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*"Not where we stand,
but in the direction
we are moving."*

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~Goethe~

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People
Power

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INTRODUCTION

People Power An Introduction

Youth want to be part of making a difference in their communities.

North Vancouver responded to this challenge by developing the *Power Trilogy: Solar Power* - a violence prevention manual, *Youth Power*, a leadership training program for teens in grades seven through twelve; and *People Power* - an interactive and flexible learning tool for teaching diversity and cultural inclusiveness skills. Young people, and those who work with them, wrote *The Power Trilogy*. It offers youth the opportunity and support needed to develop a wide array of skills for turning ideas into actions.

Mission Statement

People Power is a process whereby youth develop the skills for appreciating diversity and being an active part in creating an inclusive society.

Goal

The goal of this manual is to enhance young people's understanding of diversity and provide them with skills to effectively interact with people from diverse backgrounds. Our aim is to encourage youth to examine their own perceptions, values and biases, teach them strategies to respond effectively to situations arising from diversity, offer them skills to promote positive interactions, and create awareness and encourage the use of community resources.

Objectives

- ☆ To provide facilitator training on diversity to youth leaders and professionals working with youth;
- ☆ To provide a process for youth to enhance their understanding and skills for living in a diverse world;
- ☆ To create opportunities for self-awareness and sharing with others to broaden one's knowledge, perspectives, and acceptance of other people;
- ☆ To provide a forum for challenging thoughts, beliefs and actions.

The surest way to corrupt a youth is to instruct him or her to hold in higher esteem those who think alike than those who think differently.

~Unknown~



PROGRAM OVERVIEW



is a diversity and anti-discrimination training manual for youth. Diversity training and education allows us to develop awareness, understanding, and the skills needed to create inclusive relationships, schools, places of work, and communities.

Anti-discrimination training provides the tools for acknowledging, challenging and dismantling the barriers, beliefs and attitudes that prevent some people from full and equal participation in society.

This manual is designed to assist youth and trainers working with youth to start a process of working individually and collectively to create a truly inclusive society by:

*When I dare to be
powerful - to use my
strength in the service
of my vision, then it
becomes less and less
important whether
I am afraid.*
~Audre Lorde~

- ☆ Offering ways to reflect about one's own attitudes on diversity and discrimination;
- ☆ Developing an understanding of the causes and history of discrimination and the courageous efforts of people to achieve equality;
- ☆ Identifying and addressing discrimination at both the personal and institutional level;
- ☆ Acknowledging the need to take individual responsibility for working toward equality and the elimination of discrimination;
- ☆ Working toward removing barriers that isolate groups of people from full participation and enjoyment of society;
- ☆ Providing opportunities for individuals to take action against all forms of discrimination.

This manual is only a guideline for diversity training. Be flexible and adaptable when doing a diversity workshop.



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FACILITATOR ORIENTATION



People Power is the third in a trilogy of youth manuals by the City and District of North Vancouver. We strongly recommend that youth participating in, or facilitating “People Power” workshops have completed the two previous programs and have some background doing work on diversity issues. Facilitating is a tough job. It is even more so when the topics are challenging. Diversity and human rights are as much about creating an inclusive community as they are about challenging prejudice and discrimination.

There will be times that workshop participants raise important topics that you may not have intended to cover in the workshop plan. You will need to be familiar with how these ideas apply to real-life situations. Some of the exercises’ objectives may be difficult for participants to absorb, especially if it means they need to reflect on their own attitudes and beliefs.

The following nine sections are intended to add to your existing facilitation experience and skills. Facilitators should read through sections one and two thoroughly in preparation for planning their workshops.

The remaining sections include material to:

- ☆ Begin the workshop
- ☆ Build group communication skills
- ☆ Introduce the concepts to be explored
- ☆ Provide opportunities for interaction, discussion and critical reflection.

Section 1: Facilitator Orientation

In addition to providing the ‘how to’s’ of using this manual including a set-by-step outline of the material, this section concludes with tips on facilitating “People Power.” Here you will find guidance on understanding the role of the facilitator, recommendations for creating a safe environment, establishing guidelines for participation, and methods for facilitating group discussions and activities.

Section 2: Glossary of Terms

A brief glossary of terms and concepts used in anti-discrimination education. The definitions come from a variety of sources and are intended to offer support to facilitators. It is recommended that facilitators use existing community resources and reading material to help further their understanding of the language and concepts. Unlike most glossaries, this one is put in the beginning of the manual because it is important to understand what you mean when using these words when doing diversity training.

FACILITATOR ORIENTATION

Section 3: Session Starter Activities

Session starter activities range from a step-by-step outline for beginning a workshop and developing guidelines with the group, to 'getting to know you' activities and icebreakers.

Section 4: Diversity Activities

These activities focus on specific areas and elements of diversity.

Section 5: Stereotyping, Discrimination and Prejudice Activities

These activities will help participants understand the core concepts of stereotypes, discrimination and prejudice.

Section 6: Power and Privilege

These activities will help participants understand these two difficult concepts which are foundations for understanding the "isms".

Section 7: The "isms" - Forms of Discrimination

Information and activities for understanding each form of discrimination covered by this manual: ageism, ableism, heterosexism/homophobia, sexism and racism.

Section 8: Closing Activities

Included here are activities to extend participants' commitment to action, encourage critical reflection and provide some closure to the session. The evaluation worksheet provided is designed to get feedback from participants and facilitators on their workshop experience.

Section 9: Resources

This section includes a list of reading material, and anti-discrimination organizations where facilitators and participants can obtain more information, make contacts and become involved.

Section 9: Bibliography

This provides the reference information for the various resources cited in this manual.

*"Waiting for the
world to change
before you do
something
is like looking in
the mirror
And saying,
'You move first!'
~Anonymous~*

FACILITATOR ORIENTATION



HOW TO USE THIS MANUAL

Read:

PEOPLE POWER: AN INTRODUCTION - Always keep in mind the Goals and Objectives of the materials included within this manual.

Read:

FACILITATOR ORIENTATION - Carefully work through: Role of the Facilitator Creating a Supportive Environment, Group Building, Management and Group Design and The Value of Experiential Learning. You may want to review parts of the other two Power manuals, “Youth Power” and “Solar Power,” if you need more detailed instruction on group facilitation.

Consider:

Your audience; their age, maturity, background, and prior exposure to diversity training; and your time frame for the workshop.

Identify:

The focus of your workshop; the Theme.

Read:

Each of the **CORE CONCEPTS** and be sure you understand and can explain the various elements of: Diversity, Stereotypes, Prejudice and Discrimination. While you may not have time to facilitate a session on Power and Privilege, it is important to understand this Core Concept so that the basic ideas can be worked into your workshop.

Read:

The information and activities for your chosen “ism” or theme: Ageism, Ableism, Heterosexism/Homophobia, Sexism and Racism from **THE "ISMS" - FORMS OF DISCRIMINATION**. Be sure you understand the progression necessary to developing a solid foundation of the Core Concepts before moving on to your theme.

Review:

GLOSSARY OF TERMS - To ensure you are familiar with the vocabulary you will need. You may want to do further research to gain a more detailed understanding; see the final two sections of the manual for help in identifying useful resources.



FACILITATOR ORIENTATION

Plan Your Workshop by:

Choosing the activities appropriate for your group. Include session starters, core concept activities, theme activities, a closing activity and evaluation.

DESIGNING THE WORKSHOP PROGRESSION

All of the different workshop elements listed below need to be included in any workshop planned. Facilitators may use any combination of the activities throughout the manual to suit their chosen themes, groups being addressed and time frames. It is important to maintain a sequence that more or less reflects the manual's progression.

Also, when designing the flow of the workshop, keep in mind the objectives of each exercise and how these may lead naturally to the objectives of your following exercises. Be realistic in what you want to achieve. In a one-hour workshop, you can barely introduce most topics, while a three-hour workshop gives you the luxury of going in-depth into issues.

- 1 Workshop Introduction
Agenda Review / Establish Guidelines / Check-ins
Participant Introductions / Icebreakers

- 2 Introduce Core Concepts
Experiential Learning Events
Debrief Each Event - Encourage Discussion and Questions
Critical Reflection - Extend Participants' Thinking

- 3 Build Theme on Core Concepts
Experiential Learning Events
Debrief Each Event - Encourage Discussion and Questions
Critical Reflection - Extend Participants' Thinking

- 4 Move from Learning to Commitment - Set Personal Goals
Closing Round
Evaluate the Session

FACILITATOR ORIENTATION



CORE CONCEPTS VS THE “ISMS”

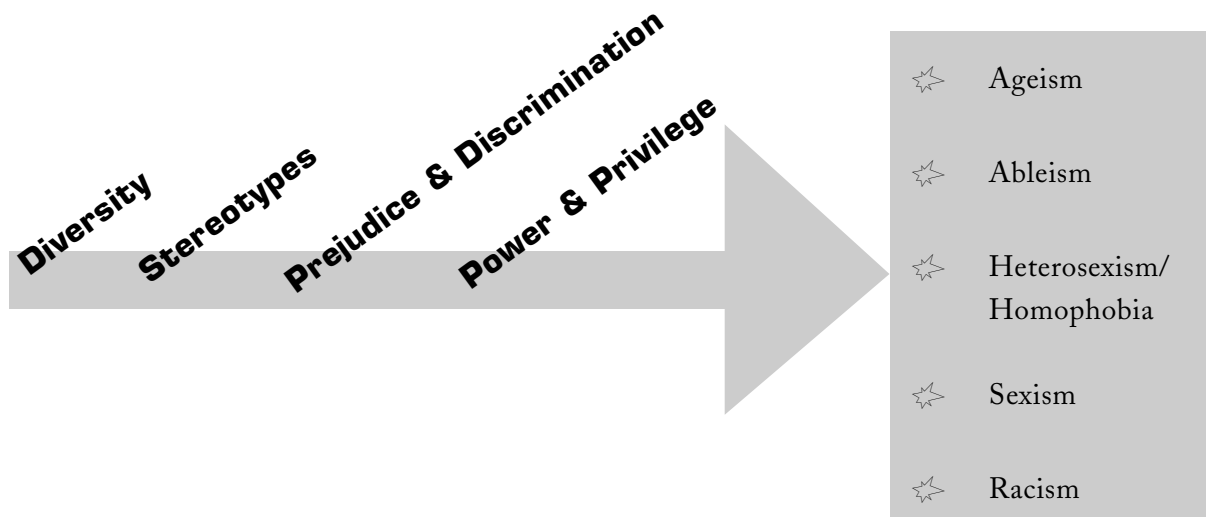
Facilitator Notes are included for each core concept and “ism”. This includes an outline of possible activities, definitions, examples and important points to think about and frequently asked questions.

The **Core Concepts** should be covered prior to addressing any of the various Forms of Discrimination.

A solid understanding of the Core Concepts is a required foundation for the exploration of whichever “ism” you choose as your theme.

Core Concepts

The **Core Concepts** of diversity, stereotypes, prejudice and discrimination should be covered in combination with any of the following forms of discrimination. Whenever possible, work the Core Concept of Power and Privilege into your workshop:



The “Isms”

Are **Forms of Discrimination** based on attributes such as age, ethnicity, ability or gender. “Isms” describes a system of advantage found within the practices and institutions of society and are the basis for discrimination.

Each form of discrimination requires a solid understanding of the Core Concepts. So, the “Ism” you choose as your theme must build upon Core Concept activities.



FACILITATOR ORIENTATION

FACILITATING "PEOPLE POWER"

People Power is an interactive and flexible learning tool. The facilitator provides an active learning environment for the participants. The focus is on total group participation so don't give long lectures. Instead, engage the participants, enhance and encourage discussion and the sharing of participants' own experiences, opinions and insights.

Below are a few hints for effective facilitation. Please read through this section completely before continuing to design your workshop. You may also want to review some of the information outlined in **Youth Power**, which focuses on facilitation skills.

Role of the Facilitator

As the facilitator you should:

- ☆ understand the material presented in this manual at a level that can be easily and completely communicated to youth;
- ☆ develop an appropriate workshop for your group considering things like the age of the group, learning styles, areas of interest, and time frames;
- ☆ pull together additional information to complement the workshop;
- ☆ photocopy handouts and gather props or items for the workshop's activities;
- ☆ make sure the participants are comfortable and safe within the environment developed;
- ☆ lead and participate in the workshops;
- ☆ encourage full discussion and review after each activity and workshop session;
- ☆ evaluate all activities and exercises on an on-going basis including completing any required evaluation forms.

The activities used in this manual incorporate the process of discovery (experiential learning) for everyone - the people attending the session and those facilitating it. You should always expect to learn something new when you facilitate programs. Be open to that.

FACILITATOR ORIENTATION



Creating a Supportive Environment

How Comfortable are You?

Remember that when you walk into a workshop as a facilitator, one of the most important things to know, especially in a workshop on diversity and discrimination, is who is participating. Are you able to predict some of their responses to questions? What are you going to do if you feel like you are not finding common ground?

Be aware of your own responses to the challenges that you will face in the workshop. The participants will watch your reactions and responses as much as you will theirs. You will need to know what your own “buttons,” or “triggers,” are and at some level, how you will respond when they are pushed. For example some people, when nervous, respond by laughing, especially during tense or difficult discussions. Taking a deep breath, being aware of your body posture and facial expressions can give you a few moments to consider what or even if a response is required.

How Comfortable are Your Group Members?

The tips listed below can be useful in creating an environment that is safe and comfortable for your participants.

- 1.** Set up the room in a comfortable arrangement for a discussion (place the chairs/desks in a circle or semi-circle, for example.)
- 2.** Know who your participants are to the best that you can before you begin. You may want to know their age range, the organization or location they are coming from, how many there are going to be, or if any of the participants have specific needs (dietary, accessibility, language, etc.).
- 3.** You might want to play music as people are walking into the workshop to create an informal atmosphere. Greet people coming in; offer coffee, juice, or cookies.
- 4.** Have everyone participate in setting the group guidelines.
- 5.** If you have a co-facilitator, ensure that both of you understand ahead of time what your roles are, overall and at specific times. For example, one day one of you may lead a discussion while the other takes notes on the flip chart, and then the next day you may want to switch.
- 6.** Make sure you have all of the material you need before you start such as name tags, flip charts, markers, and handouts.
- 7.** Remind yourself to be flexible and open. Some of your discussions may reach sensitive areas and topics for you and your participants.

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8. Pay attention to body language and facial expressions-yours and the participants-during the workshop. You may notice that they need a break earlier than you had planned, for example.

9. Remember, you will probably do more listening than talking.

10. Be aware of barriers to participation that some people may have in your workshop and make sure that everyone has a chance to participate fully and in a meaningful way.

11. Some people will not be as comfortable sharing personal information, opinions, or ideas as others. Although as the facilitator your job is to try to encourage everyone to participate, you most certainly do not want to put anyone on the spot. Remember everyone has a right to pass.

Group Building and Management

The following information will help facilitators of all ages and levels of experience understand how to more effectively run groups. (*Adapted from "Put the Child First Resource Kit", printed by the Society for Children and Youth of B.C. and Justice Institute of B.C. in 1993.*)

Group Building Skills

The following group building skills help to develop a positive and supportive environment. Group building skills encourage participation, understanding and group involvement. If a group member were to state: "I'm not a leader, and I don't think I could ever be a leader!" here are some possible ways you could respond.



Paraphrasing - Restate what you heard in your own words. Paraphrasing shows you understand what was said and allows for clarification. "Since you've never officially been a leader, you don't think you have the skills."



Active listening - Pay attention to the person's verbal and non-verbal messages. Active listening demonstrates empathy and encourages deeper understanding. If the person seemed discouraged or worried, you might say, "You're discouraged because you've never been an official leader and you are worried you might not have the skills."

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- ☆ **Open-ended questions** - Open-ended questions generate group discussion and encourage members to think about a topic. “What are some of your thoughts and feelings when you think about yourself as a leader?”
- ☆ **Closed-ended questions** - Closed-ended questions call for a “yes” or “no” answer and are most useful for gathering specific information. Be careful not to ask a closed-ended question when you mean to ask an open-ended question. “Would you like to share some more ideas on leadership?” may lead to a simple “yes” or “no”, instead of generating more discussion.
- ☆ **Linking** - Linking builds group cohesion by pointing out similarities between group members. “It seems that both Mohammed and Jen are feeling discouraged about their ability to be a leader.”
- ☆ **Including** - Including encourages all members to participate. “Now we know what Jobina and Mark are thinking about leadership, what are some other thoughts people have on leadership?”
- ☆ **Supporting** - Supporting encourages participation and contributes to building a safe environment. “Thanks for your thoughts Rosa. I think your point that we can all be leaders is an excellent one.”



FACILITATOR ORIENTATION

Group Management Skills

It is important to maintain a supportive environment and ensure that all group members get a chance to contribute. The following group management skills help to do this.

✧ **Limiting** - Limiting keeps the group on task, while still being supportive of members. For example, “You're making some excellent points about what it takes to lead a meeting; lets talk about that later when we have finished with our original topic.”

✧ **Blocking** - Blocking is used to stop unproductive group behaviour. For example, “Akihiro, please let Jobina finish what she was saying.”

✧ **Summarizing** - Summarizing is an extremely valuable skill to refocus the group and get the group back on track, or move to the next agenda item. For example, “Now that we've talked about our personal thoughts and feelings around being a leader, and we've discovered that leadership gets us a bit nervous and excited at the same time, lets move on and explore what you think it takes to be a leader.”



Learning is more fun and effective when:

- ✧ the environment is safe enough for us to move out of our comfort zone;
- ✧ we interact rather than just listen and watch;
- ✧ what we learn becomes personally relevant;
- ✧ a variety of techniques are used;
- ✧ we know why we are learning something and;
- ✧ we can transfer our learning from one situation to another.



FACILITATOR ORIENTATION



The Value of Experiential Learning

Experiential learning is based on the combination of doing and reflecting. Doing is the active involvement in the learning process. “Reflecting” is the critical consideration of what was experienced during the learning event-how the experience has changed our perception of the subject, and how it gives new insights to other contexts or situations.

The chart below, adapted from “Educating for a Change” by R. Arnold et al, shows the impact of learning with all of our senses.

If we:	Hear only	See only	Hear & see	Hear see & talk	Hear see talk & do
	👂	👁️	👂 👁️	👂 👁️ 👄	👂 👁️ 👄 👐
Then we retain:	20%	30%	50%	70%	90% of the points being taught

This is the doing part. Remember that the reflection part, which is equally as important, takes place during the activity but especially after, during the debriefing. So, it is the responsibility of the facilitator to ensure that the participants have the time to reflect on what they learned, and that they feel comfortable enough in their surroundings and within their group to do so.

10 Steps for Facilitating Experiential Activities

Experiential activities - activities that encourage learning through doing, experiencing and reflecting-really help to make training active and relevant. The following ten steps come from “101 Ways to Make Training Active” by M. Silberman and K. Lawson and will help to make your experiential activities a success.



FACILITATOR ORIENTATION

- 1. Explain your objectives.** Participants like to know what is going to happen and why.
- 2. Sell the benefits.** Explain why you are doing the activity and how the activity connects with preceding activities.
- 3. Speak slowly when giving directions.** You might also want to provide visual back up. Make sure everyone understands the instructions before you proceed.
- 4. Demonstrate the activity.** If the directions are complicated let the participants see the activity in action before they do it.
- 5. Divide the participants into sub-groups before giving further directions.** If you do not, participants may forget or may not hear the instructions while the sub-groups are being formed.
- 6. Inform participants how much time they have.** State the time you have allotted for the entire activity and then periodically announce how much time remains.
- 7. Keep the activity moving.** Do not slow things down by endlessly recording participants contributions on flipcharts and white boards and try not to let a discussion drag on too long.
- 8. Challenge the participants.** More energy is created when activities generate a moderate level of tension. If tasks are too easy participants will get lethargic.
- 9. Always discuss and debrief the activity.** When an activity has concluded, invite the participants to discuss their feelings and to share their insights, questions and concerns.
- 10. Structure the processing experience.** Guide workshops carefully and ask questions that will draw all participants into the activities and discussions to ensure that the experience is inclusive of all.



GLOSSARY OF TERMS

Anti-racism

The practice of identifying, challenging, and changing the values, structures and behaviours that perpetuate racism. (*Adapted from Anti-Racism - A Guide to Key Anti-Racism Terms and Concepts, 2nd Ed., Ministry of Citizenship, Province of Ontario*).

Barriers

Policies or practices that prevent or block people from participating in society fully and equally. The barriers may be obvious such as stairs that deny people in wheelchairs access to a space, or not so obvious like hosting meetings for young people during the day when they are at school or work.

Bias

An opinion, preference or inclination formed without any reasonable justification. Bias is reflected in people's attitudes towards others (people of different racial or religious origins, class, gender, cultural backgrounds, etc.) and makes it difficult for a person or group of people to evaluate and take actions objectively or accurately. (*Adapted from Anti-Racism - A Guide to Key Anti-Racism Terms and Concepts, 2nd Ed., Ministry of Citizenship, Province of Ontario*).

Culture

The shared ideas, beliefs, values, knowledge, norms and way of life of a group of individuals. It also influences their beliefs about what is right, good and important.

Discrimination

To act or treat people unfairly based on their sex, race, ethnicity, class, religion, political affiliation, marital or family status, sexual orientation, age or disability, either unconsciously or deliberately. Discrimination is often based on more than one of these factors. In human rights law, discrimination means making a distinction between individuals or groups based on prohibited grounds (race, national or ethnic origin, colour, religion, age, sex-including pregnancy and childbirth, marital status, family status, mental or physical disability, pardoned conviction or sexual orientation). (*Adapted from The Canadian Human Rights Act: A Guide, Canadian Human Rights Commission, 1998*). Prejudice + Action = Discrimination.

GLOSSARY OF TERMS

Diversity

Exists when all communities, including traditionally excluded communities, and all minority groups within communities, can give voice effectively to their issues and participate fairly in the decision-making structures that determine their lives. *(Adapted from Anti-Racism- A Guide to Key Anti-Racism Terms and Concepts, 2nd Ed., Ministry of Citizenship, Province of Ontario).*

Dominant Group

The dominant group has both the power and authority to preserve, sustain, and promote the existing distribution of power, wealth, and status in society. *(Elliott & Fleras, 1992).*

Empowerment

The ability and opportunity to impact the formation of public policy at every level of government. Empowerment of the community means the community can hold public officials and community leaders accountable to the needs and interests of the community. Empowerment means having the ability to change the way things are. *(From: A Thousand Spider Webs Linked Together...About the Vision and Work of Southern Echo, Inc., Southern Echo, Inc. Jackson, MS.)*

Ethnicity

Is a term used by individuals and communities to define themselves and others. It is based on common culture, language or nationhood. *(Adapted from Anti-Racism-A Guide to Key Anti-Racism Terms and Concepts, 2nd Ed., Ministry of Citizenship, Province of Ontario).*

Heterosexism

The belief that being heterosexual (attraction to the opposite sex) is superior and right, as opposed to being gay, lesbian, bisexual or transgendered.

Homophobia

Fear or contempt of those who may be gay, lesbian, bisexual or transgendered resulting in discrimination against people who may be identified as gay, lesbian, bisexual or transgendered, "...homosexuality is perceived as a challenge to traditional gender-roles, and is therefore, considered by some people to be a threat to the established order - gay men divesting themselves of male privilege by loving other men and lesbians co-opting male privilege by loving other women". *(Schneider, Margaret S., 1997).*

SELF AWARENESS

GLOSSARY OF TERMS

Inclusiveness

Exists when disadvantaged communities and minority group members share power and decision-making at all levels in projects, programs and institutions such as schools and workplaces.

“Isms” - Ableism, Ageism, Heterosexism/Homophobia, Racism, Sexism

Forms of discrimination based on ability, age, sexual orientation, colour or gender. The “isms” are a system of advantage embedded within the practices and institutions of society.

Minority Group/Non-Dominant Group

The concept of a minority group does not refer to numbers of people. It refers to any group that is disadvantaged, excluded, discriminated against, or exploited. A minority group may be made up of those who see themselves as objects of discrimination because of their physical or cultural characteristics. A minority group has an inferior status in society. (*Elliott & Fleras, 1992*).

Multiculturalism

The term multiculturalism is most often associated with policies and laws recognizing our neighbourhoods, schools, workplaces and nation are made up of people with diverse experiences, beliefs, practices and traditions, “Multiculturalism can be defined as a policy that officially acknowledges and promotes the existence of cultural diversity as an integral and necessary component of society.” (*Elliott & Fleras, 1992*).

Power and Privilege (also see Privilege)

The use of advantages that allow some groups to have preference over or dominate others. In combination with the “isms,” power and privilege are used to further unfair advantage and treatment based on membership in a group rather than individual merit. We may not always be aware that we have or use power and privilege, and we may not always want it, but it is what allows some groups to have power over other groups.

Prejudice

Attitudes, beliefs and opinions based on irrelevant or insufficient information about a group of people, “A dislike of others based on faulty and inflexible generalizations, involving a negative prejudgment. This frame of mind sets up an irrational and unfounded set of assumptions about minorities, which, in turn, influences our ability to evaluate these groups in a fair, objective, or accurate way. (*Elliott & Fleras, 1992*). Stereotype + Values = Prejudice.

GLOSSARY OF TERMS

Privilege (and Racial Privilege)

One of the many unearned advantages of higher status, such as personal contacts with employers, good childhood healthcare, inherited money, speaking the same dialect and accent as people with institutional power. Racial privilege is the concrete benefits of access to resources, social rewards and the power to shape the norms and values of society, which white people receive, unconsciously, by virtue of their skin colour in a racist society.

(Adams, Bell & Griffin, 1997).

Racism

Is the set of beliefs and individual and institutional practices that excludes and/or limits people based on the external features such as the colour of their skin or hair texture. “In the narrow sense, racism involves the belief that biology rather than culture primarily shapes group attitudes and actions. Racism may have a broader sense, the belief in the inherent superiority of one group over another. It is used to explain the domination, control, and exploitation of out-groups based on their (assumed) cultural or biological inferiority. Forms of racism range from the personal and direct, to the impersonal and systemic.” *(Elliott & Fleras, 1992)*. Racism ranges from name calling to physical violence, denying employment, or lower chances of college admissions and higher chances of imprisonment.

Respect

Treatment of others with deference, courtesy and compassion to safe guard the integrity, dignity, value and social worth of the individual. It means treating people the way they want to be treated. *(Rosado, 1998)*.

Reverse Racism

The term reverse racism was created to imply that dominant groups could be the victims of racism. Racism includes having a certain power in society, power which non-dominant groups do not have. It is a term used consciously or unconsciously to blame and place non-dominant groups back in a targeted position. When dominant groups are discriminated against it is simply ‘discrimination’.

Sexism

Behavior and beliefs that rank the sexes (the physical characteristics that define male and female) and genders (cultural and psychological definitions of femininity and masculinity), placing more value on one over the other, “Males and females are assigned different roles, rights and privileges, and are subject to different rules of conduct. In addition, men and women are assumed to possess distinct abilities and temperaments. that justify the perpetuation of the societal role structures.” *(Adapted from Mackie, Marlene, 1983.)* As a group in most societies, men have more power and prestige than women and certain male characteristics are given preference.

SELF AWARENESS

GLOSSARY OF TERMS

Stereotypes

A shared idea about the generalized attributes of others with respect to perceived physical or cultural characteristics. These are generalizations about all members of a group. Some stereotypes may seem positive, but they are always negative. It is harmful when individuals are judged according to the perceived norms of their group instead of personal merit. (*Elliott & Fleras, 1992*).

Systemic Racism

This type of racism is impersonal, unconscious, unintentional, and hidden. The basis of systemic racism is the consequences (not the intent) of seemingly neutral rules, policies, or procedures. (*Elliott & Fleras, 1992*).

Values

A value for a person is something they think is important, something that that person thinks is right or wrong, “Values are socially shared ideals about what is good, right and desirable” (*Rosado, 1998*).

SESSION STARTER ACTIVITIES

Session Starters



You may choose one or more of these activities to begin your workshop, create a safe environment and build group rapport. You may also use your own icebreakers or those in the *Youth Power* and *Solar Power* manuals.

TIMING

40 minutes

10 minutes

15 minutes

15 minutes

15 minutes

ACTIVITIES

SETTING THE ENVIRONMENT

Recommended starting point for all first sessions or workshops.

- ☆ To establish group norms (guidelines) for creating a safe place for discussion and learning based on the needs of all participants and to improve the groups communications skills

CHECK-INS

Use as a starting point for all subsequent sessions or workshops.

- ☆ To help participants and facilitators understand the energy levels and focus of individuals before each session, workshop or class.

BELLY-TALK

- ☆ To help participants start thinking about assumptions we make based on appearances and become aware of different comfort zones around space and silence.

Consult “Youth Power and Solar Power for these next two suggested activities”

THREE TRUTHS AND A LIE

From Youth Power: page 40

- ☆ To explore perceptions, first impressions and appearances.

THE HAT GAME

From Solar Power: page 123

- ☆ To experience being treated differently because of a label.

SESSION STARTER ACTIVITIES

Setting the Environment

~Adapted from Youth Power~

PART 1. GIVES, GETS, AND CONCERNS

PART 2. NORM SETTING

OBJECTIVES: To establish group norms for creating a safe place for discussion, sharing and learning based on the needs of everyone participating in the session and to improve group communication skills.

LEVEL: All

TIMING: 20 minutes for each part

MATERIALS: Flipchart paper and markers, post-it notes.

INSTRUCTIONS: PART 1. GIVES, GETS, AND CONCERNS

1. Give each participant three post-it notes. Explain to the participants that they are going to be using them to write down answers to the following questions.

- ☆ What skills or personality traits can you GIVE to this group?
- ☆ What are you hoping to GET from this group?
- ☆ What are your CONCERNS about being in this group?

2. Once the participants have finished have them post their responses to the first question on a piece of flipchart paper labeled GIVES. Responses to the second question on a piece labeled GETS, and responses to the third question on a piece labeled CONCERNS.

3. Next, have the group study the collected responses. If time permits, have different participants read out the responses.

4. Debrief with these questions:

- ☆ How similar and/or different are our GIVES?
- ☆ Is this information useful? Why or why not?
- ☆ Do your expectations fit the purpose of this session? How?
- ☆ Can we ensure that everyone's "GETS" are achieved? How?
- ☆ How can we address each of these CONCERNS?



SESSION STARTER ACTIVITIES



Instructions: Part 2. Norm Setting

5. Explain the importance of norms - norms are developed and agreed upon by all group members. Norms provide boundaries for the group and regulate the behaviour of group members so that the group can stay focused on its objectives.

6. Tell the group that together you are going to establish group norms. Explain that the group's CONCERNS can most likely be dealt with by establishing appropriate norms. Here are some suggested open-ended questions to use when setting group norms:

- ☆ Let us lay down some ground rules for how we are going to operate. What kind of ground rules do you think we should have?
- ☆ As a group, what are we going to have to do to be able to work together?
- ☆ How can we be sure that everyone sticks to these norms?

7. Following are some examples of commonly established norms.

- ☆ Everyone has the right to pass if they are asked a question that they do not wish to answer.
- ☆ There are never such things as stupid ideas.
- ☆ No physical or verbal attacks are permitted.
- ☆ Remember to keep an open mind.
- ☆ Everyone has the responsibility of involving themselves in the activities and exercises, and making sure that everyone in the group is comfortable with the group's actions.
- ☆ Whatever is said by the participants during the session should be respected and not repeated outside of the session.
- ☆ Only one person should speak at a time so that we can best understand everyone.

8. You may find that other norms need to be developed to suit the needs of your group. It will change with every group.

SESSION STARTER ACTIVITIES

Check-ins

OBJECTIVE: To help participants and facilitators gain an understanding of where all group members are at, in terms of their energy and focus, before each session.

LEVEL: All



MATERIALS: None

TIMING: 10 minutes

INSTRUCTIONS:

Check-ins provide everyone with a good start to participation in your sessions - they are like a short warm-up to vigorous discussion. They can be used before any session/workshop/class.

- 1.** If this is the first time you are running this activity with the group, explain that check-ins are little personal updates we each give to let everyone else know how we are doing.
- 2.** Participants may choose to let everyone know how they are doing on that particular day, what they have been up to for the last couple of days, what they expect out of today's session, and/or how energetic they are feeling, etc.
- 3.** It is important for people to say whatever they need to say during a check-in. Everyone needs to be respectful of whoever is doing their check-in by listening carefully and not interrupting. Depending on how many participants there are in your group, you may want to set a time limit (30 seconds for each person, for example).
- 4.** As a facilitator, observe people talking. You may get an early idea of who is a dominant speaker or who is ready to participate and who may need more support to make them comfortable.

SESSION STARTER ACTIVITIES

Belly-talk

-TG Magazine/ The Students Commission, 1997~



OBJECTIVE: To help participants think about the assumptions we make based on appearances. To help increase awareness that everyone has different levels of comfort about personal space and silence.

LEVEL: All

MATERIALS: Pens and paper for each participant.

TIMING: 25 minutes

INSTRUCTIONS:

- 1.** Have participants pair up with someone they do not know very well or at all.
- 2.** Have the pairs sit down across from each other, and without saying a word, have them both study each other.
- 3.** In the next five minutes, have each participant write down everything they think they can tell about the other person. (i.e. they are from a big family, they only have brothers, they like pop music, their favourite food is probably spaghetti ...) Let everyone know that this is just a fun exercise, so nothing too personal or derogatory.
- 4.** After the five minutes are up, have everyone compare notes to see how much she or he guessed right and/or wrong. This can be quite funny! Have everyone use this time to get to know their new friend; have the participants correct what they did not guess right.
- 5.** The next step of this exercise involves pairing up the participants with someone they know quite well. Have them face each other standing a comfortable distance apart. (Remind the group that everyone's personal distance might be different.) Then without speaking, have the partners concentrate on each other for about three minutes. (If the group is up to the challenge, you can try five minutes!)

SESSION STARTER ACTIVITIES

6. After the time is up, have each of the pairs discuss with the larger group what they feel they communicated - if anything. Were they on the same wave length or totally apart? Were they comfortable or uneasy without spoken words?

7. After sharing, debrief with the group by introducing the following ideas and questions:

- ☆ Generally, Canadians are not as comfortable with silence and tend to fill spaces and gaps in conversations with small talk. In some Asian countries, silence is a much-utilized form of communication. The Japanese, for example, even speak about 'belly-talk' and knowing how to read someone's thoughts even though they are not speaking.
- ☆ Do you think comfort levels and understandings around silence differ from culture to culture?
- ☆ How did you feel sitting in silence?
- ☆ What purpose do you think silence serves?
- ☆ What does it communicate or mean to you?

*If you judge other
people you never have
time to love them.*

~ Mother Theresa ~

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DIVERSITY ACTIVITIES



What is Diversity?

You may choose one or several of these activities to get your group thinking about the concept of diversity. In all cases, the activity is just a taste; the debriefing component is the meal. So, allow plenty of time to discuss, question and reflect on the concepts and insights gained from each activity.

TIMING

15 minutes

20 minutes

60 minutes

30 minutes

15 minutes

30 minutes

40 minutes

ACTIVITIES

DEFINITION OF DIVERSITY BRAINSTORM DIVERSITY BINGO

- ☆ These exercises help participants to start thinking about diversity and what it may mean to themselves and others.

IDENTITY POSTERS

- ☆ To explore the concepts of identity and to allow participants to appreciate the similarities and differences among them through exploration and illustration of their own identities.

CULTURAL BAG

“I AM...” EXERCISE

- ☆ These exercises help participants identify and share their cultures in a creative fashion.

CULTURAL ICEBERG

Use this to debrief the “Cultural Bag” or “I Am...” exercises.

- ☆ To help identify personal characteristics that are ‘visible’, ‘semi-visible’ and ‘not visible’ and show how others can use all types of characteristics to discriminate.

Relating Diversity To Multiculturalism

- ☆ To raise the level of awareness and understanding of multiculturalism and how it differs from anti-racism education.

DIVERSITY ACTIVITIES

Core Concept #1: Diversity

Diversity is all the ways that we are different from each other age, race, sexual orientation, socio-economic status/class, religion, gender, physical and mental abilities, education, language, family and marital status.

As Canadians we can't help but notice and participate in discussions around diversity. North America is one of the most diverse places in the world with respect to its geography, environment and population.

Individually we all have our own cultures that we live in. In fact our cultures may be made up of several other cultures; we participate in the culture of our family, our community, our religious or non-religious beliefs, our language group, age group, gender group, and so on.

Every group has its own culture and through it meets the ten basic needs of life:



food
family organization
government
art/crafts
religion

clothing
social organization
war/protection
knowledge/science
shelter

Each group develops different solutions and thinks their way is right and superior. Children are raised and taught their culture's 'right' ways.



think

about

This!

Diversity isn't about any one person being better than another. It's about recognizing and respecting differences and similarities among cultures and understanding why. Cross-cultural communication is a part of our lives everyday. Is it okay for people to choose not to participate?

DIVERSITY ACTIVITIES



Diversity Brainstorm

FOCUS: Explores participants' ideas about diversity.

OBJECTIVE: To help participants think about diversity and what it means to them and others.

LEVEL: All

MATERIALS: Flipchart paper and markers.

TIMING: 15 minutes

INSTRUCTIONS:

1. Brainstorm a definition of diversity with the group. Record everyone's ideas as they are thrown out.

2. After you are finished, have the participants talk about the importance of learning about diversity. Some questions you could ask are:

- ☆ Why do you think it is important to learn and talk about diversity?
- ☆ What are some issues regarding diversity that we may face?
- ☆ How does society address issues of diversity?
- ☆ (For an older audience) Considering how diverse Canada and British Columbia are, do you think that our current policies (federal, municipal, school, etc.) reflect and respect this diversity?

DIVERSITY ACTIVITIES

Diversity Bingo

-Source Unknown-



FOCUS: Exploring the meaning of diversity.

OBJECTIVES: To help participants start thinking about diversity and what it may mean to them and others. Also, to introduce participants to the concept of stereotypes.

LEVEL: All

MATERIALS: Handout # 1 - Diversity Bingo, pens or pencils, some small prize to award the first finisher.

TIMING: 30 minutes

INSTRUCTIONS:

- 1.** This exercise is quick and easy and helps you dive into discussion on stereotyping and stereotypes. Pass around **Handout # 1 - Diversity Bingo**, and give the group five minutes to try and fill in every square on their bingo card with the names of their fellow participants. If at all possible, participants should try to have a different name in each square.
- 2.** You may chose to end the exercise when someone 'wins', or keep it going until every one is finished.
- 3.** Debrief the game by explaining to the group that this is a great exercise to explore how we may have used stereotyping to approach people who we perceived to fit the criteria presented in the different bingo squares.
- 4.** Next, lead into a brainstorming session on what the participants think the definition of stereotypes is. Use the information on stereotypes presented at the beginning of the manual in "Notes To The Facilitator" to fine-tune and fully develop whatever definition the group comes up with, and to answer any questions the group may have.

DIVERSITY ACTIVITIES

Handout #1



Diversity Bingo

B I N G O				
Someone who can speak more than one language.	Someone who plays a sport.	Someone who was not born in Canada.	Someone who is the same age as you.	Someone who is vegetarian.
Someone who knows what March 21st symbolizes.	Someone who wears glasses.	Someone who has the same eye colour as you.	Someone who can say "Hello" in another language.	Someone who has visited another country.
Someone who likes a different type of music than you.	Someone who is against youth violence.	Someone who has a different hair colour than you.	Someone who knows what the Holocaust is.	Someone who has tried sushi.
Someone who has English as a second language.	Someone born outside of British Columbia.	Someone who has the same shoe size as you.	Someone who knows what a "stereotype" is.	Someone who is taller than you.
Someone who can drive.	Someone who wears one or more earrings.	Someone who can spell their name using sign language.	Someone who can vote.	Someone dressed in something, not made in North America.

DIVERSITY ACTIVITIES

Identity Posters

FOCUS: Personal identity

OBJECTIVE: To explore the concepts of identity and create an opportunity for participants to appreciate the similarities and differences among them through exploration and illustration of their own identities.

LEVEL: All

MATERIALS: Old magazines, scissors, glue, felt pens and poster board for each of the participants.

TIMING: 60 minutes

INSTRUCTIONS:

1. With the group, go over the concept of **“identity.”** Explore how our identity is made up of all of the possible answers to the question, “Who am I?”

2. Have everyone take a few minutes to brainstorm different answers to that question. You may want to have them write it down to refer to later. If group members are struggling with this exercise, you can prompt them with questions such as:

- ☆ “What do you look like? How old are you?”
- ☆ “What are some of your hobbies? What do you do for fun?”
- ☆ “Where did you grow up? Where do you live now?”
- ☆ “Who is in your family? Who are your friends?”

3. After everyone has generated some ideas, hand out the old magazines and have the participants use pictures to make a poster that illustrates who they are as individuals.

4. When everyone has finished, have participants share their posters with the rest of the group. This may be a little challenging for some people, so remember everyone’s right to pass. Give participants a round of applause when they are finished.

5. Debrief with the group.

- ☆ “How did it feel for everyone to complete this exercise?”
- ☆ “Was it fun, interesting, challenging? Why or why not?”

DIVERSITY ACTIVITIES

Handout #2



Cultural Bag

-Obtained from the Hastings Institute, City of Vancouver, 2001, Vancouver B.C. ~

FOCUS: Ice-breaker, cultural identities. Note: This should be followed by the **Cultural Iceberg** exercise.

OBJECTIVE: To help participants identify and share their cultures in a creative and fun fashion. This activity also allows participants to get to know each other and you a little better.

LEVEL: All

MATERIALS needed: **Handout # 2 - Cultural Bag**, pens or pencils.

TIMING: 30 minutes

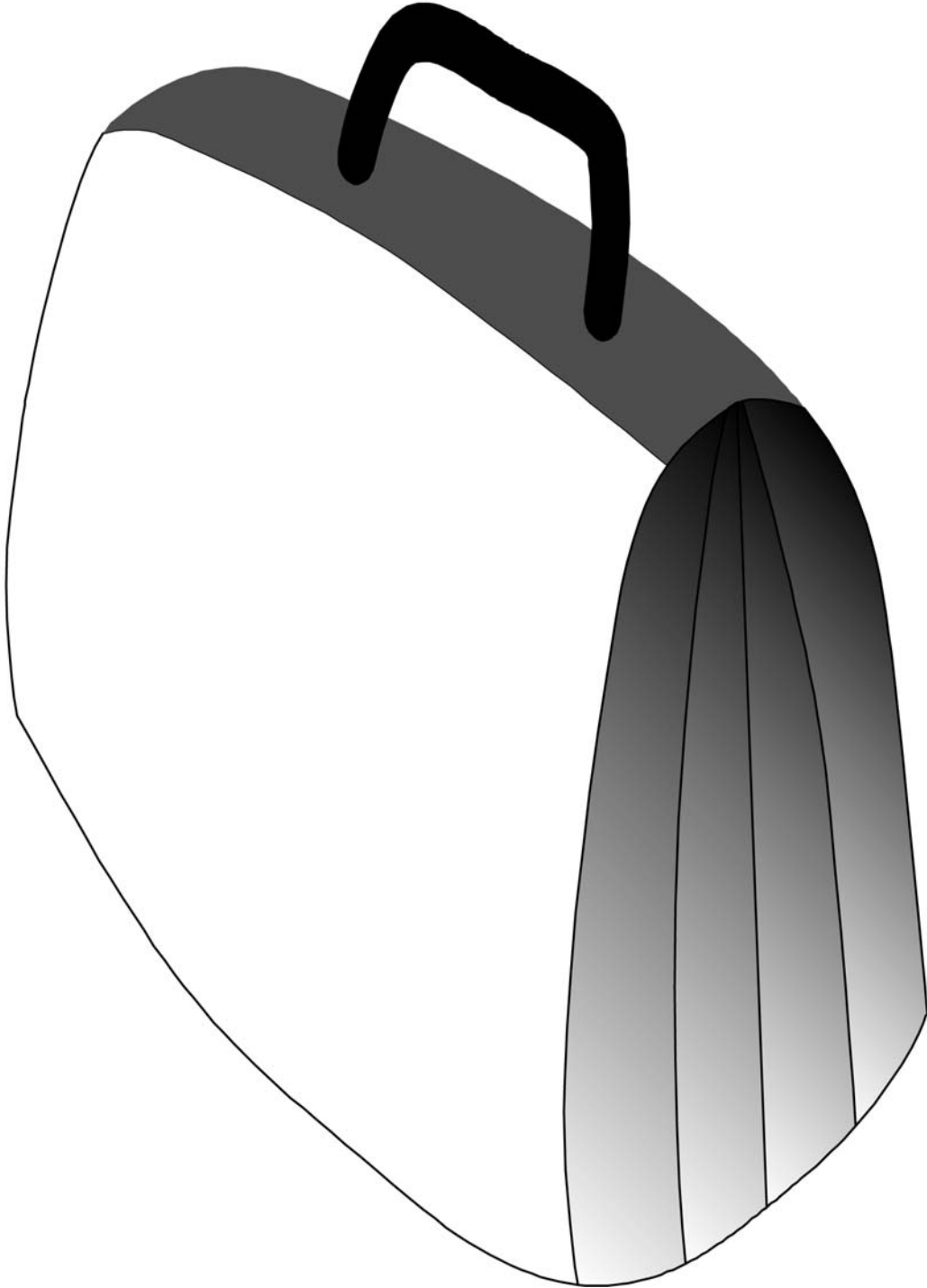
INSTRUCTIONS:

- 1.** Pass around **Handout # 2 - Cultural Bag** to each participant.
- 2.** Ask the participants to describe themselves in words or pictures within the bag shape on the handout. For example: My name is Mohamed, male, 14, brown eyes, bleach blond hair, likes R&B music, plays basketball, etc.
- 3.** After every participant has filled their bags with their descriptions, you can ask participants to pair up with someone they do not really know and introduce themselves to each other using their cultural bag. Ask them to take a good look at all of their similarities and differences.
- 4.** After you have given them enough time to talk and introduce themselves, ask each pair to share with the group some of the characteristics or traits they had in common, and some that were different.
- 5.** Move on to the Cultural Iceberg activity to debrief.



DIVERSITY ACTIVITIES

Cultural Bag



DIVERSITY ACTIVITIES



“I am ...” Exercise

-Original source unknown obtained for this manual from the Hastings Institute, City of Vancouver, 2001, Vancouver B.C. ~

FOCUS: Ice-breaker, cultural identities. Note: This exercise should be followed by the **Cultural Iceberg** exercise.

OBJECTIVE: To help participants identify and share their cultures in a creative fashion.

LEVEL: All

MATERIALS: Paper, coloured pens or pencils.

TIMING: 15 minutes

INSTRUCTIONS:

1. Hand out a piece of paper to each participant and make sure everyone has access to the coloured pens or pencils.
2. Ask the participants to draw a shape on their paper that describes them today or in general.
3. Ask them to write “I Am...” in the shape.
4. Anywhere around those words, ask them to draw five blanks or lines.
5. On those lines, ask the participants to complete the “I Am...” sentence with different words or pictures that describe them. Participants should try to do this without using their names - that is too easy! For example, Mohamed might write: I Am a boy, I Am 14, I Am in grade nine, I Am an athlete, I Am bleach blond, I Am brown eyed, etc.
6. When they are done completing their sentences, ask them to share their shape and sentences with the entire group.
7. You might notice that females and people of colour identify themselves as such more often than males and white people. An explanation for this may be, that people in dominant groups do not recognize those characteristics that are considered normal in our society, are not seen as barriers to participating in Canadian society. You may want to discuss this with your group.
8. Move on to the **Cultural Iceberg** activity to debrief.

DIVERSITY ACTIVITIES

Cultural Iceberg

~Jonamy Lambert and Selma Myers, HRD Press, 1994.~

FOCUS: Cultural identity. This exercise is used to debrief the Cultural Bag or “I Am...” exercises.

OBJECTIVE: To help identify those personal characteristics that are ‘visible’, ‘semi-visible’ and ‘not visible’ to us, as well as to show how we can use all types of characteristics to discriminate.

LEVEL: All

MATERIALS: flipchart paper and markers

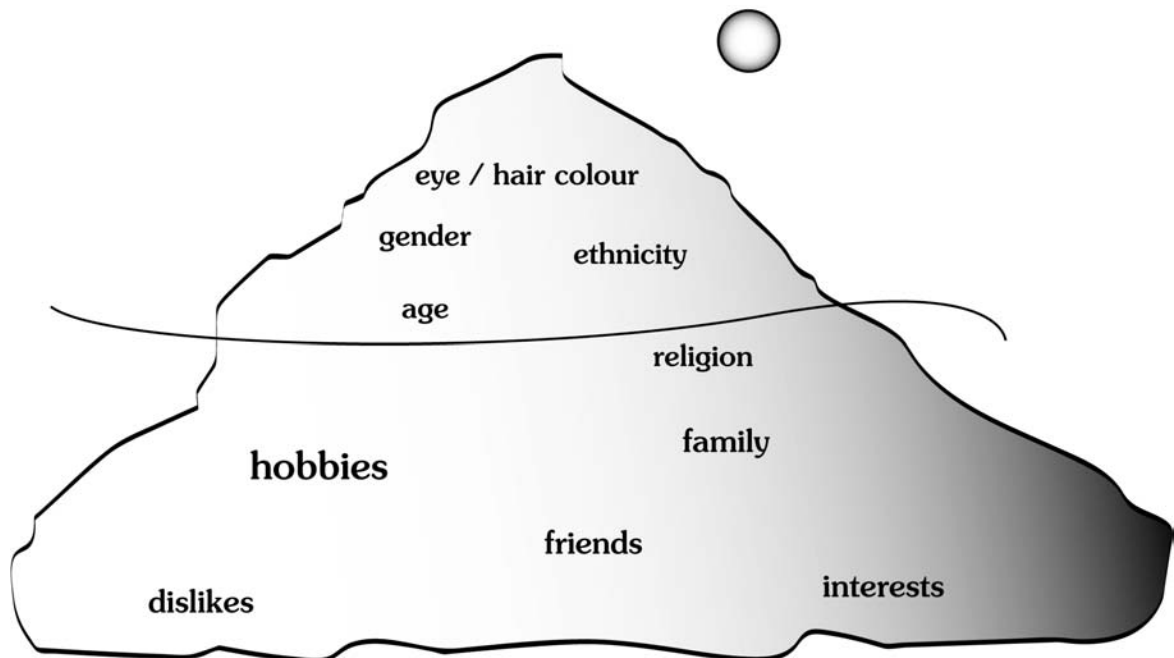
TIMING: 30 minutes

INSTRUCTIONS:

1. Start by drawing an iceberg shape on the flipchart.
2. Using your results from the previous exercise, place your self-descriptive words on the iceberg. Characteristics about yourself that are visible to other members of our society without needing explanation, should go near the top of the iceberg. ‘Semi-visible’ characteristics should be found somewhere at or near water level, and ‘non-visible’ characteristics anywhere below, at different depths if you prefer. (See the example given on the next page.)
3. As the other participants are sharing their Cultural Bags or “I Am...” shapes, have them draw their own icebergs and place their self-descriptive words on the iceberg as you did your own.
4. Have a few different participants share their responses, and word placements with the rest of the group. Place their words on your iceberg as they share to allow all of the participants to compare the different results.
5. Debrief by bringing up the following discussion points and questions:
 - ☆ What pattern do you see on our iceberg?
 - ☆ Compare where participants placed their different traits. Why did they choose the placements they chose?

DIVERSITY ACTIVITIES

- ✧ Are there circumstances where someone might place a certain characteristic, such as religion, as a visible trait, and some circumstances where someone might place that same characteristic as a non-visible trait? What are some other examples of when that sort of difference might occur?
- ✧ There are some characteristics that are considered 'visible', such as your physical capability, gender or ethnicity that may be used to discriminate against you because of the system within which our society operates (refer to the definitions of sexism, racism, and ableism at the beginning of the manual.)
- ✧ There are also some characteristics that are not visible, such as your sexual orientation, that may be used to discriminate against you because all it takes is someone to think or perceive that you may be gay, lesbian, bisexual or transgendered to make you a victim of discrimination.
- ✧ Many ships have sunk in history because the crews have misjudged the sizes of icebergs they have hit; all they could ever see was the tip of it (the visible things). They failed to recognize that below the surface of the water, the iceberg represented something much larger.
- ✧ Example of where some characteristics might go (use actual self-descriptive words):



DIVERSITY ACTIVITIES

Relating Diversity To Multiculturalism

~Developed for People Power by D. MacNiel, 2001~

FOCUS: Multiculturalism

OBJECTIVE: To raise the level of awareness and understanding of multiculturalism. To explore what it means in Canada, and how it differs from anti-racism education.

LEVEL: All

MATERIALS: Flipchart and flipchart markers, **Handout # 3 - Questionnaire: Myths vs. Facts of Multiculturalism**, **Handout # 4 - Myths & Facts of Multiculturalism**, an overhead-compatible copy of the **Multiculturalism Creed for Canada Handout # 5**

TIMING: 40 minutes

INSTRUCTIONS:

1. Start by brainstorming with the group what they think of when you say multiculturalism.”
2. Pass around **Handout # 3 - Questionnaire: Myths vs. Facts of Multiculturalism**, and allow the participants about five minutes to complete it, individually.
3. Place the participants in groups of four or five and give each group a copy of **Handout # 4 - Myths & Facts of Multiculturalism to debrief the questionnaire**. Encourage the small groups to record any questions, differences of opinion and insights that arise during their discussions.
4. After about 15 minutes, bring the whole group together and use the feedback from the small groups to start a discussion on multiculturalism.
5. Put up the overhead Multiculturalism Creed for Canada and read through it with the group. Then ask the group: “What do you think is the difference between multiculturalism and anti-racism?”

DIVERSITY ACTIVITIES

Handout #3

Myths and Facts of Multiculturalism Questionnaire

-Adapted from Multiculturalism: Myths & Facts, Anti-racism and Multiculturalism Unit Formerly Multiculturalism BC for People Power by D. MacNiel, 2001-

Read through each statement and decide if you think it is a myth or a fact.
Be prepared to explain your choice.

1

Multiculturalism works for the benefit of a few ethnic minorities.

Myth or Fact

2

Multiculturalism divides people.

Myth or Fact

3

Multiculturalism promotes an understanding of citizenship rights and responsibilities.

Myth or Fact

4

Multiculturalism encourages ethnic groups to isolate themselves rather than joining mainstream society.

Myth or Fact

5

Multiculturalism promotes third world immigration and discriminates against immigrants from Europe who “play by the rules.”

Myth or Fact

DIVERSITY ACTIVITIES

Handout #4

Myths and Facts of Multiculturalism

Adapted from [Multiculturalism: Myths & Fads](#), Anti-racism and Multiculturalism Unit Formerly Multiculturalism BC for People Power 2001~

Multiculturalism works for the benefit of a few ethnic minorities.



F

Multiculturalism stands for equal treatment - not special treatment. The Government of British Columbia's multicultural program supports cross-cultural programs that benefit the whole community. We all have a cultural heritage. We are all part of a multicultural nation. We all benefit from a society that is productive, prosperous and united.

Multiculturalism divides people.



F

Multiculturalism works at building mutual respect and trust between people through cross-cultural understanding. Multiculturalism acknowledges the natural right of all individuals to be treated with dignity. Multiculturalism builds bridges and not walls.

Visible minorities do not respect the law. Multiculturalism lowers the values that have made this a great nation.



F

Good citizenship includes a respect for the law. Multiculturalism works towards building a social contract where citizens have the right to be treated equally and fair, and in turn have a responsibility to respect the law and contribute to the common good of society. People respect the law if the law respects them. Multiculturalism promotes an understanding of citizenship rights and responsibilities.

Multiculturalism 'ghettoizes' people.



F

If people are denied opportunity, are subjected to discrimination and denied language skills, they will group together for mutual support and identification. Multiculturalism promotes the full participation of people in the mainstream life of the community, as well as equality of opportunity and freedom from discrimination.

Multiculturalism promotes third world immigration and discriminates against immigrants from Europe who "play by the rules."



F

Multiculturalism is not an immigration policy. Canada's immigration policy is intended to be non-biased. Multiculturalism addresses the issues of a culturally diverse society created by an immigration policy that admits people from around the world.

DIVERSITY ACTIVITIES

Handout #5

Multiculturalism Creed for Canada

~Adapted from the B.C.T.F. Program Against Racism (Student Symposium on Prejudice and Discrimination)~

We believe...

In unity, but not in conformity.

That the fabric of Canada is strong because the threads of many races and creeds are woven into it.

That every Canadian promotes greater well-being when s/he stands united with others in upholding the true spirit and practice of democracy.

That we cannot demonstrate to other nations that ours is a good way of life unless all our citizens enjoy the privileges and assume the corresponding responsibilities.

That the education of every child and youth should encourage and develop co-operation with others, mutual helpfulness, and concern for those who are less fortunate.

That a person's rights should not be violated because of race, religion, or natural origins.

That we can make this a better country for our children only if we strive increasingly to stamp out prejudice, bigotry and discrimination.

~Dr. W. Black~



STEREOTYPING, PREJUDICE AND DISCRIMINATION

STEREOTYPES, PREJUDICE AND DISCRIMINATION

You may choose one or several of these activities to get your group thinking about stereotypes, prejudice and discrimination. Allow plenty of time to discuss, question and reflect on the concepts and insights gained from each activity.

TIMING

50 minutes

50 minutes

30 minutes

30 minutes

ACTIVITIES

THE AMBASSADOR GAME

✧ To experience, explore and interact with other cultures.

(PRE) CONCEPTIONS OF 'RACE'

✧ To identify similarities and differences between people of different racial and ethnic groups.

✧ To challenge commonly held stereotypes related to racial and ethnic groups.

MAP OF STEREOTYPES

✧ To explore our own stereotypes.

RECOGNIZING DISCRIMINATION

✧ To encourage participants to think about all of the ways, big and small, in which people consciously or unconsciously discriminate against each other every day.

STEREOTYPING, PREJUDICE AND DISCRIMINATION

CORE CONCEPT #2: STEREOTYPES

Stereotyping refers to a shared idea about the generalized attributes of others based on perceived physical or cultural characteristics. These are generalizations about all members of a group, in part because they may contain some element of truth. Some stereotypes may seem positive, but they are always negative. It is harmful when individuals are judged according to the perceived norms of their group instead of personal merit. (Elliott & Fleras, 1992). The following are some examples of stereotypes you might have heard.

- ☆ Youth are troublemakers
- ☆ White men can't jump
- ☆ Chinese people are bad drivers
- ☆ Black people are good dancers

It's very important for everyone to know and acknowledge that stereotyping is something that we all do, but that does not make it okay.

think

about

This!

Stereotyping is different from discrimination and prejudice. Stereotyping can lead to prejudice and discrimination.

Prejudice is different from discrimination. Prejudice is an opinion, value or attitude; discrimination is an action.

FAQ

Q Why are stereotypes that sound good, actually not good?

ANSWER Look at this, "Chinese people are good at math." If you were Chinese and not good at math how would you feel being judged by this assumption? Stereotypes set up expectations, standards, and assumptions that are unfair and untrue. When we group people under one statement (or stereotype) we are essentially ignoring all of the things that make each person unique.

STEREOTYPING, PREJUDICE AND DISCRIMINATION

CORE CONCEPTS #3 & #4: PREJUDICE AND DISCRIMINATION

Prejudice is a dislike of others based on faulty and inflexible generalizations, involving a negative prejudgment. This frame of mind sets up an irrational and unfounded set of assumptions about minorities, which, in turn, influences our ability to evaluate these groups in a fair, objective, or accurate way. (Elliott & Fleras, 1992). Below are some examples of prejudice:

- ☆ Youth are all troublemakers; you cannot trust them.
- ☆ Everyone has to be careful of Chinese drivers.

Notice how these examples take the **stereotypes** listed earlier and go a step further towards discrimination. It is very important to recognize that we all have prejudices, and like stereotypes there are no good prejudices when we are referring to people.

Discrimination is putting prejudices into action. We move from being prejudiced to discriminating when we start to treat people negatively because of their gender, race, sexual orientation, language, religion, political belief, etc. Below are some examples of discrimination:

- ☆ Being followed in a store because you are young.
- ☆ Name calling (racial slurs, sexist and homophobic comments)
- ☆ Jokes based on stereotypes or prejudice.
- ☆ Avoiding or excluding people.
- ☆ Physical violence

think

about

This!

Prejudice is different from **discrimination**. Prejudice is an opinion, value or attitude whereas discrimination is an action one takes based on their prejudices. Never assume that forms of oppression are the same. Discrimination based on race or colour is different from age discrimination. There may be some similar feelings but the effects are very different. You don't grow out of your colour.

STEREOTYPING, PREJUDICE AND DISCRIMINATION



Discrimination is not a new issue. You can discuss historical examples of how discrimination has shaped the way society is run (institutions, policies, laws and values).

We need to examine the different forms of discrimination and where we fit within these. Do we discriminate? How can we help others and ourselves fight against discrimination?



STEREOTYPING, PREJUDICE AND DISCRIMINATION

(PRE) CONCEPTIONS OF 'RACE'

~Adapted from Learning to Respect Each Other, An Ask ERIC Lesson Plan, Submitted by: Dr. Brian F. Geiger (2002)~

OBJECTIVE: To identify similarities and differences between people of different racial and ethnic groups. To challenge commonly held stereotypes related to racial and ethnic groups.

LEVEL: All

MATERIALS: Handout # 6 - (Pre) Conceptions of 'Race', pens or pencils

TIMING: 50 minutes

INSTRUCTIONS:

1. Create small groups of 3 to 5 people. Distribute Handout # 6 (Pre) Conceptions of 'Race' to each participant.

* The term race has been used historically (and currently) to rank human beings by physical characteristics, and then give social and cultural meaning to these differences, most often, as an attempt to justify racism using poor science. The term should not be used in place of others such as people of colour, visible or ethnic minorities. You may want to investigate the controversies in science and human rights to familiarize yourself with the word origin or "race."

2. Assign each group one of the 'races' on the worksheet and tell them that they should only think about that one when writing their statements. Allow about 20 minutes to this.

3. After they are done have each participant answer the two questions at the bottom of the page by themselves.

4. Form new small groups by dividing up the old groups and making sure that at least one person from each old group is represented in the new groups. Then have the participants share their responses with the members of their new group. Have them take note of the similarities and differences in the responses.

5. After about 15 minutes, bring everyone together. Make sure the participants understand the concept of stereotypes - try some of the following questions to debrief the activity:

- ☆ How did you feel about writing the statements?
- ☆ What similarities did you find among statements?
- ☆ What differences did you find among statements?
- ☆ What insights have you gained from this exercise?
- ☆ Did your ideas for your personal answers to the questions at the bottom of the page change as you moved through the discussions with your groups?

STEREOTYPING, PREJUDICE AND DISCRIMINATION

Handout #6

A teen that is...	Finds it easy to...	Finds it difficult to...	Is expected to act...	Is similar to you because...	Is unlike you because...
Asian...					
Black...					
First Nations...					
Hispanic...					
White...					
Others? (Pick one)					

What is the most important thing for others to understand about you?

What can you do to get along with others who seem different from you?

STEREOTYPING, PREJUDICE AND DISCRIMINATION

THE AMBASSADOR GAME

-Obtained from the Hastings Institute, City of Vancouver, 2001, Vancouver, B.C. ~

OBJECTIVE: To experience, explore and interact with other cultures.

LEVEL: 14 +

MATERIALS: 1 role play card for each participant from **Handout #7 - The Ambassador Game Role Cards**, flipchart and flipchart markers.

TIMING: 50 minutes

INSTRUCTIONS:

1. Introduce the game by telling participants that they will be asked to role-play different scenarios. Each participant will take on an alien persona who has been asked to attend a gathering on Earth.

2. Hand out the role cards to participants. Allow 5 minutes to familiarize themselves with their roles. You may want to give participants the opportunity to make up their own roles, or hand out two or three copies of each role, if you have many participants.

3. Ask if participants have any questions. You may give yourself the role of observer. It will be your job to watch the role-playing and to make mental notes of the interactions that take place.

4. Start the role-play when the participants are ready, encourage participants to move around and start conversations with others in the room.

5. Let participants role-play for about 15 minutes. (It is O.K. if the participants wish to keep their role cards with them for reference.)

6. Debrief the role-playing with the following questions:

- ☆ What did you think about the activity?
- ☆ How did you feel interacting with everyone?
- ☆ What did you find different in the conversations?
- ☆ What did you find difficult in the conversations?

STEREOTYPING, PREJUDICE AND DISCRIMINATION

- ☆ What things did you not like about the activity?
- ☆ Talk about any observations you made.

7. While the participants are describing their experiences and reactions to certain interactions, record their observations on the flipchart. Take a look at the observations the participants expressed and ask them to identify how many are negative or have a negative connotation to them.

When one considers our world from such an incredibly compressed perspective, the need for awareness and understanding becomes glaringly apparent.

8. As different cultures interact with each other, some experiences are not going to go very smoothly. This is because some people may not be accustomed to how other cultures act and communicate. The important thing to remember is that as individuals we must do everything we can to make every interaction we have with new and/or different people a good one.

9. Finish up by asking the participants:

- ☆ How did you see your role? What things did you like or not like about it?
- ☆ How do you generally feel in everyday interactions with different cultures? Good? Comfortable? Uncomfortable?
- ☆ Why do you think we feel these different things? Where are those different feelings or observations coming from? (Are they North American perspectives?)

think

about

This! If We Could

If we could shrink the earth's population to a village of precisely 100 people with all existing human ratios remaining the same, it would look like this:

THERE WOULD BE 57 ASIANS,
21 EUROPEANS,
1 FROM THE WESTERN HEMISPHERE (NORTH AND SOUTH)
AND 8 AFRICANS,
51 WOULD BE FEMALE,
49 WOULD BE MALE.
70 WOULD BE NON-WHITE
30 WOULD BE WHITE.
70 WOULD BE NON-CHRISTIAN; 30 CHRISTIAN.
50 PERCENT OF THE ENTIRE WORLD'S WEALTH WOULD BE IN THE HANDS OF ONLY 6 PEOPLE
- AND ALL 6 WOULD BE CITIZENS OF THE UNITED STATES.
80 WOULD LIVE IN SUBSTANDARD HOUSING.
70 WOULD BE UNABLE TO READ.
50 WOULD SUFFER FROM MALNUTRITION.
1 WOULD BE NEAR DEATH, 1 WOULD BE NEAR BIRTH.
ONLY 1 WOULD HAVE A COLLEGE EDUCATION.
NO ONE WOULD OWN A COMPUTER.

STEREOTYPING, PREJUDICE AND DISCRIMINATION

Handout #7

THE AMBASSADOR GAME SCENARIOS ROLE CARDS



Cut along dotted lines



DELEGATE(S) FROM MONTZA:

On Montza, an outgoing, friendly person speaks loudly and uses her or his hands a lot. Additionally, it is considered polite to begin speaking before the other person finishes a sentence to show that you are really listening. You have just arrived and will shortly be attending a gathering. You wish to be especially friendly and polite with the people you are meeting. You would like to find out more information about how their justice systems work.



DELEGATE(S) FROM LANIVIA:

Lanivians value touching a great deal. People who are just meeting for the first time usually hold hands for a few minutes to express their pleasure in meeting each other. Also, conversations among Lanivians include a great deal of touching to emphasize points and to maintain the friendly spirit. You have just arrived and will shortly be attending a gathering. You want to show the Canadians how happy you are to be here. You want to talk with other delegates about their thoughts around drug use.



DELEGATE(S) FROM ZHABORIA:

On your planet, it is considered extremely impolite to look someone you do not know directly in the eyes when talking to them. It is customary to look at the ceiling or your feet - never directly at the person's face. In addition, your religion does not allow you to drink any kind of fruit juice in a formal gathering. You have just arrived and will shortly be attending a gathering. You want to be extremely polite to the people you meet. You would like to discuss ideas about how to help the street youth of Zhaboria.



DELEGATE(S) FROM SYRABIA:

On your planet, it is rude to consider another person's words too carefully. Thus, you never respond to a person right away. You usually wait a few seconds before answering. You have just arrived and will shortly be attending a gathering. You want to be respectful to the Canadians. It is considered impolite to talk about work when at a gathering.

STEREOTYPING, PREJUDICE AND DISCRIMINATION

MAP OF STEREOTYPES EXERCISE

OBJECTIVE: To explore our own stereotypes.

LEVEL: 14 +

MATERIALS: Old magazines that can be cut up, scissors, glue sticks, flipchart paper, coloured pens,
Handout # 8- Map of Stereotypes
Handout # 9 - What's Up With Prejudice?

TIMING: 45 minutes

INSTRUCTIONS:

1. Divide participants into groups of three or four people. Give each group some coloured pens, a glue stick, a flipchart paper, scissors, and some magazines.

2. Give the groups ten minutes to cut out people from the magazines whom they think fit any of the following descriptions. They can glue them to the flipchart paper and identify them with their pens or pencils.

- | | | | |
|---|----------------------|---|--|
| ☆ | A substance abuser. | ☆ | A good dancer. |
| ☆ | A basketball player. | ☆ | Someone who has a low income |
| ☆ | A single parent. | ☆ | Someone who has an eating disorder |
| ☆ | A gay person. | ☆ | Someone who did not finish high school |
| | | ☆ | A criminal |

3. Have each group present their posters to the other groups.

4. Debrief this activity by asking the following questions:

- ☆ Why do you think you picked these people to place on your poster?
- ☆ Can we really tell who belongs where by just looking at them?

5. When debriefing, fully explain the definition of stereotypes to the group. Remember to mention that there are no such things as good stereotypes and explain why. Make sure the participants realize that each of the above descriptions could apply to anyone they see or know.

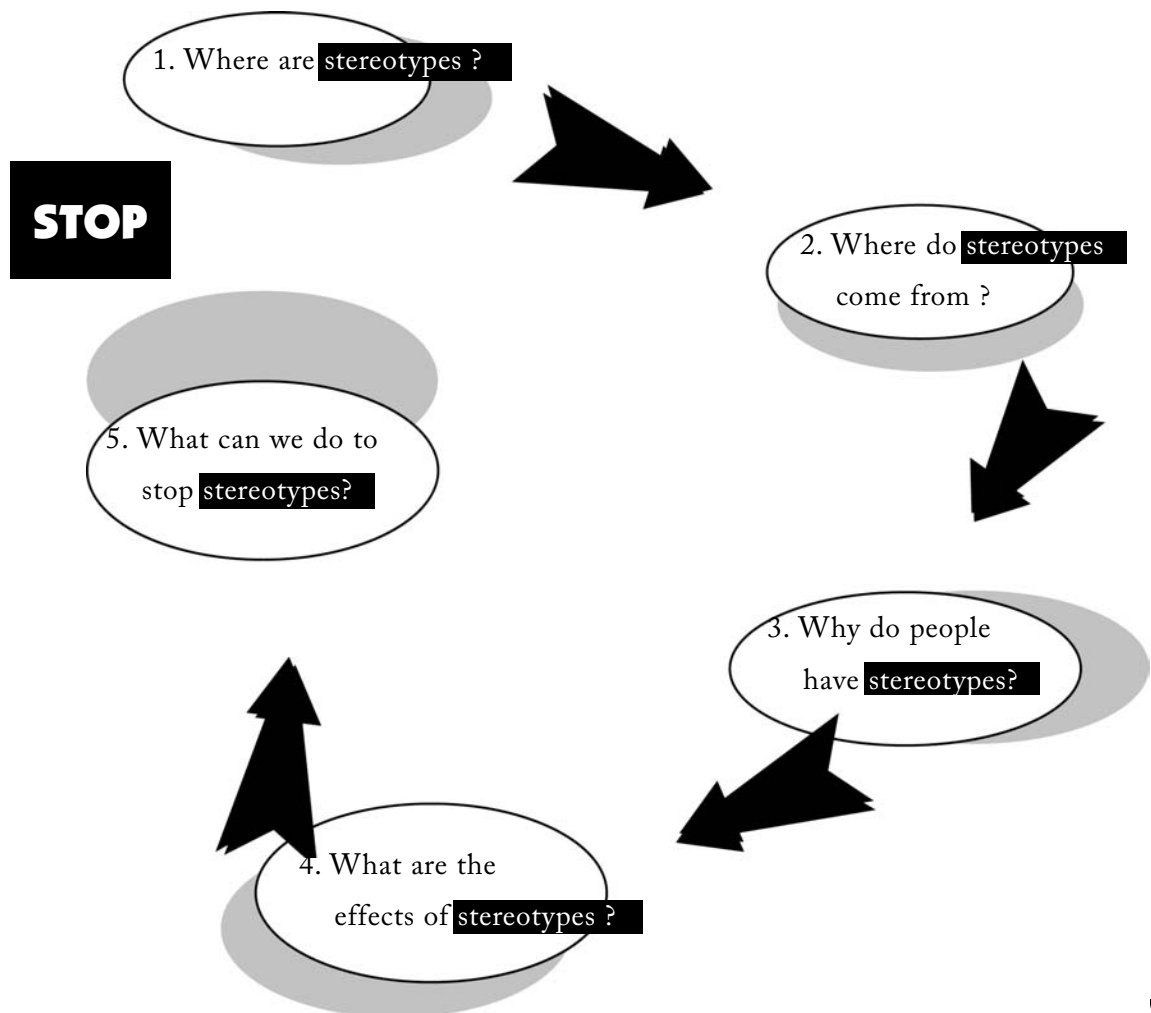
6. Use an overhead of the Map of Stereotypes and explain the step-by-step process of how a stereotype is created then lead to prejudice and discrimination. Give a Map to each participant for future reference.

STEREOTYPING, PREJUDICE AND DISCRIMINATION

7. Brainstorm the definition of prejudice. Play with the word - break it up into: “pre” and “judge.” Debrief with the group by passing around Handout # 9 - What’s Up With Prejudice? Ask the following questions:

- ☆ How many of us have been a victim of prejudice?
- ☆ What did that prejudice look like? How were you a victim of prejudice?
- ☆ What did you do about it?
- ☆ How did you feel?
- ☆ How do people know when they have been a victim of prejudice?
- ☆ How does your school/family/community deal with prejudice?

8. Use the following graphic to ensure understanding and to debrief the exercise.



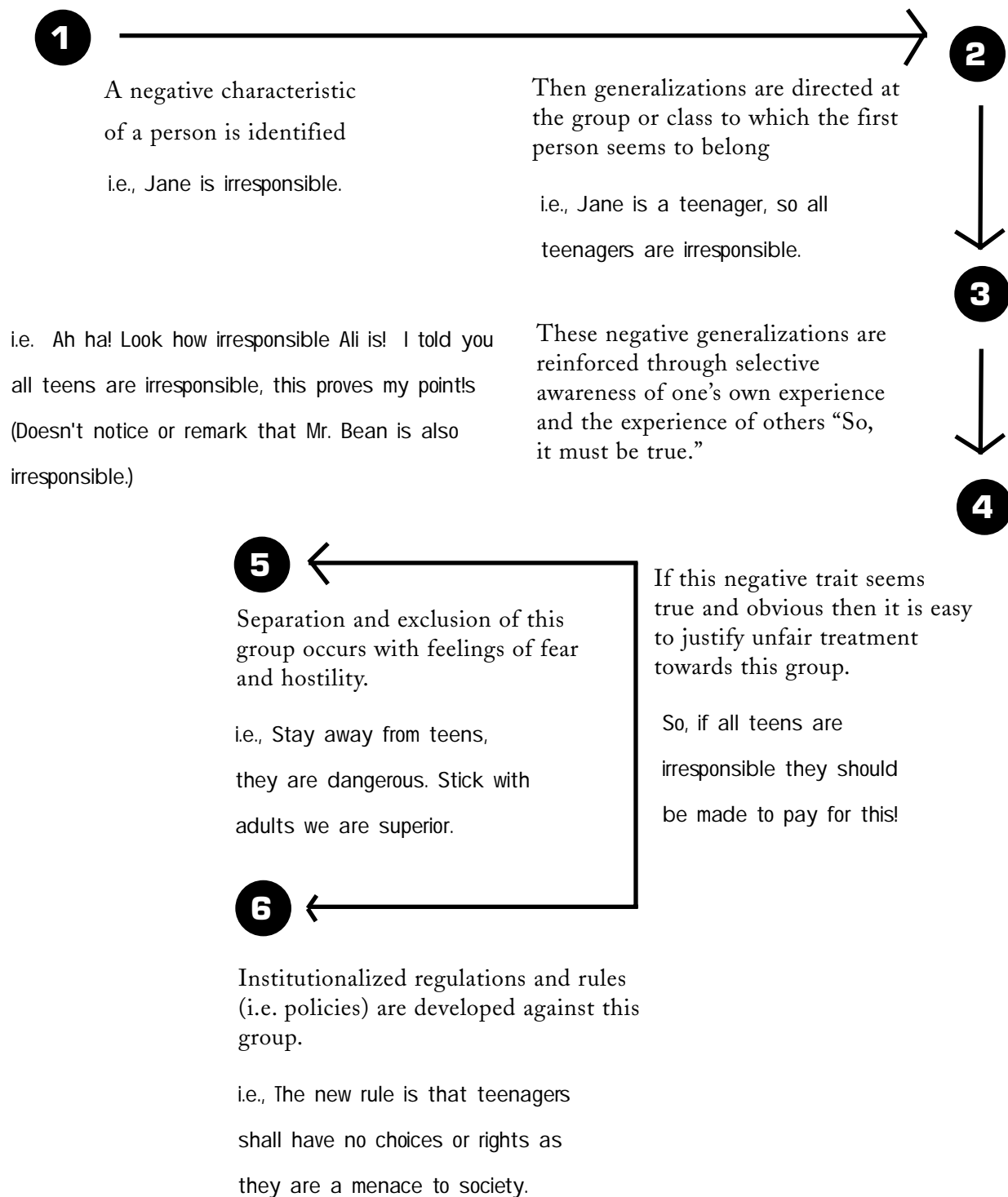
STEREOTYPING, PREJUDICE AND DISCRIMINATION

Handout #8

MAP OF STEREOTYPES

~Adapted from the Hastings Institute, City of Vancouver, 2001, Vancouver B.C.~

Follow this map to see how stereotypes develop and turn into prejudice, discrimination and systemic discrimination.



STEREOTYPING, PREJUDICE AND DISCRIMINATION

Handout #9

WHAT'S UP WITH PREJUDICE?

~Adapted from the British Columbia Teachers Federation (2001). Vancouver, BC~

Remember!

Prejudice is different from discrimination.

Prejudice is an opinion, value or attitude;

discrimination is an action.

1. Everyone has prejudices: some private, some public.
2. When we act without thinking, our prejudices control our actions, and this often leads to discrimination.
3. When our prejudices are anti-social, our thoughtless acts of discrimination are also anti-social.
4. As humans, we have the ability to override our prejudices and choose to act in a way that is contradictory to our prejudices. We can choose “to not discriminate.”
5. As youth we should choose to override our anti-social prejudices and take conscious control of our actions.
6. We should recognize and take responsibility for how hurtful our thoughtless acts of discrimination can be.
7. We should therefore decide to take responsibility for our action - no thoughtless, hurtful acts of discrimination. (Naturally we should not plan hurtful acts.)
8. We can make considered action central to our lives.

STEREOTYPING, PREJUDICE AND DISCRIMINATION

RECOGNIZING DISCRIMINATION

-Developed for People Power by M. Clark, 2002-

OBJECTIVE: To encourage participants to think about all of the ways, big and small, in which people consciously or unconsciously discriminate against each other every day.

LEVEL: All

MATERIALS: Flipchart paper and flipchart pens; a large bag of small pieces of candy.

TIMING: 30 minutes

INSTRUCTIONS:

1. Create small groups of three or four and make sure each group has a piece of the flipchart paper and a flipchart pen.

2. Allow a few minutes for groups to come up with as many different examples of 'everyday' discrimination that they can think of. You may consider asking some of the following questions to get them going:

- ☆ What does discrimination look like and/or feel like in everyday life?
- ☆ Where do you see these things happening? How often?
- ☆ Who gets hurt?

There are really no right or wrong answers and the lists the groups develop will probably vary. Some of the responses will be similar to the following examples of 'everyday' discrimination in "Freedom From Fear" by Lynda Laushway and Judi Stevenson:

- ☆ abusive language, racial slurs, demeaning jokes, put-downs, spreading vicious gossip and rumours, name calling, sexually suggestive jokes or comments, inappropriate sexual comments or probing questions into someone's sex life.
- ☆ unfair treatment based on religion, sex/gender, race, ability, culture, language, appearance and sexual identity or perceived sexual identity
- ☆ excluding, stalking, being treated unfairly for refusing dates, unwanted phone calls or sexual activity.

3. After the few minutes are up have each group share their responses with the larger group.

STEREOTYPING, PREJUDICE AND DISCRIMINATION

4. Explain to the group that the next step in this exercise is to try and determine what the common elements are to each of the examples they came up with. What is the common thread(s) between each of these examples? The common denominator(s)?

5. After a few minutes explore with the group how the common threads between all of the ‘everyday’ discriminations is the underlying attitudes, biases, and behaviours from which different forms of discrimination pop up. Remind the group that when we try and fight discrimination, it is on these larger underlying factors that we should be directing all of our attention rather than trying to address each individual manifestation of these negative attitudes and biases. Can the group guess why?

6. Record everyone’s answers on the large flip chart. Then ask the group if they have any ideas around what they can do about the problem of discrimination, as individuals, and within the larger group. Record those responses as well. Use the candy as a motivator to generate ideas by passing out pieces to those in the group that participate.

7. After everyone has finished sharing ask the group if they can think of anything else that they would like to add to the list. Debrief with the group by reviewing all of the information collected looking for:

- ☆ Examples of ‘everyday’ discrimination.
- ☆ The common denominators among all of these problems.
- ☆ What can be done about these underlying forces, individually and as a group.

8. Continue to pass around the bag of candy so there is no one winner.

9. Post the flipchart lists on the wall so that everyone has the opportunity to examine them at their own convenience.

think

about

This...

“Tolerance . . . merely means putting up with people; being able to stand things.”

~ E. M. Forster ~

“Tolerance is only another word for indifference.”

~ W. Somerset Maugham ~

POWER AND PRIVILEGE



Talking About Power and Privilege

You may choose one or several of these activities to get your group thinking about Power and Privilege. Allow plenty of time to discuss, question and reflect on the concepts and insights gained from each activity. It is also important to remain flexible with the timing of these exercises, as there may be much discussion (sometimes heated) and you want to ensure that everyone has an opportunity to speak. Also, make sure you pay close attention to participants' reactions during these exercises.

TIMING

ACTIVITIES

30 minutes

CLASS-RACE EXERCISE

- ☆ To examine how we may be or may not be discriminated against and how we might do the discriminating.
- ☆ Encourages participants to see how and when they might be part of a dominant group and have power and privilege because of this.

30+ minutes

PRIMARY AND SECONDARY DIMENSIONS OF DIVERSITY

- ☆ This exercise helps participants to start thinking about diversity and all the ways in which they belong to dominant and non-dominant groups.

60+ minutes

TALKING ABOUT POWER AND PRIVILEGE

- ☆ This exercise aims to explore in-depth, the advantages given by having power and privilege, and have the participants self-reflect on their own positions in society.



POWER AND PRIVILEGE

Core Concept #5 - Power and Privilege

Power and Privilege are two of the more challenging concepts in diversity training both for facilitators to train and participants to understand. It is much easier for people to identify ways in which they face discrimination or have encountered barriers than it is to accept that they have access to power and privilege. For example, while we can identify with the gains made by women to access high paying jobs in the professions, it becomes a challenge to examine the working conditions of the women who must care for their children and clean their homes. Most people will be uncomfortable, if not threatened or defensive, when reflecting on their own position, and the power and privilege that comes with it.



You should not attempt to facilitate sessions on Power and Privilege without at least 3 hours (and this amount of time will only cover the basics!). You need plenty of time for discussion and debate. However, even without delivering a specific training on the subject, it is very important that you are familiar and comfortable enough with the concepts. As it is likely that you will hear comments such as:

“Isn’t employment equity just another form of discrimination?”

“All they need to do is work harder. Every one has challenges in life. It’s their own fault if they don’t succeed. “

Power accedes
nothing without
demand.

~Frederick Douglass~

The basic principle of Power and Privilege is that while it is true that everyone CAN succeed in life, some have advantages and some people face barriers based on what they are (or perceived to be) and not based on whether or not they have earned it. People who are not part of the dominant group live with the every day reality of barriers and discrimination while the privileges of being part of the dominant group are often understood as “normal.” For the creation of a truly inclusive society, we need to eliminate barriers that prevent people from having an equal playing field and understand the conditions that created the barriers in the first place.



In the end, only a few participants may fully understand this concept. For most people, it will be an introduction to a new way of looking at discrimination - one that requires accountability from each of us - and one that can be applied throughout life.

POWER AND PRIVILEGE



Class-Race Exercise

-by Paul Kivel (adapted from Martin Cano)-

OBJECTIVES: To examine how we may be or may not be discriminated against and how we might do the discriminating. It also allows participants to discover how and when they are part of dominant groups.

LEVEL: 14 +

MATERIALS: A large, open room.

TIMING: 30 minutes

INSTRUCTIONS:

- 1.** Have everyone stand side-by-side in a straight line, in the middle of the room facing one wall.
- 2.** Explain that this is the starting line for a race to get some well-paying jobs (located at the wall), which they need to take care of their families. Before the race starts, however, some adjustments are going to be made to everyone's starting positions.
- 3.** Ask the participants to take a step forward or backward depending upon the instructions. If a statement doesn't apply to them, they don't move. Participants decide for themselves whether the statement applies and keep their steps the same size throughout the exercise.
- 4.** Explain that the exercise will be done in silence, and with closed eyes, to allow participants to focus on the feelings that come up during the exercise and to make it safer for all participants.
- 5.** Choose a set of statement suitable for your group. Ensure you have a mix of forward and backward steps.
- 6.** Read out each statement one at a time, for each statement allow a few seconds for participants to adjust their positions if the statement applies to them:
 - ☆ If you feel that your primary ethnic identity is "Canadian" take one step forward.
 - ☆ If you were ever called names or ridiculed because of your race, ethnicity or class background take one step backward.

POWER AND PRIVILEGE

- ☆ If you have immediate family members who are doctors, lawyers, or other professionals take one step forward.
- ☆ If you ever tried to change your physical appearance, mannerisms, language or behavior to avoid being judged or ridiculed take one step backward.
- ☆ If you studied the history and culture of your ethnic ancestors in elementary and secondary school take one step forward.
- ☆ If, when you started school, you were speaking a language other than English take one step backward.
- ☆ If you were taken to art galleries, museums or plays by your parents take one step forward.
- ☆ If you ever attended a private school or summer camp take one step forward.
- ☆ If your parent(s) encouraged you to go to college take one step forward.
- ☆ If you grew up in a single parent household take one step backward.
- ☆ If you have ever been taken on a vacation outside of your home province take one step forward.
- ☆ If you have a parent who did not complete high school take one step backward.
- ☆ If your parent(s) own their own house take one step forward.
- ☆ If you were ever mistrusted or accused of stealing, cheating or lying because of your ethnicity, age or class take one step backward.
- ☆ If you primarily use public transportation to get where you need to go take one step backward.
- ☆ If you ever felt afraid of violence directed toward you because of your ethnicity take one step backward.
- ☆ If you ever felt uncomfortable or angry about a remark or joke made about your ethnicity but it was not safe to confront it take one step backward.
- ☆ If you or close friends or family were ever a victim of violence because of your ethnicity take one step backward.
- ☆ If your parent(s) did not grow up in Canada or the United States take one step backward.

7. After you read out the last statement, ask everyone to freeze in place, and without looking around, to notice briefly where they are, who is in front of them and who they can and cannot see. Then ask everyone to look around and notice briefly where they are in relation to everyone else.

8. Ask them to think for a few minutes about what feelings do they have, and what patterns they notice.

POWER AND PRIVILEGE



9. Then explain that they are in a race to the front wall for some well paying and rewarding jobs. The participants should imagine that they need one of those jobs to support themselves and their family. When told to, the participants are to run towards the wall as fast as they can. The first few to the front wall will get those jobs. Quickly say, “Ready, set, go,” to start the race (and get out of the way!)

10. After the race, have the participants pair up and talk for a few minutes about whatever feelings came up during the exercise.

11. Suggest to the participants that the winners of the race were declared before the race even started. Tell them to imagine that the race takes place in a stadium and that the ruling class is sitting in the stands watching the event with amusement. They did not have to race because they have been awarded the very best, most high paying jobs before the race even began. In fact, they had been betting on who would run for those jobs the fastest.

12. Debrief with the whole group using the following discussion points and questions:

- ☆ How does the information added at the end of the race affect people’s commitment to it? To how hard they might run next time? To their sense of justice?
- ☆ Point out that this exercise works well to demonstrate the power differences between dominant and non-dominant groups.
- ☆ It also serves well to illustrate the concepts of accessibility (some people do not have the same access to jobs, etc. in our society because they are in non-dominant groups and/or were not as privileged as others); our society’s lack of a ‘level-playing field’; the reasons for affirmative action; and the different reactions people have to an unequal system.
- ☆ For example, given where everyone ended up in the room, how did that affect how hard they ran towards the front wall? Did they run at all?

POWER AND PRIVILEGE

Primary and Secondary Dimensions of Diversity

FOCUS: Identifying our similarities and differences

OBJECTIVE: To identify where everyone is in the “big picture” in Canadian society.

LEVEL: 14+

MATERIALS: Handout # 10 - Primary and Secondary Dimensions of Diversity, pens or pencils, overhead projector or flipchart.

TIMING: 30+ minutes

INSTRUCTIONS:

- 1.** Pass around Handout # 10 - Primary and Secondary Dimensions of Diversity. You may want to put the Dominant Group Characteristics on the overhead or flipchart.
- 2.** Discuss with the groups the definitions of dominant and non-dominant groups, which can be found in the beginning of the manual, in the Glossary of Terms section.
- 3.** Using the information posted, ask the participants to write in the spaces of the circle on their handout whether they belong to the dominant group or non-dominant group with respect to the subjects in the circle. (If they do not identify with the dominant group, they are automatically in a non-dominant group.)
- 4.** Debrief this exercise with the following discussion points and questions.
Keep in mind that because this exercise is mainly for self-reflection, you may or may not get a lot of discussion.
 - ☆ The primary dimension of diversity is everything in the inner circle; the secondary dimension of diversity is everything in the outer circle. Why do you think these different ‘dimensions’ were separated this way? (The inner circle, or primary dimension, lists characteristics that people have less of an ability to change and are often the ‘visible’ things that people make judgments on.)
 - ☆ What did you think about the exercise?
 - ☆ Would anyone like to share her or his feelings around this exercise?
 - ☆ Those who put “non-dominant” in any of the spaces are the most likely to be discriminated against when it comes to that particular issue.

POWER AND PRIVILEGE



Recognizing Dominant Group Characteristics

Criteria

Dominant Group Characteristics:

education	post-secondary education or better
work background	professionals: doctors, politicians, lawyers
social economic class	middle to upper class
parental marital status	two-parent, mother /father family
geographic location	urban or suburban setting
social system	democratic
family structure	natural mother and/or father
values & religious beliefs	Christian, Protestant
age	adults aged 24 and over
gender	male
sexual orientation	straight / heterosexual
ethnicity	white / European descent
physical abilities	able-bodied

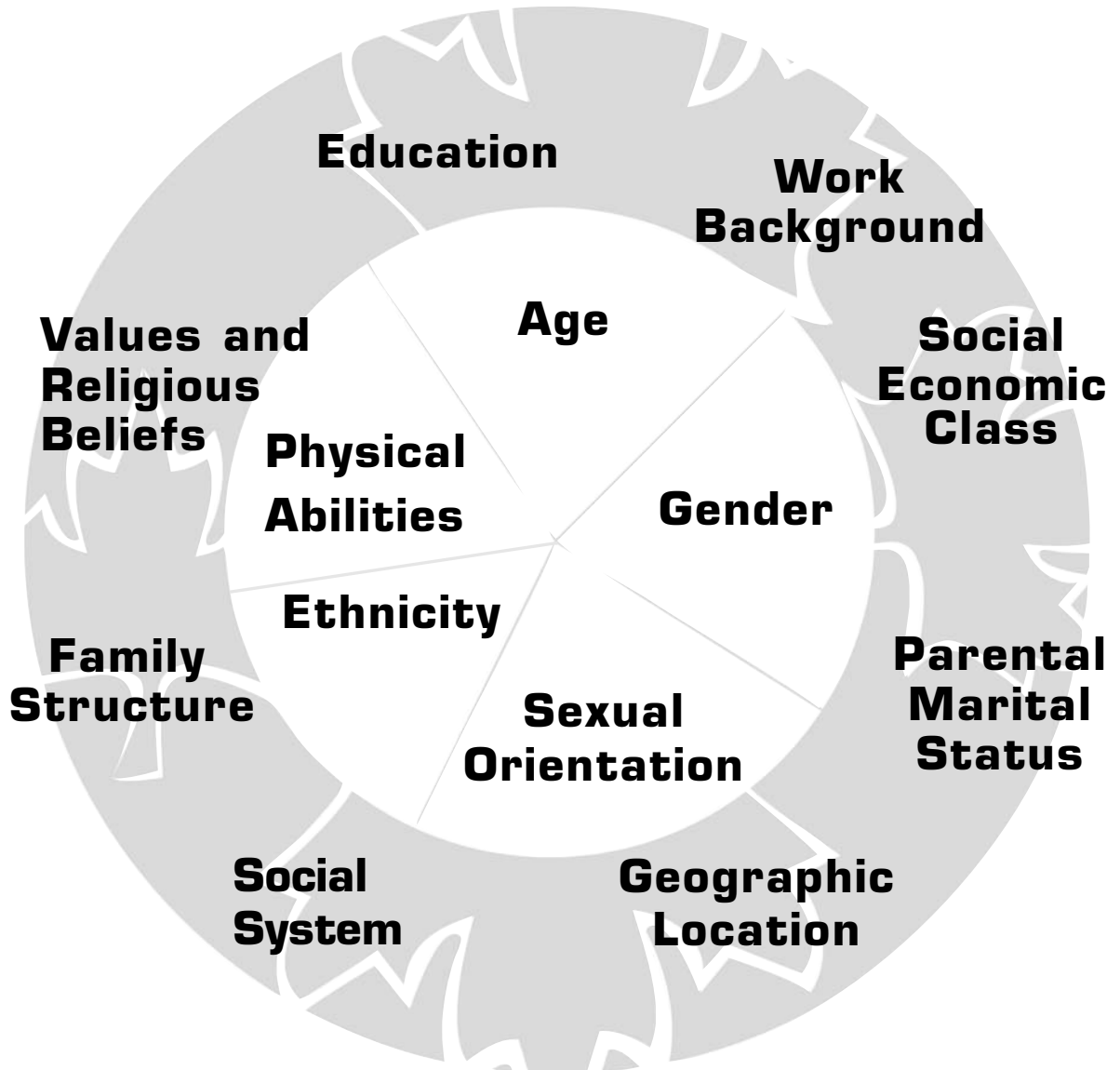
Examples of how to read this information:

- ☆ You are in the dominant group as far as education is concerned if you have completed any post-secondary education.
- ☆ You are in the dominant group as far as geographic location is concerned if you live in the Lower Mainland.
- ☆ You are in the dominant group as far as social system is concerned if you live in a democratic society.

POWER AND PRIVILEGE

Handout #10

Primary and Secondary Dimensions of Diversity



POWER AND PRIVILEGE



Talking About Power and Privilege

OBJECTIVE: To identify the ways in which we have Power and Privilege, and the ways that we don't.

LEVEL: 14+

MATERIALS: Handout # 10 - Primary and Secondary Dimensions of Diversity, pens or pencils, over head projector or flipchart.

TIMING: 60+ minutes

INSTRUCTIONS:

See also the **Glossary of Terms** to help you with these questions and answers

1. Refer back to the Primary and Secondary Dimensions of Diversity exercise. Review the “Recognizing Dominant Group Characteristics” chart with the group, or if using this exercise on its own, create the chart with the group.

2. Using a non-dominant characteristic that is shared by most of the group (for example, if the participants are mostly young people, then use Age), ask them to identify who is the dominant group and the non-dominant group. Then brainstorm with the participants on how the dominant group has power and privilege, and the barriers which non-dominant groups face. If it is unclear to you what characteristic you should use, choose a characteristic where you are part of the dominant group. It is less threatening if you use yourself as part of the example.

3. If time allows, repeat this process with other characteristics.

4. Some people may feel guilt, be threatened or defensive or be offended. This is normal, as it is much more difficult to self-reflect on how we have Power and Privilege than it is on how we are discriminated against.

FAQs

Q

ANSWER

1. What do you mean by dominant groups and non-dominant groups?

Dominant refers to groups that have greater access to decision-making and face less barriers to participating in Canadian society. Non-dominant refers to groups that do not have this advantage.

POWER AND PRIVILEGE

Q

2. Aren't women statistically the majority?

ANSWER

Yes, women statistically outnumber the population of men. However, women are still paid less than men overall, and don't have as easy access to management positions. Thus, minority doesn't refer to numbers, but to the lack of power and advantage.

Q

3. What do you mean by power and privilege?

ANSWER

The terms power and privilege refer to advantages dominant groups have whether they want it or not. It is difficult for people in dominant groups to see their power and privilege even though they may benefit daily from it. Sometimes these privileges are mistakenly viewed as being rights. Remember that everyone around the world has the same rights, but not everyone has the same privileges.

Q

4. Am I at fault for having power and privilege?

ANSWER

No. It is something that most of us do not have control over. It is important that we acknowledge when we have power and privilege over someone else. It helps us make sure that everyone has an equal opportunity, voice and participation. When we acknowledge our own power and privilege, we can then use it for in a positive way. We all have a responsibility to recognize how power and privilege are embedded in our social system and give unfair advantage to some over others.

Q

5. Can I be discriminated against by my own culture?

ANSWER

Yes. Anyone can discriminate and anyone can be discriminated against. Discrimination by members of a non-dominant group towards members of a dominant group may not look or feel different and may have the same immediate effect as discriminatory actions or remarks from a member of a dominant group towards a member of a non-dominant group, but they are different because the fact remains that non-dominant groups do not have power and privilege within our society.

Q

6. Is it my fault if interacting with another culture or a different person was a bad experience? Is it my responsibility to make each experience a good one?

ANSWER

We all have a responsibility to make our interactions with anyone better. Sometime this may mean we might have to try a little harder - talk slower, be respectful of people's personal space, etc. We should also realize that if we are in a position of power, we have more ability to include others.

POWER AND PRIVILEGE



Q

7. Sometimes I feel like my group is always getting in trouble for doing something to another cultural group - and most of us within our group had nothing to do with the problem! What is that all about?

ANSWER

You may not realize that you are part of the dominant group in a particular situation. Remember that each person has their own culture, which may be made up of many different aspects and may place the same person into some dominant cultural groups and some non-dominant cultural groups at the same time. For example, you may be male, which places you in a dominant group in our society, but you may also be a youth and a Buddhist, which places you into two different non-dominant groups.



THE “ISMS”



Ageism, Ableism, Heterosexism/Homophobia, Sexism, Racism

You may choose among these activities to get your group thinking about the concepts of Ageism, Ableism, Heterosexism /Homophobia, Sexism and Racism. In all cases the activity is just a taste, the debriefing component is the meal. Allow plenty of time to discuss, question and reflect on the concepts and insights gained from each activity.

TIMING

ACTIVITIES

30 minutes

YOUTH ‘INVOLVEMENT LADDER’ ACTIVITY

- ☆ To examine the different ways that youth are involved in decisions that affect them and the process of decision making.

30 minutes

THE RIVER EXERCISE

- ☆ To encourage participants to think about what it might be like to live with a disability.

45 minutes

WHERE ARE WE GOING?

- ☆ To encourage participants to think about what it might be like to be without the sense of sight.

45 minutes

LEFT-HANDEDNESS AND HOMOSEXUALITY

- ☆ To encourage participants to examine the similarities between left-handedness and homosexuality.
- ☆ To encourage participants to think about what it means to have unearned privilege.

60 minutes

HETEROSEXISM & HOMOPHOBIA

- ☆ To increase personal knowledge about sexuality and to be able to define heterosexism and homophobia.
- ☆ To examine how society views and portrays same sex attraction. Participants will explore how negative reactions to homosexuality may be changed.

THE “ISMS”



60 minutes

THE NAME GAME

- ☆ To explore issues of representation and depiction of women and men.

15 minutes

WHAT IS RACISM?

- ☆ To explore participants' understanding of what racism means, including systemic racism, and to enhance this understanding through the use of poetry.

RESPONDING TO RACISM

2 hours

PART I: Responding to racism

1 hour

PART II: Active witnessing

1 hour

PART III: Prejudice encounters

- ☆ To raise awareness of discriminatory behaviour.
- ☆ To encourage reflection on barriers and to taking action on or responding to discriminatory behaviour.
- ☆ To raise awareness of the value of taking action on, or responding to, discriminatory behaviour.
- ☆ To develop strategies for moving from passive witnessing (just thinking about) to active witnessing (actively responding).
- ☆ To practice the skills involved in implementing these strategies.



THE “ISMS”



“ISM” #1 - Ageism

Ageism is discrimination based on age. The following are some examples of ageism:

- ✧ Being followed or watched in a store because you are young.
- ✧ Being harassed by police officers or security guards for “hanging out” at the mall, or on a sidewalk, etc.
- ✧ Being made to retire because of your age.

Ageism is an area that is not fully covered under human rights law. The age groups that are covered by legislation are 19-65. That means that if you are 18 and younger or 66 and older, you cannot make a legal claim that you have been discriminated against because of your age.

think

about

This...

When discussing ageism within this manual the focus is on the discrimination of young people/youth despite the fact that senior citizens are often the victims of discrimination.

This manual follows the British Columbian Provincial definition of a youth as someone who is 24 years of age and under.

FAQs

Q

1. What is meaningful youth involvement and what does it look like?

Meaningful youth involvement is having youth decide on how they want to be involved. It means that youth advocate for themselves and are given the opportunity to work or participate on their own terms.

ANSWER

Q

2. What is an advocate and what do they do?

A youth advocate is a youth or adult who speaks on, for, and/or, about youth and youth issues.

ANSWER

THE “ISMS”



Youth ‘Involvement Ladder’ Activity

~Adapted from Roger Hart, Children’s Participation: From Tokenism to Citizenship, UNICEF~

OBJECTIVE: To examine the different ways that youth are involved in decisions that affect them and the process of decision

LEVEL: All

MATERIALS: Flipchart paper and markers,
Handout # 11 - Ladder of Participation.

TIMING: 30 minutes

INSTRUCTIONS:

1. Place participants in groups of 5 or more.
2. Give each group some markers and a piece of flipchart paper.
3. Ask the groups to draw a ladder on the paper and then to place the scenarios listed below in what they think is the order of “most favoured” to “least favoured” scenario for youth participation to (top to bottom). Work with the group to define each term to make sure that everyone shares the same meaning. Post the terms where everyone can see them.

- ☆ consulted and informed
- ☆ tokenism
- ☆ youth-initiated, shared decisions with adults
- ☆ manipulation
- ☆ adult-initiated, shared decisions with youth
- ☆ decoration
- ☆ youth-initiated, and directed
- ☆ assigned but informed

4. Have each group present their youth participation “ladder” to the larger group.

5. Distribute **Handout # 11 - Ladder of Participation.**

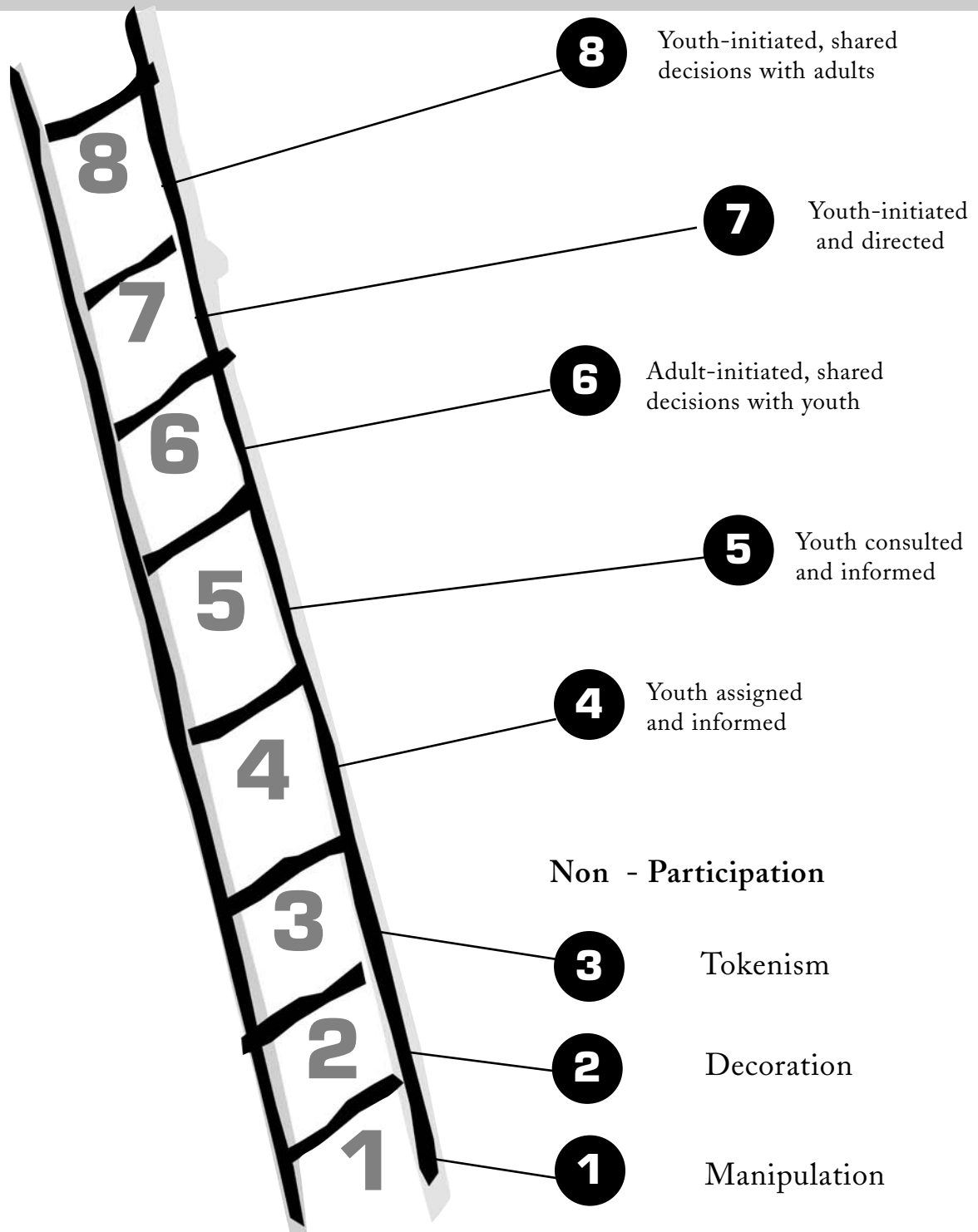
6. Debrief this activity by discussing the definition of ageism with the group.

THE "ISMS"

Handout #11

Ladder of Participation

Degrees of Participation



THE “ISMS”



“ISM” #2 - Ableism

Ableism is discrimination based on physical or mental disabilities. Below are some examples of ableism:

- ☆ Buildings without ramps for those who use wheelchairs or similar aids.
- ☆ Intersections without audible signals for the blind.
- ☆ Using slurs such as “crazy”, “nuts”, or “retarded”.

In this manual, ‘people with disabilities’ refers to the hearing impaired; the visually impaired; those who use mobility equipment; those with anomalies present at birth; those with speech or motor impairments; those with diabetes, depression, asthma, arthritis, attention-deficit hyperactivity disorder (ADHD), migraines, epilepsy, AIDS, haemophilia, etc. Ableism can affect almost anyone whom society stereotypes as not being part of the majority. In reality, these are just things about us that make us even more unique, and by no means any less ambitious or full of life. The following information was gathered from the website www.the.works.baka.com/prejudice.)

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This...

Combating ableism begins with creating awareness. The best way to accomplish this is through education. Teaching about diversity and every person’s uniqueness can begin to counteract the cultural myths about people with disabilities.

Remember that each person has their own strengths and weaknesses - people without disabilities and people with disabilities are not different in that regard.

FAQs

Q

1. How can ableism be reduced?

ANSWER

There are ways in which ableism can be reduced. Many people may have been told as children not to stare or point at someone with a disability. Asking questions was considered to be rude. While good intentions may have been behind these suggestions, nowadays it is likely that ignoring individuals with disabilities can encourage discrimination. Including people with disabilities in our classrooms and workplaces offers the next best way to beat ableistic thinking - friendship! Direct interaction with someone with a disability can help to break down fear and ignorance.

THE “ISMS”

Q

2. What does able-bodied mean?

ANSWER

Being able-bodied means living without a physical disability.

If you think you are too small to be effective, you have never been in bed with a mosquito.

~ Betty Reese ~



THE “ISMS”



The River Exercises

~Adapted from Youth Power for People Power, 2002~

OBJECTIVE:

To encourage participants to think about what it might be like to live with a disability.

LEVEL:

All

MATERIALS:

Three large pillows (or something similar to use as stepping stones’.)

TIMING:

30 minutes

INSTRUCTIONS:

1. Explain to the group that the goal of this exercise is to get the entire group across an imaginary, crocodile infested river safely, using only three pillows.
2. Have the ‘river’ be quite wide, say the width of the whole room, and use the pillows as movable ‘stepping stones’ to get everyone across. Participants are only allowed to touch the pillows, and not the floor, or else they are out.
3. Select a few people to simulate different disabilities such as being unable to use one leg or one arm, being unable to see, or perhaps unable to speak. You may also want to select someone to simulate an illness, perhaps by being only able to move at a certain speed, or needing to rest between each action taken.
4. Once everyone has made it (or not) to the other side of the river, have the participants switch roles. Those in the group who did not simulate a disability should now do so, and vice versa, for the trip back across the river.
5. After everyone has made it (or not) back across the river, bring everyone together to debrief the exercise. Start a discussion by asking the following questions:
 - ☆ How difficult (or easy) was it for the group to accomplish this exercise? Why was it as easy or as difficult as it was?
 - ☆ How did it feel to not be able to use your whole bodies?

THE “ISMS”

- ☆ Can you think of the challenges that people with disabilities might experience everyday? How do you think people with disabilities manage?
- ☆ What about people who are chronically or terminally ill, people who live with a mental illness, or the families and friends of people with disabilities? What challenges do you think they face everyday?
- ☆ What changes could we make in the way we think and talk about the world around us, about people, or perhaps in the way we plan different aspects of our community (such as streets and buildings) that might address some of those challenges?



THE “ISMS”

Where Are We Going?

-Developed for People Power by M. Clark, 2002-

OBJECTIVE: To encourage participants to think about what it might be like to be without the sense of sight.

LEVEL: All

MATERIALS: Blindfolds for half of the participants.

TIMING: 45 minutes

INSTRUCTIONS:

- 1.** Have everyone grab a partner and have them decide who will be partner ‘A’ and who is ‘B’.
- 2.** Explain that this exercise is not only a great way to experience how much we rely on our sense of sight, but that it’s also a great trust-building exercise. The participants must understand that they are going to need to rely on each other, and that they must take that responsibility seriously to make sure that no one gets hurt.
- 3.** Have partner ‘A’ put on a blindfold. Make sure that the blindfold is secure and that they cannot see anything.
- 4.** At this point partner ‘B’ becomes the “guide” for partner ‘A’ and may take them by the arm or by the hand, whichever feels more comfortable.
- 5.** The next step in this exercise is for partner ‘B’ to lead partner ‘A’ out of the room and outside. Encourage the “guides” to lead their partners over different types of ground, up or down stairs, through playground equipment, etc. Also encourage the participants who are blindfolded not to peek. Tell them to use their other senses to help determine where they are and what they are doing. (Note: In case you are unable to let your participants go outside, consider running this exercise between a couple of rooms. You may want to set up a variety of different obstacles that the participants have to maneuver in turn, or a series of tasks that they have to accomplish as teams.)
- 6.** After about 10 minutes have the participants reverse their roles; partner ‘B’ now wears the blindfold and partner ‘A’ now becomes the “guide”.

THE “ISMS”

7. When each of the partners has had the chance to go through this exercise, bring everyone back together to debrief. You may want to ask the following questions to encourage discussion:

- ☆ How did it feel to not be able to use your sense of sight?
- ☆ Discuss how much you rely on the sense of sight? How much more than your other senses? Less? The same?
- ☆ Can you think of the challenges that people who are without the sense of sight might experience everyday? How might those people cope?
- ☆ What about people who are without other senses, such as the sense of hearing? What challenges do you think they face everyday?
- ☆ What changes could we make in the way we think and talk about the world around us, about people, or perhaps in the way we plan different aspects of our community (such as streets and buildings) that might address some of those challenges?



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THE “ISMS”

“Ism” #3 - Heterosexism and Homophobia

Heterosexism is the thought, belief or idea that being heterosexual, or ‘straight’ is superior, normal and ‘right’ as opposed to being gay, lesbian, or bisexual.

Homophobia literally means being afraid of those who may be gay, lesbian, or bisexual. Because of this fear (and often contempt), people who are homophobic often treat those who are gay, lesbian, or bisexual negatively. The following are some examples:

- ☆ Name calling or jokes against someone’s sexual orientation.
- ☆ Acts of violence against people who are gay, lesbian, or bisexual.
- ☆ Denying same sex couples the right to be married.

Homophobia remains one of the hardest subjects for both young people and adults to talk about. Much of this challenge, comes from being unaware about the ‘myths and facts’ of Lesbian/Gay/Bisexual/Transgendered (LGBT) issues. It is important for everyone to know that when we talk about diversity, homosexuality, heterosexuality, bisexuality and other sexualities are also a part of our society and one of the ways in which we all differ. LGBT people and communities have been primary targets of discrimination for a very long time.

The fact remains that people, especially youth who identify themselves as being either lesbian, gay, or bisexual have limited resources, and support. About 30% of LGBT youth drop out of high school without finishing grade 12 because of verbal and physical harassment and violence and other barriers that make up homophobic environments (Vos-Browning, 1995).

think

about

This...

Often all it takes is someone to perceive that someone else is gay, lesbian or bisexual for that second person to be treated differently.

THE “ISMS”

Left-Handedness and Same-Sex Attraction

~Adapted from www2.kenyon.edu/depts/wmns/projects/wmns21/titlep.htm ~

OBJECTIVE: To encourage participants to examine the similarities between left-handedness and same-sex attraction and think about what it means to have unearned privilege.

LEVEL: 12 +

MATERIALS: Pens or pencils for each participant, flipchart paper and flipchart markers
Handout #12 - Left-Handedness vs. Same-Sex Attraction, Handout #13 Heterosexual Privilege and the Four Viewpoints of Left-Handedness.

TIMING: 45 minutes

INSTRUCTIONS:

1. Handout # 12 - Left-Handedness vs. Same-Sex Attraction ask participants to complete this on their own.

2. Upon completion, read out each comment and the matching Fact, ask participants to compare the fact to their answer.

a) Fact: Gay people and left-handed people each make up about 10% of the population.

b) Fact: Lefthanders used to be forced to write with their right hand, just like many gay people were forced into heterosexual marriages.

c) Fact: People can be homosexual, bisexual and heterosexual, and/or left-handed, right-handed and ambidextrous.

d) Fact: Everyone knows someone who is gay or left-handed, but you cannot tell just by looking at them.

e) Fact: These traits are partially passed through genes but you can have a left-handed parent and be right-handed or have a gay parent and be straight.

f) Fact: You cannot tell who is gay or who is left-handed people just by looking at them or watching to see how they act.

g) Fact: The word sinister, based on left-handed people and gay, fag, or queer, based on homosexuals, are all terms with negative meanings.

THE “ISMS”

3. Start a discussion with the group around what they think it must be like to be left-handed. Use the following questions and comments to get the discussion going:

- ✧ What is it like to be left-handed?
- ✧ Right-handedness is institutionalized in the United States. That means that everyone assumes that you are right-handed and everything around you is made for right-handed people.
- ✧ What is it like to be left-handed in a world that is designed for right-handed people?
- ✧ What things are designed for right-handed people?

4. After you have asked them that last question, before the participants have too much time to respond, break the group down into smaller groups of three or four (if at all possible, separate the left-handed people into their own group) and have them try to come up with as many things that are designed for righthanded people as they can.

5. After a few minutes, compare how many things the right-handed people came up with compared to the number of things the left-handed people. Write out all of their responses on a piece of flipchart paper. Things designed had on their right-handed people include:

- | | |
|-----------------|------------------|
| ✧ scissors | ✧ pens |
| ✧ wedding rings | ✧ computer mouse |
| ✧ desks | ✧ can opener |

6. Debrief with the group by explaining that these are all ways in which righthandedness is institutionalized. Talk about which group came up with a longer list. Why do they think that is the case? Move into the next part of the exercise by explaining that the list is an example of how right-handed people have unearned privilege in our society.

7. Explain that unearned privilege is when a group of people have advantages based on the group they belong to, even though they have done nothing to deserve it. People who are right-handed can use a computer, open a can, or cut with scissors and it is easy for them. Left-handed people, on the other hand, have to adapt to using things that are not designed for them. Right-handed people often do not realize that they have this privilege. But anyone who does not have this unearned privilege is very aware of it.

THE “ISMS”



8. Suggest to the group that people who are left-handed have to attempt to do things with their right hand every day. Ask the participants what they think it would be like to lose their unearned privilege for a day and have to do every thing with their left hand.

9. Challenge the group to wear a mitten (not a glove) or ace-bandage wrapped around the fingers on their right hand for one day. Encourage them to try to do everything that they would normally do with their right hand, including writing, with their left hand. You may even get them to try a little bit of this during this exercise. This is what it is like to not have an unearned privilege.

10. Move into the next part of this exercise by explaining that heterosexuality is institutionalized just like right-handedness. This is evident in the way that gay, lesbian and bisexual people face problems trying to live in a heterosexual world the same way in which left-handed people have trouble living in a right-handed world.

11. Break the group down into small groups again and ask them to come up with as many things as they can that they think are examples of heterosexual privilege. Ask them, what things are designed for heterosexuals?

12. After a few minutes, have the groups compare responses. Take a few minutes to record all of the different responses on a new piece of flipchart paper.

13. Distribute Handout # 12 - Heterosexual Privilege and the Four Viewpoints of Left-Handedness and compare the two lists with the group. Debrief by re-iterating that all of these things represent unearned heterosexual privilege. Close with the following comments and questions:

- ✧ What do you think about the comparison made between the unearned privileges for right-handed people and heterosexuals?
- ✧ Whether or not homosexuality is a choice or has a biological basis, is it still acceptable to discriminate against gay, lesbian, or bisexual people? (Religion is a choice but there are laws prohibiting religious discrimination. A mental or physical handicap has a biological basis but there are laws against discriminating against them as well.)
- ✧ Did you know that the words homosexual and heterosexual have only existed for the last hundred years?
- ✧ Does anyone have any last questions, concerns or comments regarding this exercise?

THE "ISMS"

Handout #12

Left-Handedness Vs. Same-Sex Attraction



Do the following comments describe someone who is left-handed, homosexual or both?



Put a checkmark in the column(s) that you think apply for each comment.

Comment	Left-handed	Homosexual	Both
1. They make up approximately 10% of the population.			
2. In the past, this orientation has been forced to behave like the opposite orientation.			
3. These people are one of three possible orientations.			
4. People you know may belong to this group and you may not know it.			
5. This orientation has a genetic component.			
6. People of this orientation are only distinguishable by their looks or behaviors.			
7. Derogatory terms are based on this orientation.			

THE "ISMS"

Handout #13

HETEROSEXUAL PRIVILEGE

- ☆ **Prom/School Dances** - At many high schools same-sex couples can not attend proms, etc. School dances are intended to promote heterosexual relationships
- ☆ **PDA's (Public Displays of Affection)** - Heterosexual couples show affection in the hall ways and at school events. Same-sex couples cannot show affection like heterosexual couples can.
- ☆ **Dress Codes** - At some high schools, dress codes prohibit males from wearing dresses or skirts. This reinforces gender roles that support a heterosexually-based society.
- ☆ **Class Content** - What is taught in classes is usually taught with a heterosexual bias and an assumption that all students are heterosexual. Homosexuality is rarely talked about in classes.
- ☆ **Assumption of Heterosexuality** - Everyone assumes someone is heterosexual unless that person tells them otherwise. This is why gays and lesbians have to 'come out' to their friends and family. Imagine if heterosexuals had to come out to their friends and family.
- ☆ **Marriage** - Gay and lesbian marriages are not legal. Only opposite sex couples can legally get married.
- ☆ **Workplace** - Gays and lesbians have been fired from jobs because of their sexual orientation.

THE FOUR VIEWPOINTS OF LEFT-HANDEDNESS

Positive	Negative	
Social Construction	Sin	Choice
The categories of left and right handed are arbitrary ways in which societies divides a range of behaviors. Therefore, there is truly nothing such as hand orientation.	Being left-handed is morally wrong and people could stop being left-handed if they really wanted to.	
Neutral Difference	Illness	Biological Basis
Left-handed people are different than right-handed people, but the difference does not matter.	People who are left-handed have some sort of mental illness or defect, which causes them to be left-handed	
Replace left-handed with homosexual and these are the four primary viewpoints that people have on homosexuality.		

THE “ISMS”



Heterosexism/Homophobia

OBJECTIVE: To raise awareness of one’s level of knowledge about gay people. To be able to define heterosexism and homophobia

To examine the ways society perceives and portrays homosexuality

To explore known negative reactions to homosexuality and consider how these may be changed to levels of positive attitude

LEVEL: 14+

MATERIALS: Pen for each participant
Flipchart, flipchart markers
Handout #14: Myth-Busting Questionnaire for each participant, **Handout #15: Myth-Busting**

TIMING: 60 minutes

INSTRUCTIONS:

1. Give out **Handout #14 - Myth-Busting Questionnaire**, one to each participant, allow about 7 to 10 minutes for them to complete the questionnaire.

2. Divide the class into groups of 4 or 5, give each group **Handout #15** and encourage them to debrief the exercise together, noting any questions, disagreement, or insights gained. Allow about 20 minutes.

3. Bring the group as a whole together to debrief the exercise through sharing the small group questions, disagreement, and insights. From here move into a brainstorm of the meaning of heterosexism and homophobia.

☆ Ask the participants to brainstorm the definition of heterosexism

☆ Ask the participants to brainstorm the definition of homophobia

☆ Ask participants to give you examples of current events in the news that they felt involved heterosexism or homophobia. Common responses may include: samesex marriages and the murder of Matthew Shepard

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- ☆ Ask participants how homophobia is dealt with in schools and in the community
- ☆ Ask whether they feel that homophobia is dealt with effectively in schools or communities.

4. Exposing Television - Whole Group Discussion (20-30 minutes):
Encourage the participants to brainstorm positive portrayals of gay/lesbian/bisexual peoples on television. Then what makes these portrayals positive. Some questions to ask are:

- ☆ How is the gay/lesbian/bisexual community stereotyped on television?
- ☆ How many/what television shows/movies include gay/lesbian/bisexual people?
- ☆ How does the community or cast of characters on the television show talk about or deal with same-sex attraction?
- ☆ In your opinion do the cast or the television show itself do a good job in addressing the issue of homophobia?
- ☆ From here you can move into a discussion of how we can increase the social acceptance of different sexual orientations.

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Handout #14

Myth-Busting Questionnaire

Read the each statement and decide if you think it is
A myth or a fact. Be ready to explain your choice.

1

Gays and lesbians can ordinarily be identified by certain mannerisms or physical characteristics.

Myth

or

Fact

2

We do not know what causes homosexuality.

Myth

or

Fact

3

Child molesting is about abuse and not sexual attraction.

Myth

or

Fact

4

Most gay or lesbian people are comfortable with their gender.

Myth

or

Fact

5

Same sex attraction is not “natural”- that is, it does not exist in nature therefore it is dysfunctional.

Myth

or

Fact

THE “ISMS”

6

No one can have their sexual orientation “converted.”

Myth

or

Fact

7

Gay and lesbian people have made a conscious decision to be gay.

Myth

or

Fact

THE “ISMS”

Handout #15

Myth-Busting

Gays and lesbians can ordinarily be identified by certain mannerisms or physical characteristics (stereotypes).

Fact Gays and lesbians come in as many different shapes, colours and sizes as do heterosexuals. Only a very small percentage can be identified by stereotypic mannerisms and characteristics. In fact, many heterosexuals portray a variety of the so-called gay stereotypic characteristics. Some members of different subcultures may tend to mimic specific behaviours in an effort to “fit in.”

We do not know what causes homosexuality.

Fact This is by far one of the more controversial issues for the gay and lesbian community. It is not yet known what specifically causes either homosexuality or heterosexuality. Some believe it is predetermined genetically or hormonally. Others maintain that all humans are susceptible to all variations of sexual/affectional behaviour and “learn” a preference or orientation.

Homosexuality has existed in cultures around the world for centuries. It has been a constant part of societies throughout history. The question, therefore, may not be what “causes” it, but how can we come to better understand and accept all of the complexities of homosexuality.

Child molesting is about abuse, not sexual attraction.

Fact Over 90% of child molestation is committed by heterosexual men against young girls.

Most gay or lesbian people regard themselves as members of the opposite sex.

Fact Most, if not all gays and lesbians, are comfortable with their femaleness or maleness. Being gay or lesbian must not be confused with being transgendered/transsexual, where one feels trapped in the body of the wrong sex and, therefore, may seek surgery to rectify the matter.

THE “ISMS”

Homosexuality is not “natural” - that is, it does not exist in nature, therefore, that proves that it is dysfunction.

Fact

From a scientific point of view, it is “natural.” Any animal, including humans, is capable of responding to homosexual stimuli. Research suggests that homosexuality is almost universal among all animals and is especially frequent among highly developed species.

No one can have their sexual orientation “converted.”

Fact

Homosexual “conversion” is no more common than is heterosexual conversion. Most, if not all, gays and lesbians have no desire to “convert.”

Gay and lesbian people have made a conscious decision to be gay.

Fact

The “decision” may not be whether one is going to be gay or not, but rather whether one is going to acknowledge the existence of personal homosexual feelings and behaviours. “Coming out” is a very complex and difficult process. It may take a long time for many gays and lesbians to “choose” to accept their homosexuality as a valid and normal lifestyle. Those who struggle with their gay identity may suffer enormous anxiety, pain, and anger as they work to repair the instinctive conflict between societal messages and their own feelings and preferences.

THE “ISMS”

“Ism” #4 - Sexism

Sexism are behaviours and beliefs that rank the sexes (the physical characteristics that define male and female) and genders (the cultural definitions of what is feminine and what is masculine), placing more value on one than another. As a group in most societies, men have more power and prestige than women and certain male characteristics are given preference. Because of this, issues of sexism and homophobia may overlap, as both create expectations of what women and men should be. The following are some examples of sexism:

- ✧ Making jokes that demean and sexualize women.
- ✧ Being denied a job because it is not a job “traditionally” done by women.

Sexism can be very subtle or extremely evident. It sets specific roles for women and creates an environment that devalues and negates their accomplishments and skills. It can be an extremely challenging issue to confront because it exists both in our personal relationships (eg. our family and friends) as well as in the world in which we live.

Because a woman's work is never done and is underpaid, or unpaid, or boring, or repetitious... because we're the first to get the sack and what we look like is more important than what we do. Because if we get raped it's our fault and if we get bashed we must have provoked it... if we raise our voices we're nagging bitches and if we enjoy sex were nymphos and if we don't we're frigid... and if we love women it's because we can't get a real man... and if we ask our doctor too many questions we're neurotic and/or pushy and if we expect community care for children we're selfish ...and if we stand up for our rights we're aggressive and unfeminine and if we don't we're typical weak females.... and if we want to get married we re out to trap a man and if we don't we're unnatural... because we still can't get adequate safe contraception but men can walk on the moon and if we can't cope or don't want a pregnancy we're made to feel guilty about abortion and... for lots and lots of other reasons we are a part of the woman's liberation movement.

~Author Unknown~

THE “ISMS”



The Name Game

(Developed by RL Taylor for People Power)

OBJECTIVE: To stimulate discussion (and controversy), and begin to explore issues of representation and depiction of women and men.

LEVEL: 14+

MATERIALS: Flipchart, markers, copies of the questionnaire

TIMING: One hour

INSTRUCTIONS:

1. Have each participant fill in as many of the following questions as they can.
2. Gather the answers and on a flipchart begin to write all answers in each category.
3. For each one, ask participants to identify which questions were easiest to answer, most difficult, had the most or least diverse answers, which, if any, responses were “Canadian,” and how they came to “know” their responses (television, the news, school, etc.).

[Note: while there are a number of “right answers,” there may also be some wrong answers such as Kim Campbell in question #4 who was Prime Minister but not elected as such. Mention but do not include incorrect answers on your flipchart to prevent diversions.].

4. Given enough time, ask the group to come up with a whole new list of “women/men who...”

THE "ISMS"

Handout #16

The Name Game

Name three women who:

Name three men who:

☆ have written a best selling novel

☆ have written a best selling novel

1)

1)

2)

2)

3)

3)

☆ have lead civil/human rights movements

☆ have lead civil/human rights movements

1)

1)

2)

2)

3)

3)

☆ identify as feminist

☆ identify as feminist

1)

1)

2)

2)

3)

3)

☆ have been elected Prime Minister

☆ have been elected Prime Minister

1)

1)

2)

2)

3)

3)

THE “ISMS”



“Ism” #5 - Racism

Racism is discrimination based on colour and/or race and/or ethnicity. This includes discriminatory practices that protect or promote the power of the dominant group. In the narrow sense, racism involves the belief that biology rather than culture primarily shapes group attitudes and actions. Racism may have a broader sense, the belief in the inherent superiority of one group over another. It is used to explain the domination, control, and exploitation of out-groups based on their (assumed) cultural or biological inferiority. Forms of racism range from the personal and direct to the impersonal and systemic. (Elliott & Fleras, 1992). The following are some examples of racism:

- ✧ Jokes, comments and slurs that make fun of someone because of their colour, ethnicity or race.
- ✧ Avoiding or excluding someone because of their colour, ethnicity or race.
- ✧ Being physically abusive towards someone because of their colour, ethnicity or race.

Racism, like all the other forms of discrimination, can be very subtle or extremely evident. Either way, racism can make us feel belittled, patronized and helpless.

think

about

This...

Some of us have been victims of racism, some of us have been racist, some of us have seen racism and some of us fail to acknowledge that racism exists. Whichever description you feel you relate with, we are all in some way affected by racism. Racism affects us whether we do something about it or not.

Racism can often be a hard topic to talk about. Be sure to be very patient and understanding of some people’s reluctance to talk about this issue.

If someone has been a victim of racism, it is important to ensure their safety and provide space where they will not be victimized again.

Racism is not the same thing as hate. Racism is how some people hate.

THE “ISMS”

When responding to racism and racist incidents in your community, it is important for any individual to be safe. Only respond to such incidents as you see fit and when you feel comfortable enough in doing so. If possible, respond to racist people and racist situations with others who support you.

FAQs

Q

1. How does power and privilege relate to racism?

ANSWER

When power and privilege are used in the equation of racism, it relates to the **idea of superiority**, or the systemic barrier that places one person in a dominant colour, language or ethnic group over a non-dominant colour, language or ethnic group.

Q

2. What is “reverse racism”?

ANSWER

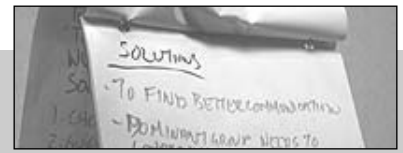
The term implies that dominant groups could be victims of racism. It is a term used by dominant groups consciously or unconsciously to flip the “blame” and place non-dominant groups back in a targeted position. When dominant groups are discriminated against, it is discrimination.

See also the
Glossary of Terms
to help you with
these questions
and answers

Before we as a society can liberate ourselves from the grip of racism, we have to acknowledge that it exists, and that it is not something, which has been blown out of proportion; neither is it a figment of some people's imagination.

~Adrienne Shadd~

THE “ISMS”



What Is Racism?

OBJECTIVE: To explore participants’ current understandings of the meaning of racism, including systemic racism, and to enhance this understanding and apply it through the use of a poem.

LEVEL: 14+

MATERIALS: Handout # 17 - What is Racism?

TIMING: 30 minutes

INSTRUCTIONS:

1. Start by explaining to the participants that in our society there are people who have been a victim of racism, people who have been racist, people who have seen racism, and people who fail to acknowledge that racism exists. Let participants know that whichever description they relate with, we are all affected by racism whether we do something about it or not.
2. Let participants know that systemic racism, also referred to as ‘institutionalized racism’, addresses racism as it relates to society and institutions. Systemic racism is often referred to as the place where racism starts. It is all the barriers that are placed in society, institutions and media, which target and/or exclude people of colour and First Nations people; it is also the product of Canada’s history. (In other words, because our laws, policies, systems, and traditions, etc. were put in place by a population of mostly middle aged, white, Christian men, our society is automatically biased in favour of those people.) Make sure that everyone understands, and is comfortable with this point before you move on.
3. Ask participants if they have heard about systemic racism before and ask them if they think they can provide general examples of systemic racism.
4. Next, distribute **Handout #17 - What is Racism?** to each participant.
5. Read the poem out loud or ask someone in the group to.
6. Ask the group to tell you if they see examples of systemic racism in the poem. Where do these examples appear and how? Ask the group to critique the poem. Some questions you could ask are:

THE “ISMS”



- ☆ What did you think of the poem?
- ☆ How did the poem make you feel?
- ☆ Is there anything you disagree with in the poem? Why?

7. Debrief the poem by helping the participants understand where the author is coming from and speaking about. Be prepared for the fact that there will probably be some disagreements, and that the disagreements will take the majority of time to thoroughly discuss.

8. It is extremely important to keep in mind the following things while you are going through this exercise. For example, some people may find some of the author’s statements offensive, such as “Where are you from is racism.” The meaning behind this statement and many of the other statements is if people did not make assumptions based upon how someone looks, no one would ask this question or feel the need to ask this question. So although one might think that everyone is equal and the same, this question implies that we are not.

9. Some people may also have questions around the statement “I don’t think of you as of colour is racism”. This statement, although it sounds good, really is not. It is the same if someone were to say that they are “colour blind” - their intentions are good with this type of idea, but misdirected. The whole point around diversity should be to acknowledge and celebrate our differences and to understand why those differences exist. That is what multiculturalism is for, for example, celebrating our cultural and ethnic differences. So why would anyone deny that someone is a person of colour when that is an important part of who they are, and shapes their experiences in society?

10. Some people may find the statement “I am a victim of ‘reverse racism’ is racism” offensive because they feel that they can relate to this statement. This is a very difficult concept to understand and, unfortunately, often those who use this term do not realize why, in reality, ‘reverse racism’ cannot exist.

THE “ISMS”

Handout #14

What Is Racism?

~Amoja Three Rivers, Cultural Etiquette, 1990~

Racism doesn't exist is **RACISM**

Go back to where you came from is **RACISM**

You people are taking over is **RACISM**

You people are so exotic is **RACISM**

Where are you from is **RACISM**

I don't think of you as 'of colour' is **RACISM**

You're being oversensitive is **RACISM**

You people are just looking for it is **RACISM**

You people are dirty is **RACISM**

You should be more grateful is **RACISM**

You're such a quaint little people is **RACISM**

You're taking our jobs away is **RACISM**

Do you swing from trees is **RACISM**

You people are good at Math is **RACISM**

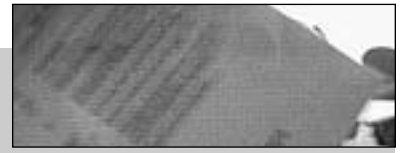
You people have natural rhythm is **RACISM**

If I get a tan I'll be 'of colour' is **RACISM**

I am a victim of 'reverse racism' is **RACISM**

People
Power

THE “ISMS”



Responding To Racism

A.R. T. Program Introduction. 2001-2002 Special workshops sponsored by Antiracism and Multicultural Unit formerly Multiculturalism B.C.~

OBJECTIVES: To raise awareness of discriminatory behaviour and the value of responding to it; encourage reflection on barriers, develop strategies for moving from passive witnessing (thinking about) to active witnessing (responding). To practice the skills to implement these strategies.

LEVEL: 14 +

MATERIALS: Pens or pencils and paper for each participant, flipchart and flipchart markers,

Handout #18 - Anti-Racism Responses,
Handout #19 - Prejudice Encounters - Scenarios.

TIMING: Part I: about 2 hours,
Part II: about 1 hour,
Part III: about 1 hour

INSTRUCTIONS: PART I (10 minutes)

1. Hand out a piece of paper and a pen or pencil to each participant.

2. Put the following scenario on the overhead or on the flipchart and read it through with the class. Do not discuss it at this point.

☆ You are at the hockey rink with your dad watching your little brother practice. Beside you is a woman and her 10 year old daughter. A First Nations student and his friend come and sit on the other side of the woman. The woman picks up her purse from the floor and puts it between her and her daughter. She says to her daughter, “You have to watch out for these Indian kids. They start stealing when they are young, you know”.

3. Read out the following questions and ask participants to silently think about the questions and then write a response for each one on their paper.

☆ What do you think when you hear this?

☆ What might you say to your dad?

THE “ISMS”



- ☆ What might you say to the offender?
- ☆ What might you say to the victim?
- ☆ What might you say to other people who did not see the situation?

(20 minutes)

4. Once participants have completed this break them into groups of three. Give each group a piece of flipchart paper and some markers. Ask each group to discuss the situation, share their responses, and write down a set of agreed upon answers for presentation to the group.

(45 minutes)

5. Go through each question asking the groups to share their respective responses.

6. After reviewing the first question, remind the group to answer honestly to themselves and ask them: “If you were really in this situation, would you stop your response at just thinking something to yourself?” Most group members will say yes to this question. Then brainstorm with the group why we often either ignore a racist situation or just think about it, but take no action. Discuss these ideas.

7. Review the second question. Ask the group what they think is the effect of saying something to another witness, such as your dad?

8. Review the third question. Ask the group what they think is the effect of saying something to the offender? How might you feel?

9. Review the fourth question. Ask the group what they think is the effect of saying something to the victim? How might you feel?

10. Review the fifth question. Ask the group what they think is the effect of saying something to other people? How might you feel?

(20 minutes)

11. Handout #18 - Anti-Racism Responses to each participant and ask the small groups to read through this together and add any of their own ideas to each category.

12. Circulate while they discuss this and offer feedback on new responses they may come up with.

(10 minutes)

13. Bring the whole group together and ask if there are any questions or concerns about any of the responses.

THE "ISMS"

Handout #18

Anti-Racism Responses Examples

Write Your Anti-Racism Responses

- 1.** Assertive Interruptions:
Stop it. ⇒
- 2.** Expressing personalized emotional reactions:
I can't believe you said that! ⇒
- 3.** Calling it racism or discrimination:
That's racist. That's not fair. ⇒
- 4.** Disagreement:
I totally disagree. ⇒
- 5.** Questioning the truth of an over-generalization:
Always? Everybody? ⇒
- 6.** Pointing out a hurtful comment or action:
That's a rotten comment.
Ouch! That hurts. ⇒
- 7.** Putting the offender on the spot:
What? Repeat what you just said? ⇒
- 8.** Supporting the victim:
I'll come with you,
let's get help. ⇒
- 9.** Seeking outside help:
I need to talk to you about something that happened today. ⇒
- 10.** Approaching a co-witness:
Did you hear what I just heard? ⇒

THE “ISMS”



PART II: ACTIVE WITNESSING

INSTRUCTIONS: Part II (10 minutes)

1. Select a group of volunteers to role-play an example scenario (choose one from the Prejudice Encounters Scenarios, Part III). Give them a copy of the scenario to read and discuss, some flipchart paper and flipchart markers to develop any simple props they might need, and help them rehearse the scenario to present to the class.

2. While the small groups is rehearsing have the rest of the participants work in pairs or groups sharing their responses from the worksheet in Part I.

(10 minutes)

3. Have the volunteers role-play the scenario to the whole group.

4. When they are finished, brainstorm responses to the question: “What do you think?” with the whole group.

5. Similarly, brainstorm responses to the question: “What do you do?” and record all the answers on the flipchart.

(10 minutes)

6. Break down the group into small groups of three or four and assign each group one of the following questions to answer:

- ☆ What might you say to the offender(s)?
- ☆ What might you say to the victim(s)?
- ☆ What might you say to another witness?
- ☆ What might you say to other people who did not see the situation, perhaps a person in a position of authority?

(20 minutes)

7. Explain that the example role-play that was presented earlier will be replayed, and that at the critical moment, each small group will step in to play out the response they came up with (this may require the participation of only one member or the whole small group).

8. Discuss each replay.

THE “ISMS”



PART III: Prejudices Encounters

Instructions: Part III

(10 minutes)

1. Have the participants get into small groups of three or four.
2. Make a photocopy of **Handout #19 - Prejudice Encounters - Scenarios** and cut out each scenario. Give one scenario to each small group, along with some flipchart paper and markers to develop any simple props they might need. Then circulate for support and offer help as each group rehearses their scenario to present to the class.
3. While this is happening write on the board:

WHAT DO YOU DO?

- ☆ What might you say to the offender(s)?
- ☆ What might you say to the victim(s)?
- ☆ What might you say to another witness?
- ☆ What might you say to other people who did not see the situation, such as a person in a position of authority?

(50 minutes)

4. Explain that as each group role-plays their scenario for the class, at the critical moment you will say “freeze” and point to one of the above questions. Any participant in the larger group who has an idea on how to answer that question, related to the scenario that is being played out right then and there, will step into the main role and play out their response. Do this for each scenario.
5. Discuss and debrief everyone’s responses at the end of the exercise. Remind participants to offer supportive and constructive comments to their fellow participants.

think

about

This...

“Act as if what you do makes a difference. It does.”

~ William James ~

“I am only one, but I am still one. I cannot do everything but I can still do something. I will not refuse to do the something I can do.”

~ Helen Keller ~

THE “ISMS”

Handout #19

Prejudice Encounters - Scenarios



Cut along dotted lines



SCENARIO #1:

You and your friend, Satinder are walking down the hall. Ahead of you is a group of students laughing and making jokes. As you walk by them, they suddenly stop their laughter and wait for you to pass. Just as you walk by you hear, “Stinking Paki”. Satinder flushes and drops her head. **What do you do?**



SCENARIO #2:

You are walking to school with a group of friends. Just as you reach the school parking lot a fancy red sports car pulls up and three other students get out. As you walk into the school your friend says to your group, “Lousy Chinks... always showing off their money.” **What do you do?**



SCENARIO #3

You are a school cheerleader and are practicing one of your routines. The new girl at school comes in and asks the coach if she can join the team. The coach hesitates saying, “Well, we have already been practicing for two weeks . . . but you Blacks have good rhythm so you’ll probably catch on quickly.” **What do you do?**



SCENARIO #4

You are at your friend’s house and she is showing you some new shoes she bought. She says, “Aren’t they cool? At first they were pretty expensive, but I jewed the guy down and got a really good deal in the end.” **What do you do?**

CLOSING ACTIVITIES



Closing Activities

You may choose one or several of these activities to help bring closure to the workshop with your participants.

TIMING

ACTIVITY

20 minutes

Are you listening...What do you understand?

- ☆ To reinforce that discrimination affects everyone, and that everyone has the power to end discrimination.

30 minutes

What are you doing to eliminate racism?

- ☆ To remind ourselves to think about how we may discriminate against others, and how we are affected by discrimination.
- ☆ To think through how each of us can enhance our skills for living in a diverse world.

30 minutes

Personal Plan for Self Empowerment

- ☆ To develop a set of personal goals to help participants actively develop the diversity skills and strategies they have learned during the workshop.
- ☆ To understand the process of changing attitudes and behaviours; to develop the skills and strategies to assist participants in living positively with diversity.

30 minutes

Closing Round (* Note: Recommended end point for all sessions or workshops!)

- ☆ To provide the opportunity for each participant to briefly share an important insight, comment or question related to the day's activities, and to provide closure to the session.

15 minutes

Workshop Evaluation

CLOSING ACTIVITIES



Are You Listening... What Do You Understand?

~Developed for People Power by I.Yong, 2002~

OBJECTIVE: To reinforce the idea that discrimination affects everyone, and that everyone has the power to end discrimination.

LEVEL: All

MATERIALS: Pens or pencils and paper.
HANDOUT #20 - Are You Listening?

TIMING: 20 minutes

INSTRUCTIONS:

1. Let the participants know that you are going to give them a set of instructions on issues that you would like them to think about. Participants can either write about or they may just want to think about them; either way, participants should do this exercise on their own.

2. Remember to give participants enough time between questions to properly complete the task.

3. Ask the following questions in the order they are listed below:

- ☆ Think of a time when you have felt discriminated against.
- ☆ Think about how you felt during that situation.
- ☆ Think about what you might have done differently if you could go back in time.
- ☆ Now think of a time when you have discriminated against someone else.
- ☆ Think about how you felt during that situation.
- ☆ Think about how the other person/people may have felt about what happened.
- ