

*Rural Schools Conference Oct. 23-24, 2008*  
*Rural Communities*  
*Working Together*  
*to Enhance Student Learning*

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Addressing Social Issues in Schools Through Community

Myth – Children do not see differences. In children’s eyes, people are just people. There is no such thing as different races, there is only the human race.

Fact – At an early age, children not only observe and recognize differences, they already are learning to stereotype and develop biases and prejudices about groups of people.

- according to a 2003 Ekos survey, 46 percent of Aboriginal people living off-reserve reported being a victim of racism or discrimination at least once over the previous two years;
- research by Ipsos-Reid (2002) suggested that more than six-out-of-ten Canadians (61%) think that racism separates Aboriginal peoples from the rest of society; and
- roughly the same proportion (59%) felt that Aboriginal peoples are discriminated against by other Canadians.
- there are increasing number of anecdotal references to conflict between Aboriginal and non-Aboriginal children and youth.

Challenge – What role should families, community members and educators play in a young child’s life, to teach them about differences in a way that fosters an attitude to value and welcome diversity and to eradicate racism?

RAD, respecting and accommodating differences is an educational framework that incorporates strategies from anti-racism, diversity and multicultural pedagogy. The underlying principles of this framework along with a “hands on” application of the RAD pedagogy will be highlighted in this workshop.

## FNESC Anti-Racism Toolkit Workshop

The First Nations Education Steering Committee would like to acknowledge the contributions of the following individuals in the creation of the Anti-Racism Toolkit. This work is reflective of their passion and professionalism in enhancing the educational opportunities for Aboriginal youth.

Geraldine Bob  
Marjean Brown  
Opal Charters-Voght  
Gloria Cole  
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Nora Greenway  
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Haike Muller  
Laura Rudland  
Chris Stewart  
Eric Wong

**Racism** is a term that invokes highly emotional reactions. It is a word that can stimulate or stymie discussion. Racism is both a value and set of behaviors that result in the development of prejudices and stereotypes. These phenomena can be manifested in specific and individualized behavior as in the use of derogatory terms or the shunning of and isolation of identifiable groups of people. Hierarchies of worthiness and acceptance are created due to racism. Our willingness to value and respect customs, traditions and beliefs that are different from our own is impacted by the prejudices and stereotypes we have learned. Racism can also be systemic in that it can be imbedded in policies, protocols and practices that cause adverse impact to groups, as in the over representation of Aboriginal youth in special education programs and under representation of Aboriginal People in particular employment groups.

**Anti-racism education** is a concept that encompasses strategies and resources that are designed to combat the causes and effects of racism. Anti-racism education is designed to facilitate the shift from a state of denial and unknowing to a greater awareness and understanding of the root causes of racism and in the various ways racism is manifested throughout society. Anti-racism education embodies both a commitment to eradicate racism and the adoption of pedagogical techniques used to combat racism.

The **Anti-Racism Toolkit Workshop** is sponsored by the First Nations Education Steering Committee and is designed to provide participants with the resources, tools and techniques that can be utilized in schools and communities to fight racism and mitigate its effects. Research in anti-racism education has identified effective teaching strategies that tells us much about what works in the context of schools when it comes to improving intergroup relations. **The Anti-Racism Toolkit will provide educators with resources that will facilitate the prevention of prejudice, unlearning of stereotypes and the ability to deter discrimination.** Using these resources will insure that our children and youth will be better prepared to resist and challenge racism, and that they will be more accepting and respectful of our differences.

For more information about the Anti-Racism Toolkit and how to arrange an Anti-Racism Toolkit Workshop for your school and/or community;  
Contact – Eric Wong, FNESC Anti-Racism Consultant (604) 873-4095 or [ericdwong@telus.net](mailto:ericdwong@telus.net)

## Glossary of Key Terms and Concepts

**Racism** is a belief, a set of values, an attitude, a group of assumptions that view and construct in a negative way a group of people based on their “racial” background. Because race is a social and political construct, race may be used to describe not only “racial differences” but differences based on ethnicity, place of origin, cultural background, religion, and other aspects of diversity. One key component regarding racism is that racism creates a hierarchy of worthiness and value and accompanying power dynamics. Racism is about the power some have over others and the powerlessness of marginalized communities. Racism may be manifested in the following ways.

**Stereotype** is a trait or characteristic that we believe most or all members of a group of people possess. Even positive stereotypes are harmful in that they cause us to see and judge people not on their individual merits but by their group membership.

e.g. Chinese people are bad drivers.

**Prejudice** is a set of negative attitudes or beliefs about a group of people. These preconceived notions are used to justify the idea that some groups of people because of their common traits and characteristics (as in skin colour or religion) are less worthy compared to other groups.

e.g. Women were seen as being overly emotional and irrational as compared to men and therefore could not vote. It was not until 1918 that the Canadian Parliament granted women the right to vote in federal elections.

**Discrimination** is any action or behaviour that causes a person to be treated in an unfair, hurtful and negative way. People may discriminate because they have a prejudice against someone or because they have a stereotype of that person. People may discriminate without any intention to hurt someone but someone may still be hurt and disadvantaged by another person’s actions and behaviour.

e.g. There is a prejudice that Aboriginal people do not have good work habits. There are stereotypes that Aboriginal people are not intelligent, that they are always late, and that they are alcoholics. Discrimination occurs when a person is not given a job because they are Aboriginal.

### **Diversity Education**

Diversity is about our similarities and differences.

Diversity is about the variety of ways our differences are expressed.

Diversity is about the way in which our differences influence how we think and behave, what beliefs and values we hold, the traditions and customs we follow and how we communicate and relate with other people.

Diversity is a reality in our schools and communities (local and afar), therefore we are all faced with the responsibility and challenge to create school environments that welcome and value differences and promote intergroup harmony.

Diversity education is designed to promote the tolerance, acceptance and celebration of differences. Our diversity may be embodied by differences related to characteristics such as, age, ethnicity, disabilities, family groupings, gender, race, religion, sexual orientation, socio-economic status and other aspects of difference.

## Stereotype, Prejudice and Discrimination; What Do These Words Mean?

When we see only the negative aspects of a group of people we can develop stereotypes about them. A **stereotype** is a negative trait or characteristic that we believe most or all members of a group of people possess.

Example; Teenagers shoplift and harass people at shopping malls.

### Other examples

If we have stereotypes about a group of people we can develop a prejudice about that group. **Prejudice** is a negative attitude or belief about a group of people. These negative attitudes and beliefs are used to justify the idea that some groups of people because of their common traits and characteristics (as in skin colour or religion) are not as worthy as other groups.

Example; Teenagers shoplift and harass people at shopping malls therefore teenagers are troublemakers and are irresponsible.

### Other examples

Stereotypes and prejudice about a group of people can bring about discrimination. **Discrimination** is any action or behavior that causes a person to be treated in an unfair, hurtful and negative way.

Example; Teenagers shoplift and harass people at shopping malls therefore teenagers are troublemakers and are irresponsible. Teenagers should be banned from shopping malls.

### Other examples

## Principles Supporting the FNESC Anti-Racism Toolkit

- Safe and Positive Learning Environment
- Institutional commitment and support to combat racism.
- Direct Instruction for Differences and Similarities, Racism, Stereotypes, Prejudice and Discrimination
- Dramatized Impact of Prejudice, Stereotyping and Discrimination
- Presentation of Positive Role Models
- Critical Thinking Skills
- Co-operative Learning Activities

## FNESC Anti-Racism Toolkit - Contents

### Videos and DVDs

For Angela  
Rabbit Proof Fence  
Expressions of Aboriginal Youth  
Racism For Reel  
Is the Crown at war with us?  
First Face  
Smoke Signals  
Where the Spirit Lives

### Books for Student Use

Eagle Song, Joseph Bruchac  
My Name Is SEEPEETZA, Shirley Sterling  
Who will tell my brother, Marlene Carvell  
Will's Garden, Lee Maracle  
Unusual Friendships A Little Black Cat and a Little White Rat, Beatrice Culleton Mosionier  
Little Bear's Vision Quest, Diane Silvey

### Teacher Resources

Beyond Words, Nora Greenway, BCTF  
How to Tell the Difference; A Checklist for Evaluating Children's Books for Anti-Indian Bias, Doris Seale  
Timeline History of Aboriginal People in British Columbia, BCTF  
The Impact of Racial Profiling on the Aboriginal Community, Ontario Human Rights Commission  
Aboriginal Education – Effective Schools Research, B.C. Ministry of Education  
Walking In Beauty, Coalition for the Advancement of Aboriginal Studies and Canadian Race Relations Foundation

### Curriculum Resources

Classroom Rights and Responsibilities  
Different and the Same  
Cultural Bag  
Mixed Salad  
It's What's Inside That Counts  
Words That Hurt  
The Unfortunate Case of Mr. Christie  
Code In The Middle  
What You Need To Know About the B.C. Human Rights Code

# CLASSROOM RIGHTS AND RESPONSIBILITIES

## Rationale for the Activity

Institutional support is an essential factor in enabling educational programs to promote intergroup harmony and combat racism. For students to seriously consider initiatives designed to reduce prejudice, unlearn stereotypes and prevent discrimination, schools and classrooms must have in place policies that specifically talk about respect, fairness and accepting of differences. The following is presented as a template for individual schools and classrooms to design their own diversity and antiracist policies.

## Learning Outcomes

- Students will be inculcated to the ground rules that support a safe and positive learning environment.
- Through direct instruction students will enhance their understanding and application of concepts of respect and fairness.
- Students will learn through role modeling what it means to treat people fairly and with respect.

