Target Group – in the context of racism, a group that is the target of discrimination.

White Privilege – the privileges afforded to the dominant racial group through the structures of institutions and systems.

Xenophobia – an unreasonable fear of strangers or foreigners.

Sample Lesson Plan

Language

1) Language Activities

- Choose an activity from the Language Activity section to practice the language.
- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Introduce the language activity using instructions from the Language Activity Notes section.

Scenario

2) Learners' Agreements

- Introduce the topic of racism and discrimination and ensure that the learners understand these two terms.
- Discuss the Learners' Agreements for speaking about racism and discrimination and post the list in the classroom (Appendix D).

3) Introduction Questions

- Provide each learner with a copy of the scenario.
- Have learners work in pairs.
- Instruct learners to read the introduction questions.
- Facilitate a discussion with the class when the learners have finished discussing the introduction questions in pairs.

4) Vocabulary

- Have learners read the vocabulary from the vocabulary list.
- Discuss the definitions of the new vocabulary.
- Ensure learners understand all of the new vocabulary.
- Have learners use the new vocabulary in sentences to check for comprehension.

5) Scenario Part 1 and Part 2

- Have learners read the first part of the scenario and the following discussion questions.
- Instruct learners to discuss their answers with their partner.
- Facilitate a discussion with the class when the learners have finished with their partner.
- Instruct learners to do the same for part two when they have completed part one.
- Help the learners dig deeper into the scenario using the Exploring the Scenarios section.

Sample Lesson Plan

6) Follow-up Questions

- Facilitate a discussion using the follow-up questions if the learners feel comfortable doing so.

7) Additional Resources

- Provide learners with additional resources from the Appendices and References sections if they want to explore the topic more thoroughly.

Language Focus

The language focus of this resource will help learners:

- Discuss the scenarios in a way in which they can express their opinions
- Have conversations in tactful and skilful ways
- Express their feelings regarding past incidents they might have experienced

The language focus is divided into five language functions including:

- Interrupting
- Correcting
- Active Listening
- Avoiding / Changing the Topic
- Expressing Opinions

Language Functions		
Interrupting	Correcting	Active Listening
Excuse me.	Are you sure?	Really?
Wait a minute.	Actually, I think you mean...	You're kidding!
Could I say something?	Actually,...	Right, right.
Can I say one thing?	Don't you mean...?	That's terrible / great / awful / good.
Can I ask something?	Excuse me, but...?	I see.
But...	But ___ is ___ isn't it?	

Language Focus

Language Functions	
Avoiding / Changing the Topic	Expressing Opinions
I don't really know.	In my opinion...
That's a good question.	It seems to me...
I'd have to think about that.	I feel...
I'd rather not say.	Don't you think...?
I have no idea.	I think...
I'm not sure.	I agree / I don't agree.
	You're right!
	That's right / true.
	That's a good point.
	I'm afraid I disagree.
	I'm not sure I agree.
	Maybe / Perhaps, but...
	The way I see it...
	But what about...?
	As far as I'm concerned,...

Language Activity 1 (Page 19)

- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Give each learner a copy of Language Activity 1.
- Ask learners to work alone.
- Ask learners to match the language function with the correct phrase.

Language Activity 2 (Pages 20-21)

- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Give each learner a copy of Language Activity 2. (Pages 20-21)
- Ask learners to work alone.
- Ask learners to write all the phrases in the correct language function columns.

Language Activity 3 (Page 22)

- Cut the cards along the dotted lines.
- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Divide the class into two groups.
- Give each learner in group one a language function.
- Give each learner in group two a phrase.
- Ask learners in group two to decide which function their phrase belongs in and find the learner in group one with that function.
- Switch cards and try again when the activity is finished.

Language Activities 4 - 6 (Pages 23-27)

- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Give each learner a copy of the language activity.
- Ask learners to work alone.
- Ask learners to read the conversations and fill in the blanks using the proper phrases.
- Ask learners to use each phrase only once.

Language Activity 7 (Page 28)

- Copy Language Activity 7 so that each learner gets a colour card.
- Cut along the solid lines.
- Introduce the language functions used in the activity.
- Elicit possible phrases students could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Divide the class into six groups and hand out the colour cards.
- Ask each group to read their cards and help them with any comprehension problems.
- Ask learners not to tell anyone what is on their cards.
- Ask learners to begin when they completely understand what is on their card.
- Ask learners to introduce themselves to members of other groups using small talk.
- Ask learners to follow the instructions on the cards in addition to those introductions.
- Encourage learners to use the phrases introduced at the start.
- Ask learners to speak with at least one person from each colour.

Language Activity 8 (Pages 29-30)

- Copy and cut Language Activity 8 along the solid line.
- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Ask learners to find a partner.
- Give the section titled Learner A to one partner and the section titled Learner B to the other partner.
- Ask Learner A to read his / her paragraph.
- Ask Learner B to use the proper phrases to actively listen, interrupt and correct his / her partner where appropriate from the prompts on his / her sheet.
- Ask learners to express their opinions based on the questions at the end.
- Ask learners to switch roles when they are finished.

Language Activity 9 (Pages 31-34)

- Copy Language Activity 9 for each pair doing the activity.
- Cut the cards along the dotted lines and fold the cards along the solid lines. Each card should have an instruction on the front and phrases on the back.
- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Ask learners to find a partner.
- Give each pair a set of cards.
- Ask one learner to choose a card. His / her partner reads the front of the card. If he / she responds with a phrase from the back of the card, that learner gets a point.
- Ask learners to take turns and continue until all the cards are done.

Language Activity 10 (Page 35)

- Copy Language Activity 10 for each pair doing the activity.
- Introduce the language functions used in the activity.
- Elicit possible phrases learners could use for each function and provide them with the phrases they have missed from the Language Focus section.
- Ask learners to find a partner.
- Give each pair a copy of Kim's Adventure, one die and a place holder such as a slip of paper with the learner's name.
- Instruct learners to role-play Kim and respond to the situations presented on the blocks around the board. The first student to help Kim reach the END block is the winner.

Language Activity 1

Instructions

Match the language function with the correct phrase.

Language Functions

Phrases

Avoiding or Changing the topic	It seems to me...
Expressing Opinions	Really?
Correcting	Actually, I think you mean...
Interrupting	I'd rather not say
Active Listening	Excuse me. Could I say something?

Avoiding or Changing the topic	Wait a minute. Can I ask something?
Expressing Opinions	But ____ is ____ isn't it?
Correcting	I'd have to think about that.
Interrupting	In my opinion...
Active Listening	You're kidding!

Avoiding or Changing the topic	That's a good question.
Expressing Opinions	Actually, I think you mean...
Correcting	Right, right.
Interrupting	Excuse me.
Active Listening	I feel...

Language Activity 2

Instructions

Write the phrases on page 21 in the correct columns below.

Interrupting	Correcting	Active Listening	Avoiding / Changing the Topic	Expressing Opinions

Language Activity 2

I don't really know.	I'm not sure I agree.	Are you sure?	You're kidding!
Really?	I'd have to think about that.	That's a good question.	I feel...
I'm afraid I disagree.	Excuse me, could I say something?	In my opinion...	Excuse me, but...?
Actually, I think you mean...	That's a good point.	Can I say one thing?	That's right / true.
That's terrible / great / awful / good.	I'd rather not say.	I see.	Right, right.
Wait a minute. Can I ask something?	But__is__isn't it?	Don't you mean...?	I have no idea.
It seems to me...	I'm not sure.	Maybe / Perhaps, but...	I agree.

Language Activity 3

Language Functions	Phrases
Avoiding / Changing the topic	I'd rather not say.
Expressing opinions	In my opinion...
Correcting	Actually, I think you mean...
Interrupting	Excuse me. Could I say something?
Active listening	Really?
Avoiding / Changing the topic	I'd have to think about that.
Expressing opinions	I think...
Correcting	Are you sure?
Interrupting	Wait a minute. Can I ask something?
Active listening	You're kidding!
Avoiding / Changing the topic	That's a good question.

Language Activity 4

Instructions

Read the story and fill in the blanks using the proper phrases from below. Use each phrase only once.

Avoiding / Changing the Topic

I'd have to think about that.

Expressing opinions

It seems to me...

That's a good point.

Maybe / Perhaps, but...

Correcting

Actually, I think you mean...

Interrupting

Can I ask something?

Active Listening

You're kidding!

Luis and Yoko are students at the local community college. They are in the library talking about school.

Luis: What do you think of the new cafeteria?

Yoko: _____ that the college spent a lot of money without thinking of the students. The new cafeteria is nice but most students are here part time and they don't use it. I think they should have bought new computers instead.

Luis: _____. The computers are really old and most of my friends use them a lot.

Yoko: I know. My friend Tom spends 5 hours a day on the computer.

Luis: _____! That's a lot. It's really too much.

Yoko: _____ he is studying computer science so he needs 5 hours.

Luis: _____ he needs 10 hours a day. Computer science is really difficult.

Jim: (Jim enters) Yoko, _____?

Yoko: Sure.

Jim: Would you like to study together on Friday night?

Yoko: Well, _____.

Jim: Ok. Think about it and let me know. Bye.

Yoko: Bye Jim.

Language Activity 5

Instructions

Read the story and fill in the blanks using the proper phrases from below. Use each phrase only once.

Avoiding / Changing the Topic

That's a good question.

Expressing opinions

That's right / true.

I'm not sure I agree.

Correcting

But__is__isn't it?

Interrupting

Wait a minute.

Active Listening

That's terrible!

That's awful!

Li is talking with her travel agent, John, about her recent trip to the Bahamas. Li stayed at the Hotel Azure with her family, which John recommended. There were a lot of problems with the hotel and Li is upset because her family's vacation was ruined. She is talking to John about her trip now.

John: Welcome back, Li. How was your trip?

Li: Well, to tell the truth, it was bad.

John: Really, that's surprising. What was wrong?

Li: Well, we arrived in the Bahamas at two o'clock in the afternoon but the hotel taxi didn't pick us up until four o'clock, so we waited at the airport for two hours. Then when we got to the hotel, the manager said that the hotel was overbooked so we had to stay in a single room with a cot.

John: _____!

Li: Then at supper my husband decided to have shellfish. He got food poisoning and was sick all night.

Language Activity 5

John: _____!

Li: Finally, it rained the whole trip except for the day we left. I am just so angry. I want an explanation and a full refund and...

John: _____. I told you that it is the rainy season there at the moment. That's why the tickets were so cheap.

Li: _____ this _____ your most popular vacation, _____? That's what you said before.

John: _____, but I tell everyone about the possibility of bad weather.

Li: But the hotel was your fault.

John: _____. I was there last month and it was fine.

Li: Anyway, I'm not happy. Is it possible to get a refund?

John: _____. I'll ask my manager when he gets back and give you a call.

Li: Ok. Bye!

Language Activity 6

Instructions

Read the story and fill in the blanks using the proper phrases from below. Use each phrase only once.

Avoiding / Changing the Topic

I'd rather not say.

Expressing opinions

Don't you think...?

That's a good point.

But what about...?

Correcting

Actually, I think you mean...

Interrupting

Can I say one thing?

Active Listening

Right, right.

Sayir is with his friend Kate. It is Friday night and they are trying to choose where to go to eat.

Sayir: Where do you want to go tonight, Kate? I'm in the mood for Italian food. Let's go to Alfredo's.

Kate: We always go to Alfredo's. _____ something different would be better? I would like to try that new Thai restaurant downtown.

Sayir: Downtown? _____ uptown. I went there two weeks ago and it wasn't very good. The food was bad and it didn't have much atmosphere and the service was horrible and...

Kate: _____?

Sayir: Sure.

Kate: My brother ate there and said the food was very good.

Sayir: _____.

Language Activity 6

Kate: He also said the service was very fast and the staff was friendly.

Sayir: _____ the atmosphere?

Kate: He did say the restaurant didn't feel very authentic.

Sayir: Exactly. I want to be in a Thai atmosphere when I eat at a Thai restaurant.

Kate: _____. I hate when a restaurant's atmosphere is bad. What about your uncle's restaurant? It's good isn't it?

Sayir: _____. If I tell the truth, I might get in trouble. Anyway, let's just order a pizza instead.

Kate: Sounds good to me.

Language Activity 7

Blue Card

You like to talk about food. Express your opinion about food and ask your partner what his / her favourite food is.

You don't like to talk about music. Avoid this topic.

Tell your partner that Canada is the best country in the world. Correct anyone who thinks differently.

Orange Card

You like to talk about family. Express your opinion about the importance of family and ask your partner about his / her family.

You don't like to talk about Canada. Avoid this topic.

Tell your partner that U.S.A. is the best country in the world. Correct anyone who thinks differently.

Purple Card

You like to talk about sports. Express your opinion about sports and ask your partner what his / her favourite sport is.

You don't like to talk about where you are from. Avoid this topic.

Tell your partner that Russia is the best country in the world. Correct anyone who thinks differently.

Yellow Card

You like to talk about where you are from. Express your opinion about your home country and ask your partner where he / she is from.

You don't like to talk about your family. Avoid this topic.

Tell your partner that France is the best country in the world. Correct anyone who thinks differently.

Green Card

You like to talk about Canada. Express your opinion about Canada and ask your partner how he / she feels about Canada.

You don't like to talk about food. Avoid this topic.

Tell your partner that England is the best country in the world. Correct anyone who thinks differently.

Red Card

You like to talk about music. Express your opinions about your favourite music and ask your partner what his / her favourite music is.

You don't like to talk about sports. Avoid this topic.

Tell your partner that China is the best country in the world. Correct anyone who thinks differently.

Language Activity 8

Learner A

Read the following paragraph to your partner. There are some mistakes in this paragraph and your partner will correct you when appropriate. When you are finished ask your partner the discussion questions below.

Immigration has played a major role in shaping the province of Nova Scotia. It began with the arrival of Africans in the 1500's and has continued since then. For much of the nineteenth century Halifax has acted as the entry point for many new Canadians: from 1924 to 1972, excluding those with a United States destination, over 5.1 million immigrants came through pier 21 to start a new life in Canada. While most of them moved to other parts of the county, Nova Scotia has been the final destination for thousands of immigrants since the First World War. During the 1990's, between 3000 and 5300 immigrants and refugees annually choose Nova Scotia as their new home. Roughly 90% of them have settled in the Halifax metropolitan area.

(Adapted from Racism Whose Problem? 2nd Edition. Metro Coalition for a Non Racist Society, 2004)

Discussion Questions

1. How do you feel about life in Nova Scotia?
 2. Do you feel Nova Scotians are welcoming to immigrants?
 3. Have you ever been discriminated against in Nova Scotia?
-

Learner B

Follow along with your partner and listen carefully. Interrupt and correct the underlined information.

Immigration has played a major role in shaping the province of Nova Scotia. It began with the arrival of Europeans in the 1500's and has continued since then. For much of the twentieth century Halifax has acted as the entry point for many new Canadians: from 1924 to 1971, excluding those with a United States destination, over 1.5 million immigrants came through pier 21 to start a new life in Canada. While most of them moved to other parts of the county, Nova Scotia has been the final destination for thousands of immigrants since the Second World War. During the 1990's, between 3000 and 3500 immigrants and refugees annually choose Nova Scotia as their new home. Roughly 90% of them have settled in the Halifax metropolitan area.

(Adapted from Racism Whose Problem? 2nd Edition. Metro Coalition for a Non Racist Society, 2004)

Discussion Questions

- Listen to your partner's questions and express your opinion about questions 1 and 2.
- Avoid the question, "Have you ever been discriminated against in Nova Scotia?"

Language Activity 8

Learner A

Read the following paragraph to your partner. There are some mistakes in this paragraph and your partner will correct you when appropriate. When you are finished ask your partner the discussion questions below.

Becoming a citizen is the final step in the immigration process. Every year, 115,000 people become citizens of Canada. To become a Canadian citizen, you must be a permanent resident of Canada and 19 years of age or older. You must have lived in Canada for at least four of the five years before applying for citizenship. You also have to know English or Arabic well enough to communicate with people. Your first step is to get an application form from Citizenship and Immigration Canada (CIC). You can also apply for your child at the same time. Your child must be over 18 and a permanent resident of France. If you are between the ages of 18 and 54, you must take and pass a citizenship test. If you pass the test, you will get a “Notice to Appear to Take the Oath of Citizenship” in the mail. At the ceremony, you will take the Oath of Citizenship. You are officially American.
(Adapted from Ontario Reader. Newcomer Communications, 2007)

Discussion Questions

1. Do you think it is difficult to become a Canadian citizen?
 2. Do you think writing a citizenship test is important?
 3. Do you think refugees should be allowed to become Canadian citizens?
-

Learner B

Follow along with your partner and listen carefully. Interrupt and correct the underlined information.

Becoming a citizen is the final step in the immigration process. Every year, 150,000 people become citizens of Canada. To become a Canadian citizen, you must be a permanent resident of Canada and 18 years of age or older. You must have lived in Canada for at least three of the four years before applying for citizenship. You also have to know English or French well enough to communicate with people. Your first step is to get an application form from Citizenship and Immigration Canada (CIC). You can also apply for your child at the same time. Your child must be under 18 and a permanent resident of Canada. If you are between the ages of 18 and 54, you must take and pass a citizenship test. If you pass the test, you will get a “Notice to Appear to Take the Oath of Citizenship” in the mail. At the ceremony, you will take the Oath of Citizenship. You are officially Canadian.
(Adapted from Ontario Reader. Newcomer Communications, 2007)

Discussion Questions

- Listen to your partner’s questions and express your opinion about questions 1 and 2.
- Avoid the question, “Do you think refugees should be allowed to become Canadian citizens?”

Language Activity 9

<p><u>Express your opinion.</u></p> <p>How do you feel about life in Canada?</p>	<p>In my opinion... It seems to me... The way I see it... I think... I feel...</p>
<p><u>Correct this statement.</u></p> <p>X Canada is the biggest county in the world. ✓ Canada is the 2nd biggest country.</p>	<p>Actually, I think you mean... But __ is __ isn't it? Don't you mean...?</p>
<p><u>Avoid this topic.</u></p> <p>How old are you?</p>	<p>I'd have to think about that. That's a good question. I'd rather not say.</p>
<p><u>Partner reads the card. Interrupt him or her after 'because'.</u></p> <p>I think chocolate cake is the best desert because most people love chocolate and...</p>	<p>Can I ask something? Wait a minute. Can I say one thing? Could I say something? Excuse me.</p>

Language Activity 9

<p><u>Express your opinion.</u></p> <p>How do you feel about cats?</p>	<p>In my opinion... It seems to me... The way I see it... I think... I feel...</p>
<p><u>Correct this statement.</u></p> <p>X Skiing is Canada's national sport. ✓ Hockey is Canada's national sport.</p>	<p>Actually, I think you mean... But __ is __ isn't it? Don't you mean...?</p>
<p><u>Partner reads the card. Interrupt him or her after 'because'.</u></p> <p>I think that watching movies is the best past time because it relaxes you and...</p>	<p>Can I ask something? Wait a minute. Can I say one thing? Could I say something? Excuse me.</p>
<p><u>Express your opinion.</u></p> <p>How do you feel about the weather in Canada?</p>	<p>In my opinion... It seems to me... The way I see it... I think... I feel...</p>
<p><u>Correct this statement.</u></p> <p>X The capital of Canada is Toronto. ✓ The capital of Canada is Ottawa.</p>	<p>Actually, I think you mean... But __ is __ isn't it? Don't you mean...?</p>

Language Activity 9

<p><u>Avoid this topic.</u></p> <p>How much do you weigh?</p>	<p>I'd have to think about that. That's a good question. I'd rather not say.</p>
<p><u>Partner reads the card. Interrupt him or her after 'because'.</u></p> <p>I think that baseball is the best sport in the world because the rules are very easy to understand and...</p>	<p>Can I ask something? Wait a minute. Can I say one thing? Could I say something? Excuse me.</p>
<p><u>Express your opinion.</u></p> <p>How do you feel about school in Canada?</p>	<p>In my opinion... It seems to me... The way I see it... I think... I feel...</p>
<p><u>Correct this statement.</u></p> <p>X The tallest mountain in Canada is Mt. Everest.</p> <p>✓ The tallest mountain in Canada is Mt. Logan.</p>	<p>Actually, I think you mean... But __ is __ isn't it? Don't you mean...?</p>
<p><u>Avoid this topic.</u></p> <p>What religion are you?</p>	<p>I'd have to think about that. That's a good question. I'd rather not say.</p>

Language Activity 9

<p><u>Partner reads the card. Interrupt him or her after 'because'.</u></p> <p>I think English is the easiest language in the world because there are only 26 letters in the alphabet and...</p>	<p>Can I ask something? Wait a minute. Can I say one thing? Could I say something? Excuse me.</p>
<p><u>Express your opinion.</u></p> <p>How do you feel about food in Canada?</p>	<p>In my opinion... It seems to me... The way I see it... I think... I feel...</p>
<p><u>Correct this statement.</u></p> <p>X Basketball was invented by an American. ✓ Basketball was invented by a Canadian.</p>	<p>Actually, I think you mean... But __ is __ isn't it? Don't you mean...?</p>
<p><u>Avoid this topic.</u></p> <p>How much money do you have?</p>	<p>I'd have to think about that. That's a good question. I'd rather not say.</p>
<p><u>Partner reads the card. Interrupt him or her after 'because'.</u></p> <p>Canadians are the friendliest people in the world because they allow people from different countries to live here and...</p>	<p>Can I ask something? Wait a minute. Can I say one thing? Could I say something? Excuse me.</p>

Language Activity 10

<p>It begins to rain while Kim is in the park. Go back 1 space.</p>	<p>A man is talking to his friend. Help Kim <u>interrupt</u> him to ask for his newspaper.</p>	<p>Kim uses a newspaper as an umbrella. Go ahead 1 space.</p>	<p>Kim arrives at the theater. She buys a ticket but it is a child's ticket. Help Kim <u>correct</u> the ticket seller.</p>	<p>Kim can't find her friend, Julie, in the theater. Go back 1 space</p>
<p>Kim walks through a park and sees many flowers. Kim loves roses. Help Kim give her <u>opinion</u> about roses.</p>	<p>→ → →</p> <p>Kim is meeting her friend at the theatre. The first person to help Kim meet Julie wins.</p> <p>Good Luck!</p>			<p>Kim meets Julie.</p> <p style="text-align: center;">End</p>
<p>The ferry arrives 5 minutes early. Go ahead 3 spaces.</p>	<p>↑</p> <p>Kim is talking to a man at the bus stop. Help Kim give her <u>opinion</u> about the weather.</p>		<p>Kim misses the bus. Go back 1 space.</p>	<p>Kim gets on the bus. It costs \$1.00 but the bus driver says \$2.00. Help Kim <u>correct</u> the bus driver.</p>
<p>Kim takes the ferry across the harbour. A little girl asks her age. Help Kim <u>avoid</u> the topic.</p>	<p>↑</p> <p>Start</p> <p style="font-size: 2em;">Kim's</p> <p style="font-size: 4em;">Adventure</p> <p>→</p>			<p>↓</p> <p>Kim talks to an elderly woman. Help Kim <u>actively listen</u> to the woman's story.</p>
<p>Kim looks at her watch. She is late. Go back 2 spaces.</p>	<p>↓</p> <p>Kim must get off the bus at the next stop. Help Kim <u>interrupt</u> the woman's story.</p> <p>← ← ←</p>			<p>↓</p> <p>Kim misses her stop. Go back 3 spaces.</p>
<p>Kim sees her friend Billy. He tells her about a movie he saw. Help Kim <u>actively listen</u>.</p>	<p>Kim buys an apple at the store. It costs \$2.00 and she gives \$5.00. The keeper returns \$4.00. Help Kim <u>correct</u> him.</p>	<p>Kim finds \$5.00 on the ground. She takes a taxi. Go ahead 2 spaces.</p>	<p>Kim gets off the bus. A boy asks her if she is from Korea. Help Kim <u>avoid</u> the topic.</p>	<p>Kim misses her stop. Go back 3 spaces.</p>

Answer Key

Language Activity 1

Language Functions

Phrases

Avoiding or Changing the topic	It seems to me...
Expressing Opinions	Really?
Correcting	Actually, I think you mean...
Interrupting	I'd rather not say
Active Listening	Excuse me. Could I say something?

Avoiding or Changing the topic	Wait a minute. Can I ask something?
Expressing Opinions	But ____ is ____ isn't it?
Correcting	I'd have to think about that.
Interrupting	In my opinion...
Active Listening	You're kidding!

Avoiding or Changing the topic	That's a good question.
Expressing Opinions	Actually, I think you mean...
Correcting	Right, right.
Interrupting	Excuse me.
Active Listening	I feel...

Answer Key

Language Activity 2

Interrupting	Correcting	Active Listening	Avoiding / Changing the Topic	Expressing Opinions
Excuse me. Could I say something?	Are you sure?	You're kidding!	I don't really know.	I'm not sure I agree.
Can I say one thing?	Actually, I think you mean...	Really?	I'd have to think about that.	I feel...
Wait a minute. Can I ask something?	But __ is __ isn't it?	That's terrible / great / awful / good.	That's a good question.	I'm afraid I disagree.
	Don't you mean...?	I see.	I'd rather not say.	In my opinion...
	Excuse me, but...?	Right, right.	I have no idea.	That's a good point.
			I'm not sure.	That's right / true.
				It seems to me...
				I agree.
				Maybe / Perhaps, but...

Answer Key

Language Activity 4

Luis and Yoko are students at the local community college. They are in the library talking about school.

Luis: What do you think of the new cafeteria?

Yoko: It seems to me that the college spent a lot of money without thinking of the students. The new cafeteria is nice but most students are here part time and they don't use it. I think they should have bought new computers instead.

Luis: That's a good point. The computers are really old and most of my friends use them a lot.

Yoko: I know. My friend Tom spends 5 hours a day on the computer.

Luis: You're kidding! That's a lot. It's really too much.

Yoko: Maybe, but he is studying computer science so he needs 5 hours.

Luis: Actually, I think you mean he needs 10 hours a day. Computer science is really difficult.

Jim: (Jim enters) Yoko, can I ask something?

Yoko: Sure.

Jim: Would you like to study together on Friday night?

Yoko: Well, I'd have to think about that.

Jim: Ok. Think about it and let me know. Bye.

Yoko: Bye Jim.

Answer Key

Language Activity 5

Li is talking with her travel agent, John, about her recent trip to the Bahamas. Li stayed at the Hotel Azure with her family, which John recommended. There were a lot of problems with the hotel and Li is upset because her family's vacation was ruined. She is talking to John about her trip now.

John: Welcome back, Li. How was your trip?

Li: Well, to tell the truth, it was bad.

John: Really, that's surprising. What was wrong?

Li: Well, we arrived in the Bahamas at two o'clock in the afternoon but the hotel shuttle didn't pick us up until four o'clock so we waited at the airport for two hours. Then when we got to the hotel, the manager said that the hotel was overbooked so we had to stay in a single room with a cot.

John: That's terrible!

Li: Then at supper my husband decided to have shellfish. He got food poisoning and was sick all night.

John: That's awful!

Li: Finally, it rained the whole trip except for the day we left. I am just so angry. I want an explanation and a full refund and...

John: Wait a minute. I told you that it is the rainy season there at the moment. That's why the tickets were so cheap.

Li: But this is your most popular vacation, isn't it? That's what you said before.

John: That's true, but I tell everyone about the possibility of bad weather.

Li: But the hotel was your fault.

John: I'm not sure I agree. I was there last month and it was fine.

Li: Anyway, I'm not happy. Is it possible to get a refund?

John: That's a good question. I'll ask my manager when he gets back and give you a call.

Li: Ok. Bye!

Answer Key

Language Activity 6

Sayir is with his friend Kate. It is Friday night and they are trying to choose where they are going to eat.

Sayir: Where do you want to go tonight Kate? I'm in the mood for Italian food. Let's go to Alfredo's.

Kate: We always go to Alfredo's. Don't you think something different would be better? I would like to try that new Thai restaurant downtown.

Sayir: Downtown? Actually, I think you mean uptown. I went there two weeks ago and it wasn't very good. The food was bad and it didn't have much atmosphere and the service was horrible and...

Kate: Can I say one thing?

Sayir: Sure.

Kate: My brother ate there and said the food was very good.

Sayir: Right, right.

Kate: He also said the service was very fast and the staff was friendly.

Sayir: But what about the atmosphere?

Kate: He did say the restaurant didn't feel very authentic.

Sayir: Exactly. I want to be in a Thai atmosphere when I eat at a Thai restaurant.

Kate: That's a good point. I hate when a restaurant's atmosphere is bad. What about your uncle's restaurant? It's good isn't it?

Sayir: I'd rather not say. If I tell the truth I might get in trouble. Anyway, let's just order a pizza instead.

Kate: Sounds good to me.

Important Note about the Scenarios

The following scenarios were developed to make the learner aware of and provide a forum to discuss racism and discrimination in Canada. All of the characters in the scenarios are fictitious, but the situations presented were adapted from real incidents of racism and discrimination. The Exploring the Scenario section after each scenario is there to help instructors better understand the reasons why the incidents have occurred so they can answer questions for their learners. There are action steps in this section that suggest ways the people in the scenarios could do better. These are only recommendations of ways to respond. The response to incidents of racism and discrimination are variable and depend greatly on the individuals involved and the environments in which they occur.

Introduction Questions

1. Describe Santa Claus.
2. Does Santa Claus look the same everywhere Christmas is celebrated? Explain.

Vocabulary

emigrate (v.) – to move from a country

discriminate (v.) – to treat a person or group unfairly based on prejudice

racist (adj.) – a person who believes one race is better than another

upset (adj.) – an unhappy feeling

offended (adj.) – hurt or upset

defensive (adj.) – defending or protecting

intention (n.) – purpose

traditional (adj.) – beliefs and customs passed from one generation to the next

respect (n.) – a sense of worth of a person

abruptly (adv.) – suddenly

chip on your shoulder (idiom) – quickly offended

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

John works for an accounting firm. He has been living in Canada since he emigrated from Sierra Leone two years ago. It is the beginning of December and Sue, the head of the social committee at John's office, is looking for a volunteer to play Santa Claus at the upcoming staff Christmas party. When John volunteers for the role, Sue tells him that they are looking for a more traditional Santa Claus. John wonders if she means White when she says traditional. He is unsure how to respond to the comment.

1. What happened?
2. Do you think Sue was discriminating against John? Explain.
3. How do you think John feels?
4. What was Sue's intention?
5. What should John do next?

Part 2

John is upset by the comment. He tells Sue that she is being racist because she won't consider a Black Santa Claus. She becomes defensive and says that she is only trying to make everyone happy by having a Santa that looks similar to the popular images of him. Sue also says she is offended that John thinks she is racist because she has always treated him with respect. Sue thinks that John has a chip on his shoulder and is just looking for an opportunity to say he is treated unfairly because he is Black. Sue tells John to talk to his manager if he has a problem with her comments. The conversation finishes abruptly and Sue walks away.

1. How did John respond to this situation?
2. How did Sue react to John's comments?
3. How could Sue have done better?
4. What could John have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates a very common problem in any form of communication: intent vs. impact. In the scenario, John is being discriminated against by Sue who is unaware of her discriminatory actions. Sue believes she has done nothing wrong and therefore becomes defensive when she is accused of being a racist. Sue's intent was to make the majority of the office happy by having a traditional Santa Claus. We can therefore assume that the majority of people working in the office are White, which John is made more aware of when Sue discourages him from being Santa Claus. The impact of Sue's comments is that John becomes angry and calls Sue a racist. This automatically puts Sue on the defensive and closes the lines of communication. John may also be jeopardizing his relationship with Sue and the organization by making such a claim. One way John could do better would be by asking Sue questions about her intent in order to expose the subtle discrimination. He could also have used any existing channels in the organization to voice his concerns such as a co-worker he knows to be a good ally (Appendix F). Sue could do better by asking herself what had just occurred, what was her part in it, where she could take responsibility, and by being honest about her intentions. Sue could also acknowledge the impact her comments had on John and apologize for the outcome of those comments. As a newcomer, John is eager to fit in and contribute to the social life of his office. Sue should therefore be careful about perpetrating the myth that racialized people are overly sensitive about race and only play the "race card" to manipulate the system.

Introduction Questions

1. What is your name? Do you have any interesting stories or history regarding your name? How do you feel about your name?
2. Do Canadians have trouble pronouncing your name? How does that make you feel?
3. Do you think there are any advantages of having an English sounding name in Canada?

Vocabulary

requirement (n.) – a need

follow up (v.) – to look for an answer

feedback (n.) – information about the results of something

vacant (adj.) – empty

confused (adj.) – unable to understand

frustrated (adj.) – disappointed

admit (v.) – to say something is true

vague (adj.) – not clear

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Oluchi is a computer programmer from Ghana. She has a lot of education and experience but is having difficulty finding a job in her field. Oluchi sees a job posting for a programmer on the job bank. She is happy because she meets all of the requirements for the position. She sends her resume to the company but doesn't receive a call for an interview. Oluchi decides to follow up. She calls and is told that the position is filled. After waiting a few days, Oluchi calls again to ask for feedback about her resume. This time she is told that the position is still vacant.

1. What happened?
2. Do you think the company was discriminating against Oluchi? Explain.
3. How do you think Oluchi feels?
4. What should Oluchi do next?

Part 2

Oluchi is confused and frustrated about the vacancy. She feels that she is being discriminated against because of her name. She asks the receptionist why she was told the position was filled a few days before. The receptionist admits that a mistake was made but is unable to explain why Oluchi was not contacted for an interview. Oluchi asks to speak with the Human Resources Manager. The manager is vague with Oluchi and tells her that she doesn't meet the necessary requirements for the position. This angers Oluchi but she decides not to pursue the issue any further.

1. How did Oluchi respond to the situation?
2. Do you think the outcome would have been different if Oluchi had an English name? Explain.
3. How could the Human Resources Manager have done better?
4. What could Oluchi have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the discrimination learners might encounter when they have non Anglo Saxon names. In the scenario, Oluchi is very qualified for the job she has applied for but has not received a call for an interview. She suspects that she is being discriminated against, because of her name. Oluchi's concerns are justified. Immigrants with Black or foreign-sounding names are much less likely to receive a call for an interview than a person with a White name. This is regardless of the person's credentials. This type of discrimination sometimes leads new Canadians to take more Anglo Saxon sounding names, and in extreme cases, legally change their names. The fact that Oluchi didn't get an interview because of her name signifies deeper racism in the organization where she has applied for the job. If she had used a White name on her resume and got an interview, there would still be a possibility of discrimination in the interview due to the colour of her skin. The discrimination could still occur, just at a later time. It is important for students to be aware of this form of discrimination. One way members of target groups can take action in situations such as these is to follow up with the offenders by asking questions to understand the reason why they were denied the service, job interview, apartment, etc. as Oluchi did in the scenario. Another way Oluchi could take action would be by filing a complaint with her province's Human Rights Commission (Appendix E). The Human Resources Manager could have done better by giving Oluchi an interview based on her credentials regardless of her name.

Introduction Questions

1. What is a stereotype?
2. What are common stereotypes you see in the media?
3. Do you know any common stereotypes associated with your ethnicity or race? What are they? How do they make you feel?

Vocabulary

ethnicity (n.) – culture, religion, language and heritage

strange (adj.) – unusual or odd

different (adj.) – not alike or similar

speak up against (v.) – to speak without fear

stereotype (v.) (n.) – a simple image or opinion of a specific group of people

make fun of (idiom) – to be the subject of laughter

cautious (adj.) – careful

apologize (v.) – to say you are sorry

on behalf of (idiom) – represent or speak for another person

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Xia Chen has been studying English at an ESL school for two months. There are fifteen people in her class from many different countries. Xia Chen is the only Chinese student in the class. Today the class is studying about food and the conversation has moved to food from their countries. The students are talking about interesting and different foods, some of which sound strange to Xia Chen. Amir tells the group that he has travelled to China and that Chinese food is the strangest, because all Chinese people eat dogs. The class laughs at this comment, including the instructor. Xia Chen thinks that everyone is laughing at her, but is afraid to say something to the group.

1. Why did the students laugh?
2. How do you think Xia Chen feels?
3. Do you think Amir's comment is true? Explain.
4. What should Xia Chen do next?

Part 2

Xia Chen sits quietly for the rest of the class. When the class finishes, she visits the school director. Xia Chen tells the director that the class was making fun of Chinese people and that she was very hurt by the comments. The next day the instructor makes an announcement to the class that the students must be cautious about stereotyping people and apologizes on behalf of the class to anyone who was offended. Xia Chen is embarrassed because she thinks everyone knows the instructor made the announcement because of her.

1. How did Xia Chen respond to the situation?
2. What do you think Amir's intention was?
3. How could the class have done better?
4. How could the instructor have done better?
5. What could Xia Chen have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the effects of stereotyping on members of target groups. In the scenario Xia Chen hears a stereotype about Chinese people and certain food selections. The fact that some people eat dogs in China as a part of their culture might seem normal to Xia Chen. The real problem stems from the ethnocentric beliefs of the other students that eating dog is strange and therefore laughable. Xia Chen feels that her classmates are laughing directly at her because of the stereotype, which prompts her complaint to the school's director. One way Xia Chen could do better would be by speaking with her instructor directly and giving him or her the chance to address the issue with the class. The instructor could have been more of an ally to Xia Chen by helping her educate the class about Chinese culture. The instructor could also have addressed the stereotyping at the time it occurred. The school could do better by providing a forum for a racialized person like Xia Chen to voice her concerns about the incident away from the school's director and her instructor.

Introduction Questions

1. Do you feel Canadians try to act on your behalf instead of allowing you to act on your own? How does this make you feel?
2. Have you ever asked someone to act on your behalf? Why?

Vocabulary

helpless (adj.) – unable to help oneself

pull up (v.) – to move closer

transfer (n.) – a ticket used to continue on another bus

give a hard time (idiom) – to harass or annoy

incident (n.) – an event or occurrence

complaint (n.) – an expression of regret, pain or resentment

on your behalf (idiom) – to do something for someone in their place

offend (v.) – to hurt or upset

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Samia is from Rwanda and has recently moved to Halifax. She takes the bus everyday with her ESL classmate, Irina, who is from Russia. Samia dislikes taking the bus. She is always worried that someone will talk to her and she won't be able to respond because her English is poor. This makes her feel helpless. Samia and Irina are waiting for the bus. The bus pulls up to the bus stop and Samia notices that the bus driver is new. Irina gets on the bus first, shows the bus driver her student bus pass and asks for a transfer, which she is given. When Samia gets on the bus and asks for a transfer, the bus driver gives her a hard time. The bus driver questions if she is a student and won't give her a transfer. Samia is confused because she has always gotten a transfer in the past. Samia thinks she has done something to offend the bus driver and is unable to question him in English so she sits down with Irina.

1. What happened?
2. Why do you think the bus driver refused to give Samia the transfer?
3. How do you think Samia feels?
4. What should Samia do next?

Part 2

The next day Irina and Samia tell their ESL instructor about the incident. The instructor tells Samia that the bus driver might have discriminated against her because she is an immigrant and she is Black. She asks Samia if she can call the bus office on her behalf. Samia says yes. After class the instructor tells Samia that a complaint has been made and the bus driver will be investigated. That afternoon when the bus pulls up to the bus stop Samia sees that the same bus driver is driving the bus. Samia feels awful and decides to walk home instead.

1. How did Samia respond to the situation?
2. Was it appropriate for the instructor to complain on Samia's behalf? Explain.
3. What could Irina have done to help Samia?
4. How could Samia's instructor have done better?
5. What could Samia have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates a type of discrimination a racialized newcomer might encounter such as the refusal of services. In this scenario Samia is refused a bus transfer while her White immigrant friend, Irina, had no problems moments before. We can assume that the bus driver is being racist because Samia is a Black newcomer. One way Samia could take action in this situation would be to document as much of the event as possible, such as the time and place the incident occurred, the bus number, and a description of the driver in order to make a thorough complaint. In the scenario Samia's ESL instructor makes a complaint on her behalf, which raises the question of whether the instructor was being a good ally (Appendix F). One way the instructor could do better would be to offer her support and encourage her to make the complaint on her own, if her language skills were strong enough. If Samia felt that she was unable, then the instructor could advocate on her behalf as she did in the scenario. One way Irina could do better would be to offer Samia her support as a dominant group member and question the bus driver as to why she received a transfer and Samia didn't (assuming her language skills would allow her to do so).

Introduction Questions

1. How does the media promote racism?
2. What are some popular characters that are typically represented by people from one race?

Vocabulary

costume (n.) – clothes of another person, place or time

dress up (v.) – to wear a costume

comfort (v.) – to make someone feel happy or safe

discipline (v.) – to punish

address (v.) – to give attention

impossible (adj.) – something cannot be done

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Jenna is a little girl from the Congo. She arrived in Canada one year ago and is in grade 4. She enjoys school and has many friends in her class. It is the end of October and Halloween is in one week. The teacher is asking all of the children what they are going to dress up as. Jenna is very excited because this is her first Halloween and she wants to be a princess. Jenna's mother has spent a lot of time making her costume so that Jenna can enjoy Halloween with her friends. When the teacher asks Jenna what she wants to be, she says, "a princess." Her friend Sara looks surprised and tells her that it is impossible for Jenna to be a princess because all princesses are White.

1. What happened?
2. Why do you think Jenna's friend made the comment about White princesses?
3. How do you think Jenna feels?

Part 2

Jenna is very sad and starts to cry. The teacher takes Jenna aside and comforts her by telling her that she can dress up as anything she wants for Halloween. Jenna goes home and tells her mother what her friend has said at school. Jenna's mother is very angry and the next day she goes to the school and speaks with the teacher. Jenna's mother feels the teacher should have disciplined Jenna's friend and addressed the issue with the whole class.

1. How did Jenna's mother respond to the situation?
2. How do you think the teacher will respond to the mother's comments?
3. What is Sara's parent's role in this incident?
4. How could Jenna's teacher have done better?
5. What could Jenna's mother have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates how the media promote racism and discrimination by reinforcing stereotypes. In the scenario Jenna is told by her friend, Sara, that she is not able to be a princess for Halloween because all princesses are White. We can assume that Sara did not intend to hurt Jenna with this comment, but is saying what she knows to be true, based on the images she has been exposed to. The images in the media that perpetuate stereotypes often become commonly held beliefs as it did with Sara. Examples of proficient Black athletes, Asian store vendors and White princesses are all too common and all too often thought as being true. People should be aware of these stereotypes and try and expose themselves and their children to various types of racially and ethnically diverse media (Appendix G). One way Sara's parents and the teacher could do better is by asking questions such as:

- ✓ Do the dolls, books, toys, TV programs and other media reflect a multiracial community?
- ✓ Does the music we listen to reflect the variety of races and cultures in our society?
- ✓ Does the library include books on authors from various racial and ethnic backgrounds and various languages?
- ✓ Is my child learning a eurocentric view of history and what can we do to change that?
- ✓ Do the images my children see on the walls of their school represent multiple races and cultures?

Jenna's mother has more of a challenge in this situation. Where Sara's parents and the teacher may be commended by being aware of ethnic diversity, Jenna's mother may be pushed to adapt to Canadian culture in order to fully integrate into society here. For a newcomer who is hanging on tightly to their cultural identity in a new environment, this can be problematic.

Introduction Questions

1. Can children be racist? Explain.
2. How old do you think children are when they begin to learn prejudice?
3. What can be done to make children more accepting of differences?

Vocabulary

prejudice (n.) – an opinion for or against something without adequate basis

taunt (v.) – to insult or make fun of

slur (n.) – a hurtful remark

racist (n.) – a person who believes one race is better than another

blatant (adj.) – obvious and unmistakable

yell (v.) – to talk or scream loudly

intention (n.) – purpose

demeanor (n.) – the way a person behaves or acts

maturity (n.) – adult behaviour

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Jaya is from India. She has lived in Canada for four months. Jaya came to Canada to start a new job and a new life with her family. Jaya takes the bus to work everyday. She is walking home from the bus stop when a young boy on a bicycle starts to follow behind her. The boy starts taunting Jaya and calls her many names including a very hurtful racial slur. Jaya can't understand everything the boy is saying, but she knows the boy's intention from his demeanor. Jaya is stunned by this because the boy is very young and this is the first time she has experienced such an incident. The boy continues to follow Jaya as she walks home. Jaya wants to say something to the boy but is unsure what to do.

1. What happened?
2. Where do you think the young boy learned this slur?
3. How do you think Jaya feels?
4. What should Jaya do next?

Part 2

The boy continues to taunt Jaya as she walks home. She is very angry and wants to yell at the boy to leave her alone but feels that this would show a lack of maturity on her part. She asks the boy what he wants. The boy ignores her question and tells her to go back to where she came from. He then rides away on his bicycle. Jaya is very upset. When she arrives home, she tells her husband what happened. She tells her husband the slur the boy used and he explains what it means. Jaya has mixed emotions about the incident. She was very surprised that a boy so young could act in such a way. She also feels frustrated because this was the first time she experienced such blatant racism and she didn't know how to respond.

1. Why does Jaya feel frustrated?
2. What does the boy mean when he tells Jaya to go back from where she came from?
3. What are the boy's parent's role in this incident?
4. What could Jaya have done differently in this situation?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates how prejudice and racism are learned at very young ages. In the scenario, Jaya is being verbally attacked with ethnic slurs and is surprised at the abuser's age. Jaya is also very frustrated because she is unsure how to respond to the boy. Children develop an awareness of racial differences when they are very young. They learn their attitudes about race by watching their parents interact with racially visible people. Negative attitudes are developed when they hear their parents make negative statements or ignore racially visible people all together. In this case it would be the responsibility of the boy's parents and teachers to help him develop more positive attitudes about race. One way learners can do this is by talking about racial differences with their children. Ignoring racial difference only perpetuates racism and causes children anxiety about race. Learners could also socialize their children with racially mixed children, maintain an open conversation about racism and expose them to people of various races and ethnicities in many different media and settings (Appendix G). Jaya's frustration at her lack of a response to such ignorance coming from a child is typical and her mature reaction was a good way to respond in this case.

Introduction Questions

1. How do you think native born Canadians feel about immigration?
2. Do you think Canada is a friendly place for immigrants? Why or why not?
3. Do you think immigrants have equal access to services, jobs, education, etc? Explain.

Vocabulary

progress (v.) – to move forward

available (adj.) – ready to use or do something

desperately (adv.) – being almost beyond hope

intently (adv.) – paying close attention

burden (n.) – duty or responsibility

abuse (v.) – to use wrongly

social services (n.) – services used to support individuals or groups

xenophobic (adj.) – fear of strangers or foreigners

fight an uphill battle (idiom) – to struggle against a very difficult situation

irritated (adj.) – annoyed

relevant (adj.) – important

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Masoud is from Iran. He came to Canada one year ago to start a new life with his family. Masoud used to own a large engineering company in Iran. He wants to start a similar company in Canada but he is progressing slowly because of a lack of relevant experience. Masoud is a hard worker and wants to succeed in Canada. He works as a cleaner at a local supermarket because that is the only job available to him and he desperately wants to work. He is on his way home from his job at the supermarket. He is listening to a program on the radio about immigration in Canada. During the program the host asks the audience to call in if they think immigrants are taking jobs from Canadians. Masoud thinks about his situation and is irritated by this question.

1. What happened?
2. Why is Masoud irritated?
3. Why did the radio host ask this question?

Part 2

Masoud listens intently to the radio show. One listener says that immigrants are a burden on the economy and cost the government a lot of money. Another person says that there aren't enough jobs in the province for themselves and wonders why the government would bring immigrants to compete. Another listener disagrees that immigrants are taking all of the jobs, but thinks that it is a problem because they sit at home and take advantage of the social services Canada offers. Masoud is infuriated by the listeners' xenophobic comments and decides he can't listen anymore, so he turns off the radio. He wonders why so many people believe immigration is bad for Canada, when everything he has read says otherwise. He is very frustrated because he knows that he is fighting an uphill battle against such beliefs. Masoud also wonders why no immigrants called in to voice their opinions. He feels he should call and voice his concerns but decides against it.

1. Why do you think the radio listeners believe those statements about immigrants?
2. Do you think this way of thinking leads to discrimination? Explain.
3. Why do you think no immigrants called in to voice their opinions?
4. What do you think can be done to give the radio listeners more accurate information about immigration?
5. What could Masoud have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates some of the common misconceptions about immigrants in Canada such as:

- Immigrants are a burden on the economy
- Immigrants abuse social services
- Immigrants take jobs away from 'real' Canadians

Masoud is frustrated by the radio audience's response to the question about immigrants in Canada. By asking this question, the radio announcer is assuming that all immigrants have the same socio-economic backgrounds when the reality is vastly different. It is also important to note that the people who called in with opinions about immigration are all native born Canadians. The radio announcer could do better by having more of the immigrant communities' opinions better represented in the discussion. Masoud sees the problems with such a discussion, because he understands the facts about immigrants such as:

- Immigration increases government revenue and creates a net tax benefit
- Immigrants consume fewer social services than Canadian born residents
- Many immigrants create jobs by starting companies and investing capital

It is important for learners to know and understand these facts so they are better able to dismiss or respond to incorrect comments and conversations about immigrants and immigration in Canada.

Introduction Questions

1. What are your social identities (male, Chinese, immigrant, etc.)? Which identities do you think give you power or privilege in Canada?
2. What is an ally?
3. How can you be a good ally to members of target groups?

Vocabulary

target group (n.) – a group that is discriminated against
 characteristic (n.) – a feature or quality of someone or thing
 opportunity (n.) – a good chance for success
 suspicious (adj.) – not trusting
 suggest (v.) – to introduce a possible action
 condone (v.) – to overlook or forgive
 behaviour (n.) – the way a person does something
 incident (n.) – an event or occurrence
 honest (adj.) – fair and truthful
 pursue (v.) – to follow up
 imply (v.) – to suggest something without saying it

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Arthur is from Russia. He has lived in Canada for four years and has just started a new cleaning business. He is very busy and happy that Canada has provided him with so many opportunities. Arthur is having a party at his house tonight to celebrate his first year of being in business. He has invited all of his family and friends, including two of his employees from Somalia that he met in ESL school. At seven o'clock Arthur gets a call from his neighbour. The neighbour has seen two Black men she thinks look very suspicious in Arthur's driveway and suggests to Arthur that he call the police. Arthur looks out the window and sees that the two men are his friends from Somalia. Arthur tells his neighbour that she shouldn't worry. Arthur invites the two men into his house but is unsure if he should tell them what has just happened.

1. What happened?
2. Why was Arthur's neighbour worried?
3. What should Arthur do next?

Part 2

Arthur decides that he won't tell his employees about what happened, but is very upset with his neighbour's reaction. He feels she is being racist. He is also disappointed with himself for condoning the behaviour by not taking action. The next day Arthur sees his neighbour outside so he decides to say something about the incident. He tells his neighbour that the men are his friends and employees and explains that they are very hard working and trustworthy. The neighbour responds by saying that she wasn't implying anything when she alerted Arthur to their presence. She defends her actions further by saying that she gets worried anytime she sees strangers near her property. Arthur feels that his neighbour isn't being honest about the incident, but decides not to pursue the issue.

1. How did Arthur respond to the problem?
2. Did Arthur condone the racism by not saying anything to his neighbour? Explain?
3. Should Arthur have told his employees what happened? Why or why not?
4. How could Arthur have done better?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates what it means to be an effective ally to members of target groups (Appendix F). In this scenario, Arthur, who is a White Russian immigrant, receives a call from his neighbour warning him about two suspicious Black men in his driveway. Arthur is unsure whether he should tell his friends about the incident and how to respond to his neighbour. In this situation Arthur has some social power based on his identities of being White and male (Appendices A, B, H). This gives Arthur the opportunity to be a good ally to the men from Somalia. Arthur could do this by being willing to take a risk and tell his neighbour about his concerns that she was being racist. He could also tell his Somali friends about what had occurred, take direction from them and support them in whatever way they wanted to respond to the situation. One way learners can be good allies to members of target groups is to be aware of their own identities and to understand which identities have implicit power and privilege in Canada (Appendix B).

Introduction Questions

1. Did you make any judgments about Canada when you first arrived? What were they?
2. Has your opinion changed about Canada and Canadians since then? Why or why not?
3. Are you concerned that your children will forget their culture and heritage by embracing life in Canada? Explain.

Vocabulary

originally (adv.) – at the beginning or start

heritage (n.) – things that pass from one generation to the next

ethnocentric (adj.) – believing your culture is the best

judgement (n.) – an opinion

assign (v.) – to give

liberal (adj.) – free

end up (v.) – to become like

put your foot down (idiom) – to say no or to take a firm stand

roots (n.) – culture and heritage

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Fatima came to Canada from Tajikistan with her son and daughter a year and a half ago. They are originally from Afghanistan but haven't lived there for a long time. Fatima is grateful that her children are getting the opportunity to live and study in Canada but thinks they are forgetting their Afghani culture too quickly. It is very important to Fatima that her children remember their Afghani roots. Fatima's teenage daughter has decided she wants to wear tight jeans like her classmates and friends. Fatima feels that allowing her daughter to do this would be a big mistake. She sees the way many Canadian girls dress and behave and doesn't want her daughter to do the same. Fatima has problems with her son as well. She thinks her son is playing too many video games with his Canadian friends. She believes that if his teacher assigned more homework, he wouldn't have time to focus on activities like video games. Fatima wants to take action soon. She thinks many Canadians are too fat, too liberal, and too lazy and doesn't want her children to end up the same way.

1. What is the problem?
2. Do you think Fatima is being racist or prejudiced? Explain.
3. What should Fatima do about her situation?

Part 2

Fatima decides to talk to her good friend, Gul Makai, about her concerns. Gul Makai has lived in Canada for five years. Gul Makai tells Fatima that there are many cultural differences between Canada and Afghanistan, but it is her choice how she raises her children. Gul Makai also says that Fatima should be careful about making ethnocentric judgements about Canada so soon. She recommends that Fatima talk to her children about her concerns. Fatima is not sure she agrees with her friend and decides to put her foot down at home.

1. What does Gul Makai recommend?
2. Do you agree with what Gul Makai says? Explain.
3. Do you think Fatima is making the right decision? Why or why not?
4. How could Fatima have done better?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the prejudice learners may have towards Canadians and people of other ethnicities that stem from ethnocentric beliefs. In this scenario Fatima is very concerned about the welfare and future of her children. She is struggling with how she feels her children should be raised, versus how she sees children being raised in Canada. She is making many judgements about Canadians using her own cultural background as a point of comparison. She has only been in Canada for a short time and is therefore holding on to her cultural identity very strongly. One way Fatima could do better would be by being more aware of her prejudices based on her ethnocentric beliefs. She could also be more careful about making comparisons of her culture and traditions to those encountered in Canada. One way learners can do better in situations like these is by being aware of cultural differences in Canada and understanding that it is their choice to embrace those traditions and beliefs they feel fit with their own values and avoid those that don't, without passing judgements.

Introduction Questions

1. Do you have many Canadian friends? How do you feel about them?
2. Do you think your Canadian friends treat you the same as they do other people?
3. Have your Canadian friends ever spoken on your behalf because of their better language skills? How did that make you feel? Explain.

Vocabulary

on your behalf (idiom) – to do something for someone in their place

speak for (v.) – to communicate on behalf of another

irritate (v.) – to annoy or anger

comment (n.) – a remark or observation

insulted (adj.) – hurt due to an offensive remark

disgusted (adj.) – to be offended or irritated

outburst (n.) – a sudden display of emotion

under your breath (idiom) – very quietly

course of action (idiom) – a response

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Mahin is shopping with her friend Mary. Mary and Mahin have been friends since Mahin arrived in Canada a year ago. Mary is Mahin's only close Canadian friend so she values all of the time she gets to spend with her. She enjoys Mary's company and feels she learns a lot about Canadian culture and the English language from her. She also thinks their relationship is valuable in helping her fit into Canadian society. One of their favourite ways to spend time together is shopping. Mahin and Mary are in a shoe shop at the mall now. Mahin is trying on shoes and asks Mary her opinion on the colour. The shop assistant listening to their conversation asks Mahin a question about the size, which Mahin doesn't hear. Mahin asks the shop assistant to repeat the question. This irritates the shop keeper, who makes a comment under her breath about the poor English skills of immigrants. Mahin is insulted and Mary looks very disgusted.

1. What happened?
2. Why do you think the shop assistant made this comment?
3. What should Mahin do next?
4. What should Mary do next?

Part 2

Mary gets very upset with the assistant. She defends Mahin's language skills and her character. Mahin tries to speak to the assistant but Mary interrupts her by saying that she will handle the situation. Mary asks to see the manager. Mahin is surprised by Mary's sudden outburst of anger. Mahin knows that Mary is trying to help and protect her but she wishes Mary would let her speak for herself. She would like to say something but is unsure how to bring this up to Mary without offending her.

1. How did Mary react to the shop keeper's insult?
2. Do you think Mary took the right course of action? Explain.
3. Why was Mahin frustrated with Mary?
4. How could Mary have done better?
5. How could the shop keeper have done better?
6. What could Mahin have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the difference between being an ally and being an advocate. In the scenario, the shop assistant is being very prejudiced against Mahin and other newcomers by saying that all immigrants have poor English skills. Mary's intention is to help Mahin and she believes she is aiding her friend by speaking with the assistant. In this case she is being more of an advocate than an ally by speaking on behalf of her friend. One way Mary could do better would be by taking direction from Mahin and encouraging her to be the leader in the situation. Other ways Mary could be a good ally would be by speaking to the assistant after Mahin has spoken, regardless of her own fear of speaking against another dominant group member and by listening to Mahin (Appendix F). Learners can do better in situations such as this by being aware of these tips on being a good ally and applying them to the identities where they have social power and privilege (Appendix A and B).

Introduction Questions

1. Do you feel native born Canadian people focus on your ethnicity a lot? How does this make you feel?
2. What types of questions do you get asked repeatedly?

Vocabulary

approach (v.) – to move closer to someone

upon (adv.) – at the same time

mingle (v.) – to mix or join

accent (n.) – pronunciation determined by a person's first language

annoyed (adj.) – to bother or trouble another person

proceed (v.) – to move forward or continue

intent (n.) – a purpose

impact (n.) – a result

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Enrique is a teacher from Mexico. He has lived in Canada for ten years. Enrique lives here with his wife and their two children. Enrique loves art so he has decided to take an art course at the local community college. Tonight is the first class. Many of the students are mingling before the class begins. A woman approaches Enrique and says that her name is Sue. Enrique introduces himself to Sue. Upon hearing Enrique's accent, Sue asks Enrique where he is from. Enrique is very polite and responds that he is from Mexico and that he has lived in Canada for ten years. Sue is amazed and tells Enrique that she thinks it is great that he has been here so long. The teacher enters and the students take their seats. Enrique feels annoyed with Sue's questions. He knows she was trying to be nice but he wonders if people will ever stop asking where he is from. It is always the first question people ask when they hear his accent. Enrique wishes people would see there is more to him than where he is from.

1. What happened?
2. What did Sue ask that annoyed Enrique?
3. Why do you think Sue asked Enrique where he was from?

Part 2

The art teacher begins the class by having the students introduce themselves. The students say their names and something interesting about themselves. The teacher then asks a follow-up question. When it is Enrique's turn, he says his name and that he likes to fish. The teacher follows up by asking Enrique where he is from. The teacher also says that she has tried to learn Spanish before but only remembers how to say hello. Enrique wonders how many times he has heard that before but proceeds by being polite and telling the teacher where he is from.

1. What was the teacher's intent? What was the impact?
2. How did Enrique respond to the teacher's question?
3. How could Sue have done better?
4. How could the teacher have done better?
5. What could Enrique have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates intent vs. impact. In the scenario, Enrique is frustrated with the questions concerning his place of birth. He has lived in Canada for a very long time and feels that there are a lot more interesting things about him, than where he is from. Enrique feels that this question demonstrates that he is still an outsider, even though he has lived in Canada for a long time. Sue and the teacher's intent was to make Enrique feel welcome by making small talk that focuses on Enrique's accent and birthplace. In their minds, this is something special about Enrique they feel they want to know more about. The impact is that Enrique wonders, if he will ever be treated equally in Canadian society or if he will always be made to feel like an outsider. Enrique may also feel that he will be compared to all other Central or South Americans that Sue and the teacher have met, or be put in a box based on the limited information they have about those areas. One way Sue and the teacher could do better would be by asking questions that don't focus on Enrique's ethnicity. Enrique could do better by understanding that the intent of the questions was not meant to make him feel like an outsider.

Introduction Questions

1. Have you ever felt unsafe in Canada because of comments someone has made about your race or ethnicity? Explain.
2. Do you think there is violence as a result of racial tensions in your community? Explain.
3. Would you feel comfortable reporting an act of racial or ethnic violence to the authorities? Why or why not?

Vocabulary

demeanour (n.) – the way a person behaves or acts

shocked (adj.) – very surprised

report (v.) – to tell what has been seen or heard

escort (n.) – accompany another person for protection or guidance

retaliate (v.) – to return an action with a similar action

description (n.) – to describe the way something or someone looks

frozen (adj.) – unable to move

distraught (adj.) – very upset

blatant (adj.) – obvious and unmistakable

get in your face (idiom) – to stand too close in front of someone

gesture (v.) – to move your body to express something

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Carmen is from Argentina and has lived in Canada for five years. Carmen feels that Canada is a good place to live. She has always felt safe here and feels she has experienced little blatant racial discrimination. Today she is at the mall shopping for her daughter's birthday. Carmen is leaving a store when a man bumps into her accidentally. The man seems friendly at first and apologizes to her for his mistake. In return, Carmen responds to the man in her accented English. When the man hears Carmen's accent, his demeanour suddenly changes. The man gets in Carmen's face and tells her that he wishes all of 'her' people would return to where they came from. He also says that if he knew she was an immigrant, he might have hit her a bit harder. As he leaves, the man gestures at Carmen as if he were shooting a gun.

1. What happened?
2. Why do you think the man threatened Carmen?
3. What should Carmen do next?

Part 2

Carmen is shocked by the man's statement and feels very unsafe. She wants to leave the mall but is frozen by fear. She wonders if she should report the man to the mall security but is frightened that he might retaliate if he finds out about the report. Carmen is also afraid to walk to her car because she parked underground. She decides to go to the customer service desk in the mall to report the man to security and ask for an escort to her car. The security guard asks for a description of the man but Carmen is so distraught that she has a hard time remembering his appearance. She tells the guard the details she remembers and afterward he walks her to her car. On the way home Carmen wonders if she should also report the incident to the police or if she is wasting her time. She decides to try and forget about the incident. She promises herself that she won't visit the mall anytime soon.

1. How did Carmen respond to the racist attack?
2. Did Carmen do the right thing by reporting the incident to mall security? Explain.
3. Should Carmen have reported the incident to the police as well? Why or why not?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the possibility of violence based on race or ethnicity. In this scenario, Carmen encounters a man who verbally abuses and threatens her with physical violence because of her ethnicity. Carmen reports the man to the mall security, but decides not to file a report about the incident to the police. One thing Carmen did well was recording as much detail of the event as possible (Appendix E). She could also report the incident to the police if the mall security hadn't already done so on her behalf. Learners should be aware that verbal and physical violence do occur in communities in Canada. Carmen was smart to say nothing to the man at that moment and allow the proper authorities to handle the situation.

Introduction Questions

1. How do you think White Canadians feel about racism and discrimination?
2. Do you think some issues and comments regarding racism and discrimination are exaggerated in Canada? Explain.

Vocabulary

exaggerated (adj.) – to make a small problem seem bigger

imply (v.) – to suggest something without saying it

anniversary (n.) – the celebration of a past event

ignorant (adj.) – not having knowledge or information

obvious (adj.) – easy to see or understand

blowing something out of proportion (idiom) – to exaggerate

defensive (adj.) – protecting or guarding from attack

colleague (n.) – a co-worker with the same job

ignore (v.) – to not pay attention

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Ichiro is from Japan. He moved to Canada three months ago to start a new position in an engineering firm. Ichiro finds his new home very different from Japan but he has always been interested in learning about different cultures. He is still new to the city and hasn't had much time to explore what it has to offer. It is Thursday and Ichiro is at the office talking to his co-worker Kim about her plans for the weekend when their colleague Tom joins the conversation. Tom tells Kim and Ichiro that he is planning to take his wife out for their anniversary and wants to try something different. Tom looks directly at Ichiro, ignoring Kim, and asks him if he knows of any good sushi restaurants in the city. Ichiro says that he doesn't because he hasn't had enough time to find any restaurants he likes. When Tom leaves, Kim asks Ichiro to excuse Tom's ignorant comment. Kim leaves for a meeting. Ichiro is confused by Kim's statement.

1. What happened?
2. Do you think Tom was implying anything by asking Ichiro about sushi? Explain.
3. Why didn't Tom ask Kim about sushi restaurants?
4. Why was Ichiro confused by Kim's statement?

Part 2

The next day Ichiro sees Kim in the lunch room. He says that he was confused by her statement about Tom and wasn't sure how Tom was being ignorant. Kim explains that Tom asked him about sushi places in the city because he is Japanese. She feels he was stereotyping Japanese people. She also tells him that she spoke to Tom about the incident. Ichiro says that many Japanese people eat sushi and that he really wasn't offended by the comment. Kim says she was only trying to help him become more aware of the stereotype. Ichiro is unsure why Kim is so defensive about the comment if it was directed at him and feels she is blowing things out of proportion.

1. How did Ichiro react to Tom's comments?
2. Do you think Ichiro fully understood what Tom was implying?
3. Why was Kim so defensive? Do you think she was being a good ally to Ichiro? Explain.
4. How could Tom have done better?
5. How could Kim have done better?
6. What could Ichiro have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates two key points about being a good ally:

- Listening to and respecting the perspectives and experiences of target group members
- Learning and taking direction from target group members and encouraging their leadership

In the scenario Ichiro is asked by his colleague about food commonly associated with his ethnicity. Ichiro's co-worker Kim is offended by this comment and acts on Ichiro's behalf by addressing the issue with Tom. This confuses Ichiro since he wasn't really offended by the comment in the first place. One way Kim could do better would be by asking Ichiro first if he was offended instead of assuming that he was, and by allowing Ichiro to take action against Tom if he was offended and offering her support (Appendix F). Tom could do better by being more aware of the possible impact of his question on Ichiro. Learners should be aware that different people interpret prejudice and discrimination in different ways.

Introduction Questions

1. What is peer pressure? Have you experienced peer pressure in Canada?
2. How do you think peer pressure affects racism and discrimination?

Vocabulary

fit in (v.) – to make yourself similar to others
 socialize (v.) – to mingle or interact in a friendly manner
 sarcasm (n.) – witty language used to insult or joke
 punch line (n.) – the funny part of a joke
 succumb (v.) – to surrender or give up
 peer pressure (n.) – social pressure from people similar to yourself
 alienate (v.) – to make someone feel unwelcome or unfriendly
 jeopardize (v.) – to risk
 on the other hand (idiom) – a different opinion
 behind your back (idiom) – secretly
 bring up (v.) – to mention

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Dong Jung is from Korea. He is currently working at a law firm as an administrative assistant. Dong Jung is trying hard to understand Canadian culture so that he can fit in better with his co-workers. Dong Jung speaks a lot with his co-worker, Peter, who is always joking with him. Dong Jung doesn't always understand Peter's jokes and sarcasm but he appreciates Peter's efforts to socialize with him. Today Peter stops Dong Jung in the hall and tells him a joke about Mexican people. Peter laughs, and so does Dong Jung, even though he doesn't really understand the punch line. Later that evening Dong Jung is talking with his wife about Peter's joke. Dong Jung's wife explains the joke to him. This makes him feel awful, because he laughed at a racist joke when he really didn't understand it. His wife thinks he should say something to Peter. She feels that Peter could be telling jokes about Korean people behind Dong Jung's back.

1. What happened?
2. Why did Dong Jung laugh at Peter's joke and how did that make him feel later?
3. What should Dong Jung do next?

Part 2

Dong Jung thinks about Peter's joke for a while. He feels bad that he succumbed to peer pressure by laughing at something he didn't fully understand, just to fit in. On the other hand, he doesn't want to alienate Peter by telling him he found the joke offensive. Dong Jung likes the time he gets to socialize with Peter and doesn't want to jeopardize their relationship. The joke was about Mexican people, not Korean people, so Dong Jung decides not to bring up the subject with Peter. He thinks he'll just be more careful with what he laughs at next time.

1. What are Dong Jung's concerns?
2. Do you think Dong Jung is doing the right thing by not speaking about the incident with Peter? Explain.
3. How could Peter have done better?
4. What could Dong Jung have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the effects of peer pressure in regards to racism and discrimination. In the scenario, Dong Jung is disappointed with himself because he feels he was pressured into laughing at a prejudicial joke due to his eagerness to fit in and socialize with his co-workers. Peer pressure is a very strong social force, which can cause individuals to behave in racist or prejudicial ways towards target groups. It can also cause individuals to remain silent when they know they should address the offenders. Dong Jung is scared to address the issue with Peter, because he fears it may jeopardize their relationship. One way Dong Jung could do better would be to speak to Peter about his concerns and by asking Peter questions about the offensive joke in an attempt to expose the deeper prejudice. He could also try to find allies with other co-workers for support if the situation persisted. Peter could do better by being more careful of perpetuating stereotypes. He could also be more aware of Dong Jung's racial identity. Learners should be aware of the effects of peer pressure in relation to racism and discrimination and be careful about participating in incidents such as this.

Introduction Questions

1. How do you think acts of racism, prejudice or discrimination escalate?
2. What can be done to reduce or stop the escalation?

Vocabulary

supported (adj.) – to feel helped

under your breath (idiom) – to speak quietly

misunderstanding (n.) – a communication problem

derogatory (adj.) – meant to lower the reputation of a person or thing

prejudicial (adj.) – an opinion for or against something without adequate basis

respect (v.) – to have a good opinion about someone

caught off guard (idiom) - surprised

provoke (v.) – to make angry

furious (adj.) – very angry

irate (adj.) – furious

heated (adj.) – passionate

debate (n.) – a discussion or argument

escalate (v.) – to become worse

outburst (n.) – a sudden expression of emotion

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Katrina is from Chechnya. She immigrated to Canada six months ago and started attending ESL classes last month. There are two other students from Chechnya in her class so Katrina feels supported by her classmates. There are also three students from Russia. All six of them speak Russian. The group was having a conversation during the coffee break about the current political situation in their home countries which escalated into a heated debate. Now both groups are irate with each other and have stopped communicating. Katrina wants to tell the instructor but she isn't confident enough with her English and the students have been speaking Russian, so she is sure the instructor is unaware of the situation.

1. What happened?
2. How did the incident escalate?
3. What should Katrina do next?

Part 2

As the students from Chechnya are leaving the class, one of the Russian students says something to Katrina under his breath. This makes Katrina furious and she starts to yell at him. The instructor is caught off guard by this outburst. The next day the instructor asks to speak with Katrina in private. He tells her that the Russian students said her outburst was due to a misunderstanding. Katrina is angry about that statement. She says the Russian students were making derogatory, prejudicial comments about people from Chechnya to provoke her. The instructor asks Katrina and the other students from Chechnya if they would mind speaking in private with the Russian students about the situation. They tell the instructor they just want to forget about it. That morning in class, the instructor makes a comment about respecting their classmates and to approach him if they have any problems in the future.

1. How did Katrina respond to the incident?
4. What could the Russian students have done better?
3. How could the instructor have done better?
4. What could Katrina have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the prejudice and discrimination that sometimes occurs between individuals who share similar social identities and belong to similar communities. In this situation, Katrina is arguing with members of a group that share similar identities to her own. Katrina and the opposing group are White newcomers that speak the same first language. Members of each group have different ethnocentric beliefs and backgrounds which cause them to be prejudiced towards one another. There also may be other power struggles between Katrina and her classmates based on areas such as the length of time they have been in Canada and their social class. The problem in the scenario occurs when a casual discussion escalates into a heated debate. This causes the deeply rooted prejudices to appear, which break down the lines of communication. Members of both groups could do better by being aware of the ethnocentric beliefs which caused their prejudices to appear.

Introduction Questions

1. What is your racial identity?
2. How do you think others perceive your racial identity?
3. Does your racial identity influence the choices you make? Explain.

Vocabulary

allergic (adj.) – to have an allergy

nervous (n.) – uneasy or anxious

admit (v.) – to acknowledge or confess

side of the story (idiom) – the way a person sees a situation

socialize (v.) – to mingle or interact with others

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Sesen is from Eritrea. She has just started English class and is a little nervous. She has been sitting by Ela from Turkey all week. Ela hasn't spoken much because she is shy and Sesen is a new student. When Sesen comes to class today, she notices Ela has moved to the opposite table. Sesen is angry. She thinks Ela has moved because she doesn't want to sit next to a Black person. When Sesen tells her this, Ela becomes defensive. Ela says that she has bad allergies and is allergic to Sesen's perfume. Sesen doesn't believe her and storms out of the class. Ela is surprised by Sesen's reaction and is unsure what to do next.

1. What happened?
2. Why was Sesen so quick to accuse Ela of being a racist?
3. What should Ela do next?
4. What should Sesen do next?

Part 2

Ela decides to tell her instructor what happened. She is upset because she knows that Sesen thinks she is being racist, which was not her intention. Ela also thinks this is odd because she considers herself to be a person of colour as well. Ela asks the instructor to help her talk to Sesen about the incident. The instructor speaks with Sesen and asks for her side of the story. Sesen tells the instructor that Ela is very unfriendly, that she never speaks to her, and now she has changed seats. Sesen feels Ela is being racist, even if she won't admit it. Sesen agrees to meet privately with Ela and the instructor. During the meeting Ela tells Sesen again about her allergy, but Sesen won't believe her. Finally they decide that they will sit on opposite sides of the class and not socialize. The instructor tries to persuade them to talk about the incident more but they refuse.

1. Do you think Ela was being racist? Why or why not?
2. How could Ela have done better?
3. How could Sesen have done better?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the difficulty that some newcomers may have in defining their racial identity and the consequences of differing perspectives. In the scenario, Sesen is angered by the fact that Ela has chosen not to sit next to her. She assumes the reason for this is her race. Even when Ela meets with Sesen about the problem, Sesen has trouble believing her. Ela is surprised even more by the accusation of racism because Ela also considers herself to be racialized. Racial identities are sometimes hard to define and often depend on the perspective of the individuals involved. Newcomers may see themselves as people of colour belonging to a racialized group when others may perceive them as being White with all of the power and privilege associated with that identity. Thus, while Ela sees herself as having a similar racial identity as Sesen, Sesen sees her as being White and racist. One way Ela could be an ally to Sesen would be by being more open to Sesen's perspective of her as a dominant group member. She could also be more understanding that Sesen's judgements may have stemmed from previous experiences of racism (Appendix F). One way Sesen could do better would be to listen to Ela's intentions and not be so quick to judge.

Introduction Questions

1. Have you ever been asked to speak for someone of the same ethnicity or race? How did that make you feel?
2. Do you think asking someone to do so is racist or discriminatory? Explain.

Vocabulary

rude (adj.) – not polite

small talk (n.) – speaking about a topic which isn't serious

odd (adj.) – strange or different

hesitate (v.) – to wait

refuse (v.) – to decline to do something

irritate (v.) – to annoy or anger

casual (adj.) – not serious

supervisor (n.) – manager

efficient (adj.) – able to do something in the best possible manner

manner (n.) – a way of doing something

let someone down (idiom) – to disappoint someone

open up (v.) – to speak freely

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Mohammad is from Jordan. He has lived in Canada for a few years and has been working at his job for a year. Mohammad was the only person from the Middle East working in his office until Hamid, from Iraq, started two weeks ago. Mohammad hasn't spoken very much to Hamid, but they both speak Arabic. Mohammad finds Hamid very quiet and shy, but just assumes this is because he is new. Mohammad is making small talk with his boss, Jim, who mentions Hamid and asks Mohammad what his opinion of him is. Mohammad says that he hasn't really spoken to Hamid very much. Jim says that he finds some of Hamid's behaviour very odd and that he didn't act in that manner in his job interview. He also says that Hamid is very unsociable, almost rude. He asks Mohammad if he could casually speak to Hamid to find out if he is having any problems. Mohammad hesitates and tries to say no, but his boss interrupts him by thanking him and walks away before he can refuse.

1. What happened?
2. Why did Jim ask Mohammad to speak to Hamid?
3. What power does Jim have over Mohammad in terms of his identities? How do you think this affects how Mohammad will respond to his boss?
4. What should Mohammad do next?

Part 2

Mohammad is irritated by this request. He feels that Jim is asking him to talk to Hamid because they are both Arabic speakers from the Middle East. Mohammad isn't comfortable speaking with Hamid, because he doesn't know him well enough and he isn't Hamid's supervisor. Mohammad decides to follow up with his boss. That afternoon he speaks to Jim about the situation. He tells him he feels uncomfortable speaking to Hamid because he doesn't know him very well. Jim says that he was hoping Mohammad might make Hamid open up by speaking to him in his own language. He says that he was only trying to make everyone as happy as possible in the most efficient manner. Jim tells Mohammad to forget about the situation because he will take care of it. Mohammad feels bad now because he let the boss down. He thinks he should just have spoken to Hamid in the first place.

1. What were Mohammad's concerns about speaking to Hamid?
2. Do you think Jim was being discriminatory? Why or why not?
3. How could Jim have done better?
4. What could Mohammad have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the results of individuals being asked to speak to others based solely on their perceived shared identities. In the scenario, Mohammad is asked to speak to Hamid about his behaviour. One reason Mohammad feels he is being asked to do so is because he speaks the same language as Hamid. He also feels Jim assumes that their cultural identities are the same, because of their places of birth. There are very strong power inequities between Mohammad and his boss. Jim has power in terms of the organization as well as his race, ethnicity and language. This would have made it very difficult for Mohammad to refuse the request and he was very brave for following up with his boss about the incident. One way Mohammad could do better would be by explaining more about why he felt uncomfortable speaking with Hamid and educating his boss about the differences between his and Hamid's culture. He also could use existing channels in the organization or recruit a co-worker with similar identities as Jim to voice his concerns. Mohammad's boss could do better by giving Mohammad a chance to refuse his request in the initial conversation, by listening more intently to the reasons why Mohammad felt uncomfortable speaking to Hamid, and by acknowledging the impact of his request and apologizing for that outcome.

Introduction Questions

1. Do you feel any members of your family or friends are prejudiced or racist? Why do you think they behave in that manner?
2. Is it difficult to challenge friends or family when they make prejudiced or racist comments? Why or why not?
3. What do you think you can do to help your family or friends change their opinions if they are prejudiced or racist?

Vocabulary

Aboriginal / First Nations person (n.) – original people living in Canada

settler (n.) – a person who settled or colonized a new country

open your eyes (idiom) – to become very aware of something

Indian (n.) – term referring to Aboriginal or First Nations people

reserve (n.) – areas where settlers moved Aboriginal people

equality (n.) – being equal

idealistic (adj.) – believing something can be perfect

set in your ways (idiom) – unwilling to change your way of thinking

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Sayeh is a teenager from Lebanon. She has been living in Canada for over a year and has just started high school. She really likes school, especially Canadian history. It is Saturday night and Sayeh is having dinner with her family including her grandparents. They have recently come to stay with her family in their new home. Sayeh's grandfather, Ali, asks her what she has been studying in school. She tells him that she has been studying about the history of Aboriginal people in Canada. Sayeh says she is surprised to learn that Aboriginal people were treated so poorly by the European settlers. She was also very surprised to learn about the reserves in Canada. She says the lesson has really opened her eyes about equality in Canada. At that moment her grandfather interrupts by saying that it is good that Europeans took the land because they made Canada a great country. He finishes by saying that the Indians wouldn't have done anything with the land and Canada wouldn't be the same today. He tells Sayeh that she is young and idealistic, but her opinions will change in the future. Sayeh's mother changes the topic and the discussion is quickly forgotten.

1. What happened?
2. Why do you think Sayeh's grandfather has these opinions about Aboriginal people? Is he being racist? Explain.
3. What should Sayeh do next?

Part 2

Sayeh sits in her chair quietly. She loves her grandfather and respects everything about him, but she knows that the comments he made were very racist. She really wants to disagree with him but she feels she doesn't have the strength to do so. Her grandfather is the head of the family and she doesn't want to say anything rude to disrespect him. She asks if she can be excused and goes to her room. After dinner, Sayeh's mother visits Sayeh and sees that she is upset. Sayeh tells her mother that she disagreed with her grandfather and thought the comments he made were terrible. Her mother says that Ali is set in his ways and it is better just to forget what was said. Sayeh disagrees but decides to follow her mother's advice.

1. Why did Sayeh remain silent?
2. Do you agree with her mother's advice? Explain.
3. How could Sayeh's grandfather have done better?
4. How could Sayeh's mother have done better?
5. What could Sayeh have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the difficulty individuals sometimes face speaking up against racism and discrimination. In the scenario, Sayeh is in a difficult position. Sayeh feels that her grandfather has made racist comments about Aboriginal people in Canada. She wants to speak up against her grandfather's prejudiced comments but feels powerless to do so. This is due to the family structure, with her grandfather being the powerful patriarch. She doesn't want to disrespect her grandfather in any way but feels awful because of her silence. One way Sayeh could do better would be by talking to her grandfather about the impact of his uninformed comments. She could also look for support in the form of one of her family members like her mother or father. Sayeh's grandfather could do better by being more aware of the impact of his opinions and her mother could have been more supportive. It is important for the learner to understand that incidents of racism or prejudice have many forms and responses depending on the people involved and the environments in which they occur. Learners can challenge racism and discrimination when it is appropriate for the situation, but they should try to take action instead of remaining silent.

Introduction Questions

1. Do you feel that your cultural holidays and traditions are sometimes overlooked or marginalized in Canada? Explain.
2. What do you think could be done to raise more awareness about the traditions of other cultures in Canada?

Vocabulary

marginalized (adj.) – made unimportant

mixed feelings (idiom) – some good and bad feelings or opinions

socialize (v.) – to mingle or interact in a friendly manner

celebrate (v.) – to observe a day with festivals, ceremonies or parties

right around the corner (idiom) – soon

lack (v.) – to not have enough

inclusive (adj.) – all-around; complete

approach (v.) – to present or make a proposal

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Lu Chen is from China and came to Canada in March last year. Lu Chen has mixed feelings about his first year in Canada. He is happy that he was able to start working this year, even if it is cooking in a Chinese restaurant. He was an office manager of an insurance company in China and had never really cooked much, until he came to Canada. He is also happy that he is able to study English. He has many friendly classmates but doesn't really socialize with them outside of class. Lu Chen likes his class and the school celebrates a lot of Canadian holidays. They had a big Christmas party before school finished for the break. Lu Chen also celebrated on New Years' Eve with a volunteer he practices English with and her family. Lu Chen is excited because Chinese New Year is right around the corner and he hopes to celebrate with some of his new friends.

1. What happened?
2. What caused Lu Chen to have mixed feelings?
3. Why is Lu Chen excited?

Part 2

The day after Chinese New Year, Lu Chen's feelings have changed. He was so excited about celebrating but it wasn't quite what he thought. He celebrated with the Chinese community and his family, but he was disappointed by the lack of involvement by native born Canadians. He hoped there might be a celebration at school, but most of his classmates were unaware that it was a special day for him and his instructor only gave him a casual "Happy New Year." He feels frustrated. He wants to fit into Canadian society by having more Canadian friends and a job that better matches his skills. He also really wants to learn and know Canadian customs and traditions, but he doesn't want to forget his own culture. He wishes people in Canada would recognize other cultural celebrations and be more inclusive. He is not sure how to approach this subject with his friends and classmates.

1. Why did Lu Chen's feelings change about New Year?
2. How could Lu Chen make his classmates more aware of his culture?
3. What could his volunteer and school have done better?
4. What could his classmates have done differently?

Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the marginalization of different ethnicities' cultures and traditions and the practice of celebrating Eurocentric holidays in Canada. In this scenario Lu Chen is having mixed emotions about holidays in Canada. On the one hand he is excited to learn about Canadian culture and traditions by taking part in Canada's traditional holiday festivities. On the other, he is saddened that his own cultural holiday is marginalized by the Canadians around him. This makes him wonder how he can ever fit into Canadian society completely, without letting go of his Chinese traditions. One way Lu Chen could do better would be to educate his classmates about his culture and traditions. He could ask his instructor to be an ally and help him educate the class. One way the instructor could do better would be by advocating for more recognition of the diverse cultural traditions of the groups represented in the school. His classmates and volunteer could be more aware of other cultural holidays and make an effort to recognize those special days.

Introduction Questions

1. Why did you immigrate to Canada? Are you happy to be living in here? Explain.
2. Do you think discussing Canada's flaws and problems makes you ungrateful? Why or why not?

Vocabulary

fantastic (adj.) – terrific or great
currently (adv.) – at the moment or now
mention (v.) – to speak about
eavesdropping (idiom) – secretly listen to a conversation
stunned (adj.) – surprised
ungrateful (adj.) – not showing appreciation or thanks
ashamed (adj.) – embarrassed by feelings of guilt
shortcoming (idiom) – a flaw or imperfection
right (n.) – something you are allowed to do

Scenario

Read the following scenario. Discuss the questions in Part 1 with a partner before moving on to Part 2.

Part 1

Hamed is from Afghanistan. He has lived in Canada for a year and is currently attending ESL class part-time and working full-time at a pizza shop. He is waiting for the bus with his classmates Julie from Russia and Raul from Colombia. It is March and they are talking about how cold the weather has been. Raul mentions that he spoke with his mother and she said the weather was fantastic in Colombia. Hamed says that the weather is very hot in Afghanistan but that he hasn't lived there for a long time. Julie, who was a teacher in her country, changes the topic and says that she started a new job as a room cleaner for one of the local hotels. She says that she has a hard time finding anything in her professional field. Hamed and Raul agree and say that it is very hard to find work in this city. At that moment, a woman who has been eavesdropping on their conversation, speaks up. She is very angry at the three newcomers and tells them that she can't believe that they would be so negative towards their new home. She tells them that if they don't like it here, they should go back to where they came from. The students don't know what to say.

1. Do you think the three students were being negative? Why or why not?
2. Why do you think the woman was so angry at them?
3. What should they do next?

Part 2

Hamed and Raul are stunned and unsure what to say. Julie gets very upset with the woman. She tells the woman that she doesn't know what she is talking about, because she has no experience of being an immigrant in Canada. The woman responds by saying that they are all ungrateful and that they don't have the right to talk about Canada's shortcomings. She walks away. Julie is shaking and Hamed tries to calm her down. The three of them feel as if everyone is looking at them at the bus stop. They feel embarrassed and almost ashamed. They decide to walk home. Raul suggests that they tell someone at school the next day but Hamed is unsure if that will help. They walk home in silence.

1. How did the three students respond to the incident?
2. What could the students have done differently?

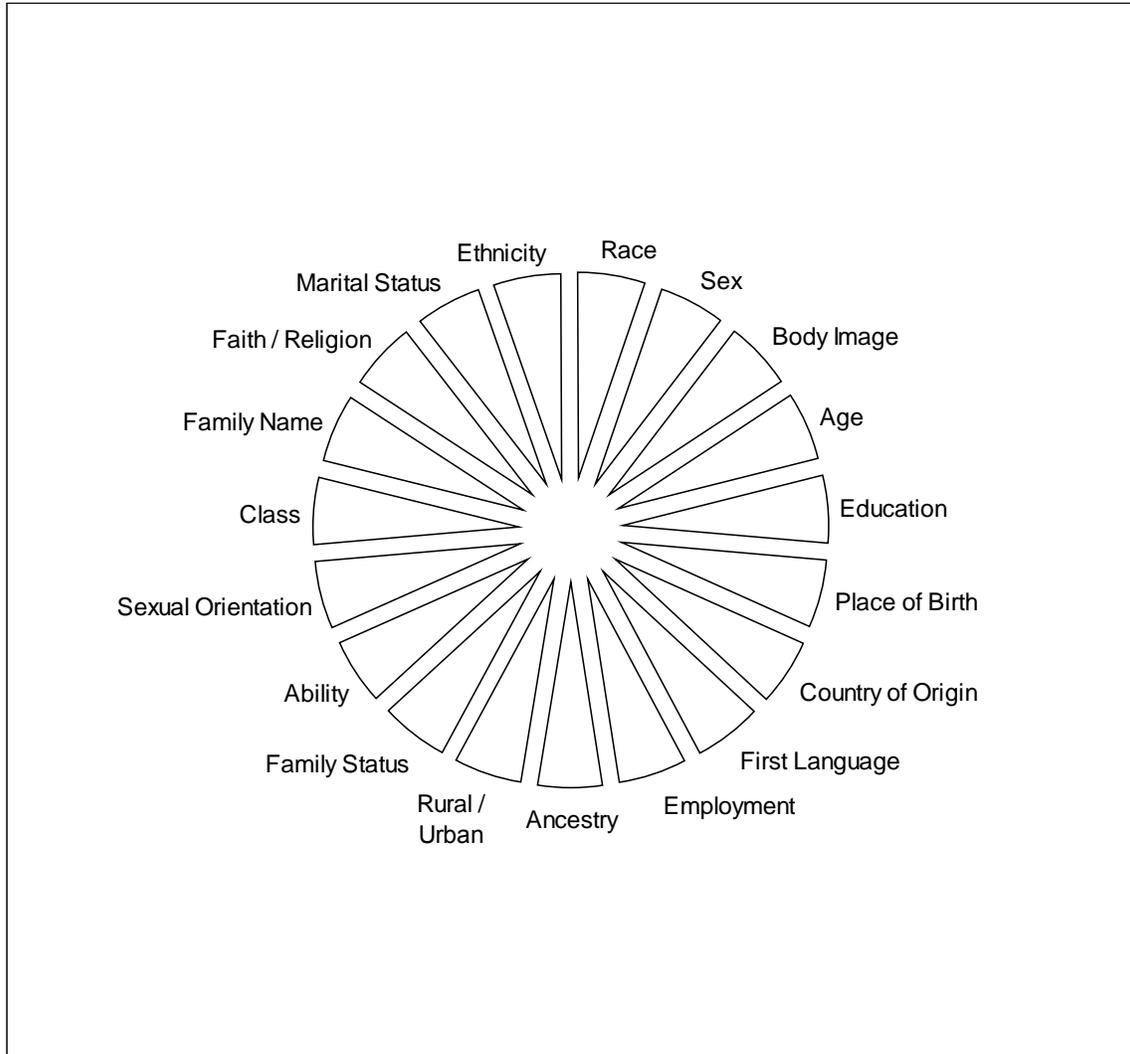
Follow-up Questions

1. Have you or anyone you know experienced a similar situation?
2. How did you feel?
3. What did you do?
4. What could you have done differently?

This scenario demonstrates the ignorance learners may face about immigration in Canada. In the scenario, Hamed and his classmates are faced with negative comments from a native born Canadian. The woman feels that newcomers shouldn't be discussing Canada in negative terms. The woman's comments represent a deeper discriminatory belief that, as newcomers, the students have fewer rights than native born Canadians. This also means she assumes that immigrants can never be equal. Learners should be aware that some Canadians feel they have more rights because they were born here. It is important for learners to understand that all citizens of Canada are equal, regardless of their place of birth (Appendix E). Learners should never feel lesser than native born Canadians or act as if they are only guests here. One way the students could do better would be by recording and reporting the incident to an authoritative body such as immigrant services or a community group (Appendix E). One way the woman could do better would be by educating herself more about immigration in Canada.

Appendix A

Flower of Power



Learners have various social identities each with an implicit power and privilege in Canada. A White male immigrant would have more social power than a Black female immigrant, etc.

Appendix C

The Steps of Racism



State-sponsored
Racism

Systemic Racism

Individual Racism

Prejudice

Stereotype

Bias

Racism and discrimination can be found in many forms. Bias, stereotypes and individual racism are apparent and seen through an individual's words and behaviours. As racism becomes more systemic or state-sponsored it is much more difficult to detect and respond to.

Appendix B

Exploring Identities

I have power and privilege in Canadian society because of my ...

	True	False
Race		
Sex		
Body Image		
Age		
Education		
Place of Birth		
Country of Origin		
First Language		
Employment		
Ancestry		
Rural / Urban Residence		
Family Status		
Ability		
Sexual Orientation		
Class		
Family Name		
Faith / Religion		
Marital Status		
Ethnicity		

Appendix D

Learners' Agreements

- ✓ Everyone agrees that racism and discrimination are problems in Canada that we must be aware of and work together to stop.
- ✓ Everyone has an opportunity to express their opinions and feelings and to talk about their experiences.
- ✓ Everyone's opinion matters.
- ✓ Everyone will be an active listener and give their classmate a chance to speak.
- ✓ Everyone remembers that each person has had different life experiences, and that different cultural backgrounds and identities may be unique and different from their own but no less valuable.
- ✓ Everyone will respect their classmates' right not to speak about their experiences if they are uncomfortable.
- ✓ Everyone agrees that racism and discrimination are uncomfortable topics but are willing to work outside of their comfort zone.
- ✓ Everyone agrees to discuss differences of opinion in a calm and respectful manner.
- ✓ Everyone remembers that discussing this topic in a second language can be frustrating and will allow classmates time to gather their thoughts and to explain their opinions.
- ✓ Everyone agrees that no one is an expert on this topic, including the instructor, and agrees to allow for mistakes.

Appendix E

Action Steps for Reporting Racism

Newcomers should be aware that they are protected from racism and discrimination under the law and have avenues to deal with all types of discrimination. The Canadian Charter of Rights and Freedoms is Part of the Constitution Act of 1982. Section 15(1) states the following:

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

If any type of discrimination occurs at a federally regulated employer or service provider, such as federal departments or agencies, crown corporations, chartered banks, airlines, television and radio stations, interprovincial communications and telephone companies, buses and railways between provinces, first Nations, and other federally regulated industries and organizations, then a complaint can be filed with The Canadian Human Rights Commission. If the complaint is not against a federally regulated employer, union or service provider, then the individual can file a complaint with their provincial or territorial Human Rights Commission. The provincial and territorial Human Rights Commissions try to resolve cases of discrimination between individuals and retail and hospitality businesses such as stores, restaurants, hotels, hospitals or health care providers, schools, colleges or universities and most manufacturers. Additionally, individuals can consider contacting community organizations or legal aid clinics, and in cases of discrimination resulting in verbal or physical abuse, the police.

Individuals who feel that they are being discriminated against should do the following:

- Keep a record of the incident
- Prepare a list of witnesses of the incident including their address and telephone number
- Report the matter to an immigrant serving agency, community organization or human rights commission to make a complaint as soon as possible
- Follow up with the human rights commission after the complaint has been made
- Keep in touch with the agency or community organization

Adapted from Newcomer Anti-Racism & Anti – Discrimination Toolkit. Agano Consulting Inc., 2007

Appendix F

Being a Good Ally

An ally is a member of the dominant social group who takes a stand against social injustice directed at a group targeted by discrimination e.g. White people who speak out against racism, men who are anti-sexist. An ally works to be an agent of social change rather than an agent of oppression.

Characteristics of an Ally

- ✓ Feels good about own social group members; is comfortable and proud of own identity
- ✓ Takes responsibility for learning about their own and the target group's experience, culture and how oppression either benefits or disadvantages one group in everyday life
- ✓ Listens to and respects the perspectives and experiences of target group members
- ✓ Acknowledges unearned privileges received as a result of dominant group status and works to change privileges into rights that the target group members also enjoy
- ✓ Recognizes that unlearning oppressive beliefs and actions is a life long process, not a single event, and welcomes the learning opportunity
- ✓ Is willing to take risks, try new behaviours and act in spite of own fear and resistance from other dominant group members
- ✓ Is willing to make mistakes, learn from them and try again
- ✓ Is willing to be confronted about own behaviour and consider change
- ✓ Learns and takes direction from target group members and encourages their leadership
- ✓ Persuades other dominant group members to work to change unearned privileges

Adapted from Teaching for Diversity and Social Justice, ed. M. Adams, L.A. Bell and P. Griffin New York: Routledge, 1997

Appendix G

Tips for Promoting Equity and Diversity

For You

- ✓ Attend a play, listen to music or go to a dance by artists whose race or ethnicity is different from your own.
- ✓ Attend services at a variety of churches, synagogues and temples to learn about different faiths.
- ✓ Shop at ethnic grocery stores and speciality markets and get to know the owners.
- ✓ Ask a person of another cultural heritage to teach you how to perform a traditional dance or cook a traditional meal.
- ✓ Speak up when you hear slurs. Let people know that it is unacceptable.
- ✓ Imagine what your life might be like if you were another person race or gender or sexual orientation. How might today have been different?
- ✓ Read a book or watch a movie about another culture.

At Home

- ✓ Invite someone from a different background to join your family for a meal or holiday.
- ✓ Give a cultural doll, toy or game as a gift.
- ✓ Assess the cultural diversity of your home's artwork, music and literature. Add something new.
- ✓ Establish a high comfort level for open dialogue about social issues. Let your children know that no subject is taboo.
- ✓ Point out stereotypes and cultural misinformation depicted in movies, TV shows, computer games and other media.
- ✓ Take your family to an ethnic restaurant. Learn about more than just the food.
- ✓ Affirm your children's curiosity about race and ethnicity. Point out that people come in many shades.
- ✓ Watch what you say in front of your children when you're angry.
- ✓ Enrol your children in schools, day care centres, after school programs and camps that reflect and celebrate differences.

At School

- ✓ Create a bilingual or multilingual calendar highlighting school and community activities
- ✓ Invite bilingual students to give morning greetings and announcements on the PA system in their home languages.
- ✓ Make sure that school cafeterias offer options for students and staff with dietary restrictions.
- ✓ Ask schools not to schedule tests or school meetings on the major holidays of any religious group. Develop a calendar that respects religious diversity.

Appendix G

Tips for Promoting Equity and Diversity

At work

- ✓ Hold a diversity potluck lunch. Invite co-workers to bring dishes that reflect their cultural heritage.
- ✓ Examine the degree of diversity at all levels of your workplace. Are there barriers that make it harder for people of color and women to succeed? Suggest ways to overcome them.
- ✓ Value the input of every employee.
- ✓ Avoid singling out employees of a particular race or ethnicity to handle diversity issues on behalf of everyone else.
- ✓ Establish an internal procedure for employees to report incidents of harassment or discrimination. Publicize the policy widely.

Adapted from 101 tools for tolerance www.tolerance.org/101_tools

Appendix H

Examining White Privilege

People have a variety of social identities including race. It is important for newcomers that are White to understand the power and privilege that is implicit with their race in Canada. Review the following checklist and check which privileges apply to you.

- I can find role models of my race in my desired occupation.
- I feel like I belong in my workplace and community and do not feel isolated, out of place, outnumbered, unheard, or feared because of my race.
- When I am questioned by the police, I can be sure that it is not because of my colour.
- When I am in line at the airport, I do not expect to be singled out as a terrorist suspect.
- If my children are punished by their teacher, I can be sure it is not because of their skin colour.
- My child's skin colour is the same as that of the heroes and heroines in history books.
- I can let my teenage children out at night and be sure they won't be harassed by police officers.
- I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
- If I ask to speak to the person in charge, I can be pretty sure I will be speaking to someone of my race.
- When people of my race are in newspapers, it is not usually because they were accused of a crime.
- I am never asked to speak for all the people of my racial group.
- Most people believe I am telling the truth when I talk about my immigration situation.
- People of my race hold positions of power in this country.
- My cultural celebrations are holidays that are recognized by the government.
- I can vote for politicians who reflect my race.
- I live in a neighbourhood that is safer and has better services than where racialized people live.

Adapted from The Kit, A Manual by Youth to Combat Racism Through Education, March 2002

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