

Prejudice and Discrimination
Senior Learning Tool (Grades 10 to 12 / Secondary IV and V in Quebec)

Note to teachers: This lesson asks the students to delve into their identity and ways in which they are privileged. As a result, the activities may bring up some sensitive issues. Ensure that the class is a safe space for all students. Make the classroom more inclusive and respectful by reminding students of the classroom rules, and that they have the right to pass in open discussions. Setting up the class in a circle may promote a more open environment, as well as ensure that English Language Learners are familiar with the terminology being used.

Driving Questions: To what extent has our past informed and shaped our present? Have we applied the lessons of history to our society today and to our decisions for tomorrow?

Note: Any writing or two-dimensional art pieces developed from these learning tools can be submitted to the Passages Canada *Write and Make Art!* Challenge. Details at: <http://passagestocanada.com/write-make-art-challenge/>

Applicable Courses: Senior History, Social Science, Family Studies, Geography

Description: By examining historical and contemporary references to Black Canadian experiences, students will explore their own understanding of prejudice and discrimination. Next, they will watch a video about a first generation Black Canadian and his story. Following this, the students will delve into identity and how it shapes us and our world. They will then read about race privilege and consider the ways that they themselves may be privileged. Students will use Historica Canada's Black History Canada website (<http://www.blackhistorycanada.ca/>) to learn about our past and to look at the root causes of discrimination and racism. To debrief the lesson, the students will return to the driving question: To what extent has our past informed and shaped our present? Have we applied the lessons of history to our society today and to our decisions for tomorrow?

Minds On:

Strategy: Gallery Wall

Materials: Chart Paper, Markers

Approximate Time: 20-25 min

Action:

1. The teacher should write the driving questions on the board and address the lesson focus.
2. The teacher will define *prejudice** and *discrimination** for the students.
3. The students will then be placed into groups of 4 or 5. The teacher may want to consider mixed groupings of strengths and needs, allowing the students to choose their own group, or randomly placing students in groups.
4. Each group will be given a piece of chart paper and a marker.
5. The students will be asked to work as a team to brainstorm 5 examples of prejudice in their school, community, Canada, or the world.
6. Once the students have written down their examples, they will tape their chart paper on a wall in the classroom. Have students space out their chart papers around the room.

7. Moving clockwise around the room with their group, the students will read their peers' examples and come up with one or two ways to address the issues presented.
 - Extension option: Use this as the first step towards developing a community action project. Community action projects involve a concrete plan for addressing an issue and putting the plan into place to enact positive change.
8. After the walk around, the students will consider if they have been in a situation where they have experienced stereotypes or discrimination. Students will then be asked to consider the causes of this prejudice, i.e. is it based on race, sexual orientation, age, or another factor? If they don't have personal experience to share, they may want to reflect on prejudice they have witnessed. Note: If students are not comfortable sharing openly, the teacher could assign this as a writing assignment being aware that this could be a sensitive issue for many.
 - For extensions in Law, Politics, and Social Science classes the teacher may consider addressing the Trayvon Martin case in the United States and President Obama's reaction. Activities could involve asking the students to come up with solutions, compare American and Canadian legislation and laws, and discuss if Canada has had similar cases.
 - For extensions in a History class, the teacher may consider directing the students to <http://www.blackhistorycanada.ca/profiles.php?themeid=20&id=13> to learn about racial discrimination against Viola Desmond in the 1940s.

Activity:

Strategy: Video interview with Fabrice Yoboua of Passages Canada (French with English subtitles, 7 min)

Necessary Resources: Fabrice Yoboua's bilingual profile with video available at: <http://passagestocanada.com/story-profile/?story=1083>. Video also available by requesting the free **beCOMING Canada** DVD at <http://passagestocanada.com/videos/>

Approximate Time: 30 min

Action:

1. Teacher should ensure that they have the technology to stream the video online or play the **beCOMING Canada** DVD.
2. The teacher should introduce Fabrice's video and ask the students to watch the video considering what was just discussed in the Minds On activity.
3. The teacher should put the following questions up on an overhead or Smart Board; or, each student can be given a copy to read on his or her own.
 - What are the specific challenges faced by first generation Canadians?
 - Do you have a similar relationship with your parents? What are some examples of generational or cultural gaps you have experienced?
 - How can you be an ally to a newcomer to Canada, to friends, to people who are facing discrimination?
 - What is an appropriate reaction to racist comments?
 - Why did it take Fabrice a while to feel part of the group again?
 - How can we educate people to not be prejudiced and discriminatory?
 - What causes people to want to exclude another person or group of people?
 - How can you prevent exclusion in your school and the greater community?