## Procedure

At the earliest opportunity introduce to students, Classroom Rights and Responsibilities. Brainstorm what it means to treat people fairly and with respect. Some of the attributes and characteristics of fair play and respect put forward by students are:

- ✓ Wait your turn
- ✓ Share resources
- ✓ Be open minded
- ✓ Don't prejudge
- ✓ Listen before talking
- ✓ No name calling
- ✓ Do not use words that hurt
- ✓ Be courteous

Post the list in the classroom for future reference and reinforcement.

## Classroom Rights and Responsibilities

- I have the right to learn.
- It is my responsibility to help myself and my classmates learn and not interfere with the learning of others.
  
- I have the right to hear and be heard.
- It is my responsibility to communicate and listen to others and not to interrupt when others are speaking.
  
- I have the right to be treated with respect.
- It is my responsibility to treat myself and others with respect.
  
- I have the right to be safe from physical and verbal violence.
- It is my responsibility to keep safe and not to physically or verbally hurt anyone.
  
- I have the right to be different and to be treated fairly.
- It is my responsibility to accept how I and others are different and to treat people fairly.

## DIFFERENT AND SAME ACTIVITY

### Rationale for the Activity

This interactive activity is designed to enhance our understanding of the ways in which people are different... When studying differences, it is important to also look at our similarities. The interplay in looking at both our differences and similarities allow children to learn about common human attributes and values that all people hold. As an example, the concept of family is very important to all people, how we define our family structures might differ from group to group.

### Learning Outcomes

- Students will gain knowledge and an understanding about general human traits and characteristics. Particular attention should be paid to the traits and characteristics protected from discrimination as described in the B.C. Human Rights Code. i.e. family status, gender, physical and mental disabilities, place of origin, race, religion, etc.
- Students will learn that people are different but that they also share many similar traits and values.
- Students will learn appropriate language and terminology referring to aspects of difference.

### Procedure

Organize small heterogeneous groups of between 4-6 students. On a sheet of paper or on flip chart paper make two columns. The left side is titled “Different” while the right side is titled “Same”. This is a brainstorming activity with a time frame of no more than a few minutes for the brainstorming itself. The debriefing and ensuing discussion will take much longer. At the start of the activity, identify the attributes that are different in your group. Brainstorm all of the traits that identify individuals in the group as different from one another, i.e. some of us were born in and outside of Canada, some of us are of immigrant background, others are First Nations, we are of different ethnic and racial backgrounds, we have different hair colour, etc.

When the time is up, move to the right side column and identify as many of the traits and characteristics that all members of your group have in common. For example, if all of the members in your group are all boys or girls, write gender under the “Same” column. Continue brainstorming all the characteristics that the members of your group have in common, i.e. we all live in the same community, speak the same language, are able to walk, spend time with family during holidays, live in a family unit, have siblings, want to do well in school, etc.

### Debriefing notes for Same and Different Activity

Define and clarify as you debrief the similarities and differences evident in the group. Ensure that appropriate terms are used and that appropriate seriousness and respect is demonstrated during the discussion. This is an opportunity to define diversity as those human traits and characteristics that make us different and at the same time to recognize how much we have in common. A master list of some of the class similarities and differences can be posted in the room for future reference.

### Comments

The Same and Different Activity would be an effective tool in partnership with the Cultural Bag Activity.

Different

Same



# CULTURAL BAG ACTIVITY

## Rationale for the Activity

Co-operative Learning Activity designed for students to learn about their own cultural background and the cultural backgrounds of others.

Is based on “Inside-Outside Study of Culture”, providing opportunities for students to become “experts” about their own culture as a prerequisite to learning about other cultures.

## Learning Outcomes

- Students will become knowledgeable about their own cultural backgrounds through discussions with family members and friends.
- Students will learn about the cultural backgrounds of their classmates.

## Step One

Form heterogeneous family groups, making sure there is diversity in each group. Groups are to be organized to facilitate group learning, interdependence among group members and individual accountability.

## Step Two

Each member of the family group is to research the contents of their own cultural bag and then share and teach others in their group about their culture.

Our cultural bag contains all of our past and we carry it wherever we go. It is impossible to know about or to remember all of the items in our cultural bag. Therefore you must first talk to family members and close family friends to get information about the contents of your cultural bag. Some of the questions you might ask are:

- What is your First Nation, band or clan, ethnic or cultural background?
- What kinds of traditions or customs do you follow?
- Do you follow a particular religion or spirituality?
- What kind of family do you live in?
- What do you do during your leisure time and holidays?
- Are there any special days and celebrations that you practice?
- Do you have any family stories to share about your cultural background?

Find items from home that you can “place in your cultural bag” and bring to school to show the members of your family group. You are the expert about the items in your cultural bag. It is your responsibility to share and teach the members of your family group about your culture.

The teacher can model the activity by sharing aspects and items from their cultural bag with their students.

### Step Three

Every student will have an opportunity to share their culture with their family group.

### Step Four

Create a class calendar indicating the variety of cultural celebrations, holidays, important days that are recognized by students in the class.

### Comments

The Same and Different Activity would be an effective tool in partnership with the Cultural Bag Activity.



## Cultural Bag Activity

We carry our cultural bag wherever we go. In (Teacher's Name) cultural bag you will find items that refer to him/her being:

- 
- 
- 
- 
- 

What's in your cultural bag? What parts of your background would you find in your cultural bag? These items might refer to your ethnicity, where you grew up, your place in the family and other aspects of your life that makes you who you are. List some of your background characteristics below:

- 
- 
- 
- 
- 
- 
- 
- 
-

## MIXED SALAD

### Theoretical Basis for the Activity

This game/activity is designed to illustrate the value of differences/diversity. It is a fun, active, participatory game that can be used as an introduction to why diversity should be welcomed and valued.

### Learning Outcomes

- Students will learn that attributes of differences and diversity provide a richness, an attraction, added value to our lives.

### Procedure

The game is played in a similar fashion as “musical chairs”. Have the chairs in the room organized in a large circle, each child occupying one chair. Instruct the group that you are preparing a shopping list of ingredients for a mixed salad. There is already a head of green lettuce in the fridge but you are looking for four or five other vegetable ingredients to add variety, colour, texture and flavour to the salad. Brainstorm with the group what other ingredients might be added to the salad. List the items on a flip chart/white board/blackboard. i.e. tomatoes, carrots, red peppers, etc. Once the list is complete, assign students so they represent each of the different vegetables on your shopping list.

With you standing in the middle of the circle of chairs, the game is started by you shouting out one of the vegetables by name (carrots!). The carrots get out of their chairs and must find a new chair to sit on. Of course there is one chair short, and a new “it” is left in the centre of the circle without a chair. The game continues with different people being “it” calling out different vegetables or combinations of vegetables (i.e. tomatoes and red peppers!). To end the game, the person in the centre calls out “mixed salad” and every body must find a new chair to sit on.

### Debriefing

Pose the following question to the group, “what do you suppose was the reason for playing the game?” Yes it was fun, yes it got people energized, yes it allowed us to get to know one another, and yes it was about introducing for discussion the topic of diversity and differences. **Why are differences and diversity important?** Use this question as an opening to discussing diversity in Canada, particularly in how it is manifested in the Multicultural Act of Canada.

## IT'S WHAT'S INSIDE THAT COUNTS

**With great appreciation, we would like to thank Anne-Marie Holmwood and her students for sharing the following activity.**

### Rationale for the Activity

Both our intentions and the impact of our behaviors determine the level of pain and hurt such behavior might cause. Human rights case law recognizes the impact of behavior as being separate from its intention. Even when there is no intent to hurt and harm, if the impact is hurtful then harm has occurred regardless of the initial intent. This activity is designed to illustrate the impact of discrimination and racism, separate from its intentions. This activity should be used to introduce “Words That Hurt”.

### Learning Outcomes

- Students will learn that when determining whether or not behaviour is hurtful, as in name-calling or shunning, both the intent and impact of the behaviour have effect.
- Students will learn that the saying “sticks and stones may break my bones but words will never hurt me.” does not consider the great harm that words and other forms of non-physical behaviour (i.e. shunning, mimicking) can inflict on people.
- Students will learn that the harm caused by “hurtful words” can be very deep and long lasting.

### Procedure

You will require a large clear bowl, red food dye and a few cups. Fill the bowl two thirds full with clear water. Have ready the red food dye, cups and an additional source of clear water.

Explain that the clear bowl could be anyone in the room. The red dye represents “hurtful” words that might cause pain and harm to an individual, even when the person using the words does not intent any harm. Every time a hurtful word or behavior occurs, pain appears as a drop of red dye in the bowl of clear water. After a few drops of red dye are added to the bowl, stir the water and ask the students to remark upon the changes in the bowl.

The observed colour change represents the pain and harm that the “hurtful words” have caused the individual. But like the red dye in the water, the harm does not disappear. In fact even when we want to help, as in to come to the aid of the individual, or to give them support and comfort, (illustrated by having a few students take cups of clear water and adding them to the bowl) the redness in the bowl while dissipating somewhat still remains. Imagine how long it will take before the pain is completely gone? (and does it ever really disappear?)

### Debrief

The activity is an appropriate introduction to the unit Words That Hurt. Children should be encouraged to talk about the kinds of words and behaviors that can cause harm and hurt to others. As in the earlier activity Classroom Rights and Responsibilities, it is the responsibility of everyone to insure they do not use words or engage in behavior that harm others and to aid and support those who are targets of racism and discrimination.

# WORDS THAT HURT

## Rationale for the Activity

Educational programs that promote intergroup harmony require institutional support. For students to embrace initiatives designed to reduce prejudice, unlearn stereotypes and prevent discrimination, schools and classrooms must have in place policies and procedures that specifically talk about respect, fairness and accepting of differences. The following case study is presented as a template for intervention when “words that hurt” occur in the classroom.

## Learning Outcomes

- Students will be indoctrinated to the ground rules that support a safe and positive learning environment.
- Students will learn through teacher intervention what words hurt and why they should not be used.

## Procedure

At the earliest opportunity introduce to students, Classroom Rights and Responsibilities. A posted list of the attributes of treating people fairly and with respect should be displayed in the classroom for future reference and reinforcement. Some of the items on the list may include the following:

- ✓ Wait your turn
- ✓ Share resources
- ✓ Be open minded
- ✓ Don't prejudge
- ✓ Listen before talking
- ✓ No name calling
- ✓ Do not use words that hurt
- ✓ Be courteous

It is best to have a plan in place should a “word that hurts” is used in the classroom. It is never appropriate to belittle or embarrass someone in public.

It is best to first deal with the “word that hurts” and not the individual who uttered the term. The objective of the intervention is to see a change in behavior and that is best done by:

- Making it clear that the term used falls in the category of a “word that hurts” and therefore contravenes Classroom Rights and Responsibilities.

- Explaining the reasons why the word is hurtful so that students understand their negative impact, intentional or unintentional.
- Understanding the student's reason for using the term.
- When appropriate, providing alternative words that can be used instead of the "word that hurts".
- Being diligent in reinforcing appropriate behavior and dealing with inappropriate behavior in a timely fashion.

### Case Study – “That’s So Gay!”

Teacher – “Even though we have a short week due to the long weekend, we will still have our weekly quiz this Friday.”

Student – “That’s so gay!”

Teacher – “I’m sorry Haron, what are you trying to say? Is it about having a quiz this Friday?”

Student – “Nothing”

Teacher – “No, you’ve got something on your mind, I really want to know what’s the problem.”

Student – “Well, it only gives us four days instead of five to prepare and all my teachers are giving us extra work because of the short week.”

Teacher – “A reasonable point. If we postpone the quiz to Monday, we’ll have the same problem next week. So what about the quiz this week having only 6 questions instead of the usual 10. I’ll take into consideration that you have only four days instead of five to prepare.” pause “As for the other words you used to show your concern about the timeline, let’s talk about those words and why they’re inappropriate and offensive. When I hear “that’s so gay” it sends me a negative message about people who are homosexual. Remember what our ground rules are...”

## THE UNFORTUNATE CASE OF MR. CHRISTIE

### Theoretical Basis for the Activity

Interactive role-play designed to provide opportunities for students to learn through vicarious experience. Through role-play students can learn to empathize with characters and their experiences.

### Learning Outcomes

- Students will become knowledgeable about the history of discrimination in Canada
- Students will learn that human rights legislation is a relatively recent development in Canadian history
- Students will become knowledgeable about recent human rights rulings in British Columbia

### Procedure

In May 1939, the courts in Canada made a ruling that typified the thinking of that time. Mr. Christie was a black man who was a season ticket holder to the Montreal Canadiens games played at the Montreal Forum. Located in the forum building was a tavern that was owned by York Corporation. One evening after a hockey game, Mr. Christie along with two friends, one white the other black went into the tavern and ordered a beer each. The waiter refused to serve Mr. Christie. When asked for the reason for not serving him, the waiter said, "I'm not supposed to serve coloured people." The police were called and the manager of the tavern stated again for the benefit of the police, "We do not serve coloured people here."

Mr. Christie and his friends left the tavern and eventually brought their case before the courts. Mr. Christie believed that as a Canadian he should have the right to be served in a public place like other people. The tavern owner's, York Corporation had a policy that prohibited service to "coloured people". As owners of the tavern they believed they had the right to refuse service to a person even if it is because of their race. Mr. Christie believed this was wrong.

The court ruled that "any merchant is free to deal as he may choose with any individual member of the public." The court recognized that the refusal to provide service to Mr. Christie was based on his race and colour but there were no laws in place at that time that prohibited such actions.

Present this case as a role-play. (see attached script.) Two people are required to take on the roles of the bartender at the tavern and Mr. Christie, the customer. Script and props are included in this kit.

At the end of the role-play, describe the court ruling against Mr. Christie. Are we surprised with this ruling? Human rights legislation was created to ensure that such actions that occurred against Mr. Christie would not happen today.

Debriefing notes for the Unfortunate Case of Mr. Christie role play

Following the role-play have students discuss the following questions and activities:

- The event you just witnessed occurred in 1939. Could a similar incident occur today? Research incidents of discrimination by reading through copies of the B.C. Human Rights Commission Annual Reports. Make a list of the different forms of discrimination that have taken place in B.C.
- How has the law in Canada changed since 1939?  
Mr. Christie was discriminated because of his race and colour. Create a role-play similar to Mr. Christie's case depicting different forms of discrimination and present the role-play in class.
- What anti-discrimination policies exist in your community, school district and school?
- March 21st is designated by the United Nations as the International Day for the Elimination of Racial Discrimination. What events will be occurring in your community and school to commemorate this day? You can contact the office for the Government of Canada's, Heritage Canada (Pacific and Yukon Region 604-666-0176) and Province of B.C., Multiculturalism and Immigration (Enquiry BC 1-800-663-7867) for information about organizing your own March 21st event.

## Script for Christie Role-Play

Mr. Christie (wearing hockey jersey) enters tavern and sits at a nearby chair and calls to the waiter who is standing at the other side of the room:

**Mr. Christie - “Good Evening.... I’ll have my regular please.”**

Waiter (carrying pencil and pad to take down orders) walks over to Mr. Christie:

***Waiter - “I’m sorry sir but we can’t serve you tonight.”***

Mr. Christie, looking surprised:

**Mr. Christie - “What do you mean you can’t serve me. I’ve been coming into this tavern after every game... is there something wrong with my money?”**

Waiter, getting a little defensive:

***Waiter - “Well there’s nothing wrong with your money, it’s just that we’re under new management and there are some new rules here. (pauses for effect)  
You see sir, the new rule is that we can’t serve coloured people anymore. And you being black, I guess that means you.”***

Mr. Christie, getting quite angry now:

**Mr. Christie - “I don’t see why my race should have anything to do with me getting any service in your tavern.”**

Waiter, still speaking in a calm voice:

***Waiter - “Please sir, but if you don’t quiet down I’ll be forced to call the police.”***

Mr. Christie, shouting at the waiter:

**Mr. Christie - “Go ahead call the police, I’m not doing anything wrong.”**

Waiter, still calm replies to Mr. Christie’s outburst:

***Waiter - “I’m sorry sir but you leave me no choice. (Pick up a phone and pretend to dial the police) I’m sorry to bother you but I have a very angry customer here who refuses to leave the tavern. You better come over and remove him from here, this is private property.”***

**END OF ROLE PLAY**

## CODE IN THE MIDDLE

### Rationale for the Activity

This interactive activity is based on the children's game "pig in the middle". It is a fun, physical, energetic activity that is designed to introduce the concept of human rights and human rights legislation. This activity should be used as an introduction to the Human Rights Quiz.

### Learning Outcomes

- Students will learn that there is in place in Canada, legislation and laws that protect all of us from discrimination. That protection is embodied in our provincial and federal human rights codes.

### Procedure

Organize the group into one large circle. The activity is to be done very quickly and once completed everyone will reconvene in the circle and the activity will be explained and debriefed. The activity is to be done with NO TALKING.

Step one, look around the circle and look at all the people in the circle, DO NOT DRAW ATTENTION TO ANY ONE INDIVIDUAL. Once you have looked around the whole circle, picture in your mind one individual in the circle who will represent the "discriminator". This is the person who is out to discriminate against you! Identify this person in your mind so that only you will know who this person is.

Step two, again in your mind, identify another person in the circle who represents the person who will protect you from the discriminator. Don't give any hints to who the "discriminator" or the "protector" might be. Once you have identified these two representatives in your mind, relax.

Step three, on the signal "go" everyone must move from where they are now standing, and move around the whole room. As you move you must keep an eye on the discriminator and to protect yourself from this person you must always have your protector between you and the discriminator. Allow for this frantic fast moving activity to go on for a few minutes. Stop the movement, and ask if anyone knows who they are protecting?

Debrief the activity by noting that the person who represents the protector is in real life, the B.C. Human Rights Code. The code is designed to protect us from all forms of discrimination. To have your students learn more about the B.C. Human Rights Code, you can now introduce the activity, What you should know about the human rights code of British Columbia?

# WHAT YOU SHOULD KNOW ABOUT THE HUMAN RIGHTS CODE OF BRITISH COLUMBIA

## Rationale for the Activity

It is important that children know and understand that there are laws that prohibit discrimination. This direct instruction based learning activity is designed to teach children about human rights legislation in Canada.

## Learning Outcomes

- Students will gain a knowledge and understanding of the protected areas covered under the B.C. Human Rights Code
- Students will gain a knowledge and understanding of the prohibited grounds of discrimination in the B.C. Human Rights Code
- Students will be able to apply the code in different situations

## Procedure

The quiz (see attachment) may be presented as an individual or small group activity. When done in small groups, the group is to discuss each question and attempt to reach a consensus on each item. The quiz is a vehicle to encourage discussion about the development of human rights and to illustrate how far we have come in protecting all Canadians from discrimination.

## Debriefing notes for the quiz

1. In Canada we have Human Rights Laws that protect us from different forms of discrimination.

true

false

Human rights are not a fad, they are in fact imbedded as fundamental rights of all Canadians. The human rights of Canadians are protected by law throughout Canada. People living in B.C. are protected from discrimination by the B.C. Human Rights Code. ([www.bchrt.gov.bc.ca](http://www.bchrt.gov.bc.ca))

For Further Discussion;

- How have Canadians been discriminated in the past?
- Identify current examples of discrimination in Canada?

2. It is against the law to place a job advertisement in the newspaper that states;

“Downtown International School requires female English teachers to teach English to foreign students.”

true                      false

The B.C. Human Rights Code specifically protects us from discrimination in employment. There is no compelling reason (bona fide occupational requirement) to restrict the hiring of English teachers to the female gender. This advertisement is in contravention of the code in that it discriminates on the basis of gender.

For Further Discussion;

- Search through the want ads and identify any advertisements that may contravene the human rights code.
- Research different occupations to see how the requirements for the job have changed over time.

3. A landlord cannot refuse to rent an apartment to someone because they have young children.

true                      false

The code prohibits discrimination in tenancy premises. In this case, the prohibited ground of discrimination is family status.

For Further Discussion;

- Research the classifieds and determine what characteristics are landlords looking for in prospective renters. What kinds of questions would a landlord be allowed to ask a potential tenant? What kinds of questions would they not be allowed to ask because the questions would be discriminatory?

4. A blind person can take their Seeing Eye dog into a public restaurant.

true                      false

This question looks at how the code protects us from discrimination when we use services that are generally available to the public. While it is okay to restrict animals from entering a restaurant, in this case, where a restaurant is a service generally available to the general public and a blind person may require the use of their seeing eye dog, not allowing a blind person’s seeing eye dog into the restaurant would be discrimination on the basis of physical disability.

For Further Discussion;

- Brainstorm a list of services that are generally available to the public. Research Canada's history in discrimination in the area of service.
- Are there groups in Canada still facing discrimination in obtaining services generally available to the public?

5. Name calling is something that shouldn't happen and there are laws against it.

true            false

Harassment has been defined through case law as the use of behaviour and words as a form of discrimination that is prohibited under the human rights code. Name calling, whether in the form of racist, sexist terms, words that make fun of people with disabilities, or language used to ridicule, intimidate or bully people because of their sexual orientation are all forms of discrimination.

For Further Discussion;

- Research what policies against harassment and bullying exist in your school and school district.
- Create an anti-harassment policy for your classroom.

## What you should know about the B.C. Human Rights Code

1. In Canada we have human rights laws that protect us from different forms of discrimination.

true                      false

2. It is against the code to place a job advertisement in the newspaper that states;

“Downtown International School requires female English teachers to teach English to foreign students.”

true                      false

3. A landlord cannot refuse to rent an apartment to someone because they have young children.

true                      false

4. A blind person can take their Seeing Eye dog into a restaurant.

true                      false

5. Name-calling is something that should not happen and there are laws against it.

true                      false

## Balance of Rights Activity

### **Purpose:**

An energizing cooperative activity to illustrate the interaction of human rights in Canadian society.

### **Objectives:**

- ◆ Students will learn that everyone brings different strengths to the group.
- ◆ Students will understand that rights will sometimes conflict and we will need to work out a balance between rights in order to have a fair and just society.
- ◆ Students will be able to identify situations where rights might conflict.

### **Procedure:**

Form pairs and face your partner. Do not provide direct or indirect instructions to infer that partners should be of the same size. In fact partnering off with someone who is very different in size is appropriate for this activity. Reinforce the cooperative element of the activity before proceeding. Have students rest their hands against their partner's shoulders so they can push against one another. Each participant pushes as hard as they can against each other. Give it everything you have! **But the object of the activity is to find the balance of your strengths.** Someone will come out stronger than the other, that person may be required to push not as hard while their partner should push even harder in order to have a "balance of strength". Really work at this! No talking during this activity. Communicate only with your pushing.

### **Debriefing notes for the activity:**

Once the activity has been completed ask the group to discuss the difference between this activity and other similar types of games. Students should be made aware that the cooperative nature of the game adds to the challenge of the activity.

If participants were told to push as hard as they individually can, there would be a point, or threshold where one person would overcome another person. In our society rights can sometimes conflict and in this conflict harm might occur to individuals and groups. Benefits and the harms attached to our rights are balanced against one another. As an example, in Canada we have the right to express our opinions and we also have the right not to be subjected to hate. When these rights conflict (see attached BCHRC Decision, Harry Abrams v. North Shore Free Press Ltd. and Doug Collins) we need to balance the conflicting rights in such a way as to insure that the carrying out of our rights do not cause significant harm to others.

In the Doug Collins case, the B.C. Human Rights Tribunal ruled that the newspaper columns written by Doug Collins "repeatedly reinforce some of the most virulent forms of anti-Semitism. They convey the message that Jews, individually and collectively, are selfish, greedy and manipulative; that they have conspired to control government institutions and the media..." (Page 20) The Tribunal concluded "that the four columns, written by Doug Collins and published by the North Shore News... are likely to expose Jewish persons to hatred or contempt because of their race, religion or ancestry contrary to s.7(1)(b) of the Code." (page 21) In the Push Balance Activity as in the Collins case, a balance was struck between freedom of speech and the Human Rights Code to protect individuals and groups from hatred. Our freedom of speech crosses the threshold of violating the rights of others when our speech spreads hatred towards a group of people.

## The Principles of Leadership - Let's **ROCK**

***Role Model*** – Leadership is not measured solely by your oratory skills, or by your personal charisma but real leadership is demonstrated by your day-to-day actions. By role modeling the following principles of leadership you demonstrate yourself to be a leader with the power to influence others.

***Open-minded*** – Being open minded requires you to listen to other view points from a perspective of “I want to learn from others, I want to understand other opinions”. Having an open mind helps you not to stereotype but instead to treat and judge everyone by their individual actions and character.

***Consideration for others*** – Having consideration for others starts with having empathy and an understanding about what someone else is feeling. Consideration for others means taking the time and making the effort to accommodate other people's needs. Compassion for others and treating people with kindness are the hallmarks for the consideration of others.

***Knowledge*** – Knowledge about stereotyping, prejudice and discrimination helps us understand why and how these negative attributes occur. Knowledge about appropriate ways to intervene when we see stereotyping, prejudice and discrimination is the catalyst for us to take action in creating schools and communities that welcome and value diversity.

## Five things about myself

My favourite ice cream flavour is \*

\_\_\_\_\_.

If I could travel to anyplace in the world it would be to

\_\_\_\_\_.

One thing that I can do well is

\_\_\_\_\_.

One thing I would like to learn to do well is

\_\_\_\_\_.

When I have free time and I'm not watching TV, playing video games or listening to music, one thing I like to do is

\_\_\_\_\_.

Find three ways in which you different from each other.

- 
- 
- 

Find three ways in which you are the same as each other.

- 
- 
- 

\* If you cannot or do not eat ice cream, what is your favourite dessert?

\_\_\_\_\_

## Becoming a Champion for Anti-Racism

1. Develop empathy – understanding what it feels like to be the target of discrimination.
2. Know when discrimination occurs – understanding how discrimination is manifested in both overt and systemic forms, and that in both types of discrimination, it is the impact that is most relevant.
3. Know how to intervene when discrimination occurs – understanding the stages of intervention.
4. Know when to intervene – understanding the odds for successful intervention.  
“DO NOT CAUSE HARM”
5. Know how to be safe – understanding the precedence of being safe. “BETTER SAFE THAN SORRY”

### Stages of Intervention

- Enabling and reinforcing
  - i.e. laughing
  - nodding head in agreement
  - “okay, let’s change the subject.”
- Discouraging
  - i.e. not laughing
  - shaking head in disagreement
  - walking away
  - “not funny.”
- Changing behaviours
  - i.e. not laughing, shaking head in disagreement, followed by...
  - “I wish you wouldn’t do that.”
  - “That’s B.S.”
  - “That sucks.”
  - “Do you have any idea how much that hurts?”
- Changing attitudes
  - i.e. “Look I know you probably weren’t thinking but...”

## Some Important Days and Dates Regarding Anti-Racism and Diversity

February.08	Black History Month
Feb. 7.08	Lunar New Year – Year of the Rat
Feb. 10-16.08	Multicultural Week
March 8.08	International Women’s Day
March 21.08	International Day for the Elimination of Racial Discrimination (U.N. Canada)
April 14.08	Vaisakhi is one of the holiest days in Sikhism, commemorating <a href="#">Khalsa</a> , i.e., the establishment of the religion in <a href="#">1699</a> ; as such it also marks the Sikh New Year.
May 15.08	International Day of Families
May 17.08	International Day Against Homophobia
May 21.08	World Day for Cultural Diversity
June 21.08	National Aboriginal Day
Sept. 1.08	Ramadan is the month of fasting during which Muslims who are able do not drink or eat from dawn to sundown.
Sept. 21.08	International Day of Peace
Oct. 1.08	International Day for Older People
Oct. 9.08	Yom Kippur is the year’s holiest day and a day of fasting for Jews.
Oct. 17.08	International Day for the Eradication of Poverty
Oct.28.08	Diwali is the Hindu Festival of Lights.
Nov. 9-15.08	International Restorative Justice Week
Nov. 20.08	Universal Children’s Day
Dec. 3.08.	International Day for People With Disabilities
Dec. 6.08	National Day of Remembrance and Action on Violence Against Women
Dec. 10.08	Human Rights Day