4. After the video, students will respond to the questions by taking notes and then discussing their answers in pairs or small groups.
5. The teacher should circulate to listen to various groups' conversations and contribute to the conversation where appropriate.
6. Next, the teacher will lead a whole group discussion of the questions.
7. Students will hand in their notes at the end of class.

Additional videos on this theme are available on the **beCOMING Canada** DVD or through the Passages Canada Story Archive <http://passagestocanada.com/story-archive/>. Recommended videos include Eunice Abaga, Marie-Denise Douyon, and Michael P. Farkas

Activity:

Strategy: Personal Identities; Video interview with Nikki Jafari of Passages Canada (English with French subtitles, 9 min)

Necessary Resources: Nikki Jafari's bilingual profile with video available at <http://passagestocanada.com/story-profile/?story=1054>. Video also available by requesting the free **beCOMING Canada** DVD from <http://passagestocanada.com/videos/>

Approximate Time: 30 min

Action:

1. Teacher should ensure that they have the technology to stream the videos online or play the **beCOMING Canada** DVD from Passages Canada.
2. The teacher will discuss identities with the students using the following questions. During this discussion the teacher should remind the students that the classroom is a safe space, and to be respectful when others are speaking.
 - What do we mean by identity?
 - How many identities do we each have?
 - What makes up an individual's identity?
 - In what ways have your identities made you feel included or excluded you?

Note: The teacher should ensure students who are English Language Learners (ELLs) understand the terminology.

3. The teacher should replicate or put the identities worksheet up for the students to see (Appendix 1: Identities). Review the instructions with the students and explain what is meant by the *dominant social group**.
4. The teacher will then fill out the worksheet as an example for the students.
 - Consider various aspects of identity such as religion, race, sexuality, gender, nationality, career, political affiliation, relationship (parent, child, etc), ability, age, class, etc.
 - Extension option for Sociology and Family Studies classes, the teacher could branch off to discuss social identities and roles.
5. Next, the students will fill in their own identities worksheet.
 - Allow ELLs to use aids such as a translator or dictionary. Checking in with ELLs and possibly scribing for them may assist their progress.
6. The teacher may discuss with the class which parts of the worksheet were easiest to fill in and which they struggled with and why.

7. After the students complete Appendix 1, the whole class will watch Nikki Jafari's video. The students will go back over their worksheet and the discussion questions from step 2 with respect to Nikki's interview. Further discussions will allow students to compare their own identities with Nikki's.

Activity:

Strategy: Reading and Empathy, White Privilege

Necessary Resource: White Privilege: Unpacking the Invisible Backpack by Peggy McIntosh
<http://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf>.

Approximate Time: 25 min

Action:

1. The teacher should make enough copies for the students, or put page 2 of 5 on a projector or Smart Board. Note: The teacher should consider reading the article ahead of time to give the students context as they are only reading page 2 of the article.
Enrichment option: Assign the reading to the class as pre-reading homework.
 - As a group, the class should read through some of the examples that Peggy McIntosh gives of her own privilege in the list on page 2.
 - The students will then write 10 examples—different from those offered by McIntosh—of the ways that they are privileged. The teacher may ask the students to hand in their examples or to circulate while the students are writing.
2. Remind the students that although Peggy McIntosh focused on race, they should focus on all aspects of their identities as examined in the previous activity.
3. Note: If students struggle to identify ways in which they are privileged, consider a discussion on their rights and freedoms in Canada, such as the freedom of religion, the right to vote education, equality rights, etc.
 - For students with exceptional learning needs, consider allowing them to work in pairs, write in their mother tongue first before translating into English, or write fewer examples.
4. Discuss the following question with the students as a whole class or in table groups: Now that we have identified examples of privilege, what can we do to make society more equitable?
 - Consider allowing students to write their response in jot notes as students may not all respond verbally.
 - The teacher should define “equitable” for the students. Perhaps discuss the difference between equality* and equity*.

Activity:

Strategy: Timeline of Black Canadian History

Necessary Resource: Black History Canada Timeline,
<http://www.blackhistorycanada.ca/timeline.php?id=1900>

Approximate Time: 40 min

Action:

1. Teacher will group students into groups. (The size of each group will depend on the class size.) The teacher will then assign each group a time period to examine.
 - Group A: 1600-1777; Group B: 1780-1800; Group C: 1801-1833; Group D: 1835-1857; Group E: 1860-1913; Group F: 1916-1967; Group G: 1970 to present.
1. Students will access the Black History Canada website, <http://www.blackhistorycanada.ca/timeline.php?id=1900>, and select the time period assigned to their group.
2. Students will work in groups to fill out Appendix 2: Black Canadian History Timeline, the students will choose the 5 most important events in their time period that show movement towards or away from a more equitable Canadian society. Students will need to justify their selections to the class.
3. Each group will share the highlights of their assigned time period.
 - If extra time is needed, consider allowing students to take the work home or complete during another class period.
 - Discussion option: What are the key events that have shaped the present-day Black Canadian experience?
 - The teacher could put each group's timeline up in the class as a visual reference.

Consolidation:

Strategy: Discussion and exit card

Approximate time: 15-20 min

Action:

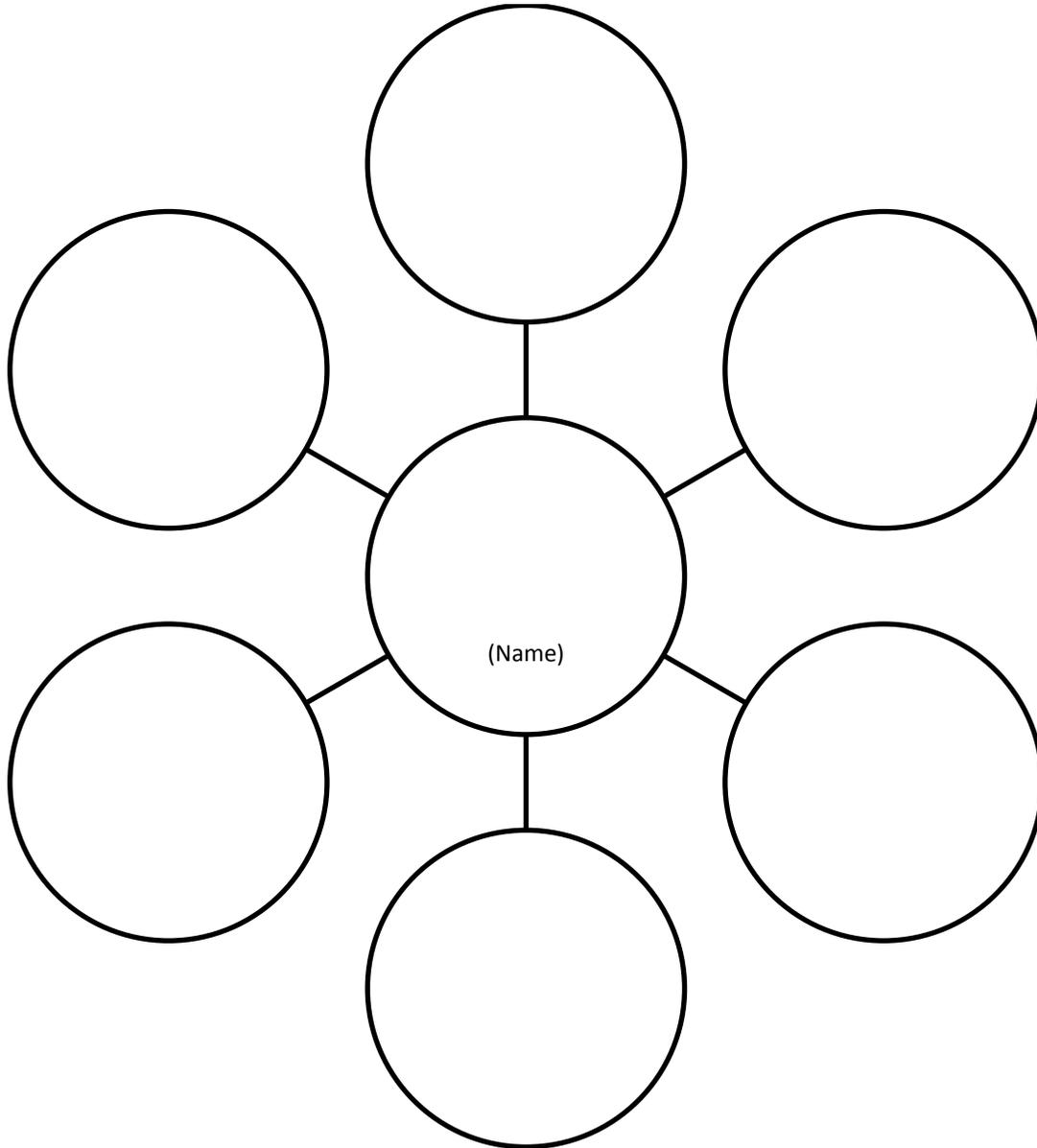
1. Discussion will return to Fabrice Yoboua's video to tie his story into Black Canadian history.
 - What are the similarities and differences between the time period that you studied and current realities faced by Black Canadians?
 - Have we come far enough as a society in ensuring people can live free from discrimination? Where do we go from here?
 - What role do our identities play in situations where we are privileged and/or excluded?
 - In what ways can identities be used to exclude others (consider historical examples)? What can be done about this?

Discussions could branch off to evaluate specific focus areas such as law, education, policy, heritage, cultural revival, etc.

2. Ask the students to write an exit card addressing the following question, "With particular attention to Black Canadians, to what extent has our past informed and shaped our present? Have we applied the lessons of history to our society today and to our decisions for tomorrow?"

Identities

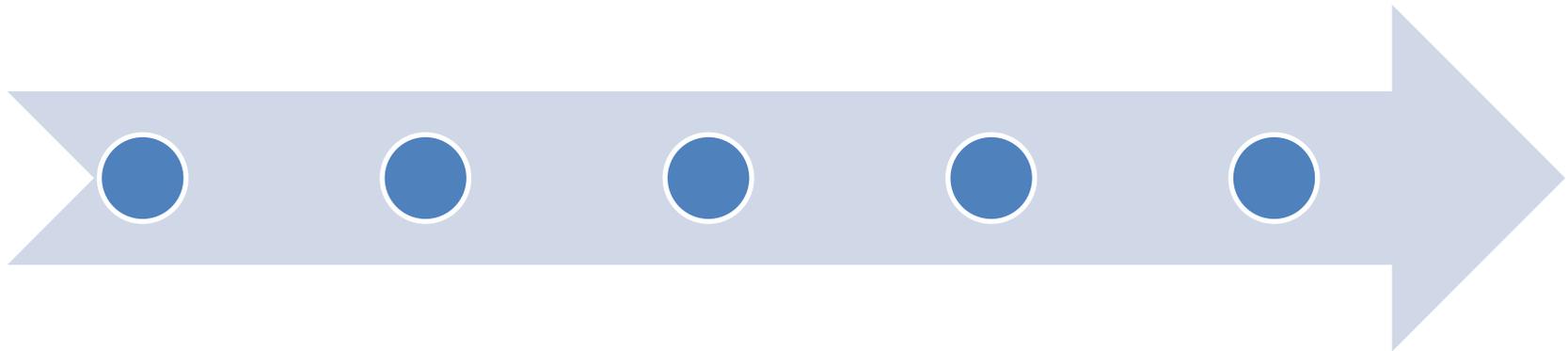
Consider all the elements of your identity such as religion, race, sexuality, gender, nationality, political affiliation, relationship (parent, child, etc), ability, age, and class. Place one in each bubble. For each bubble, explain whether the aspect makes you feel included or excluded from a dominant social group.





Black Canadian History Timeline

Plot your 5 most important events on the timeline. For each event, place a '+' if the event shows movement towards a more equitable Canadian society, or a '-' if it moves us away from a more equitable Canadian society.





Glossary of Terms

Discrimination

The exclusion of individuals or groups from full participation in society.

Dominant Social Group

A social group that holds the majority of power and privilege over other social groups.

Equality

Being equal in quality, especially of having the same political, social and economic rights.

Equity

Fairness or the equality of outcomes, taking into account that particular groups are at a disadvantage relative to others.

Prejudice

An unfavourable opinion formed about an individual or group that is not based on actual experience.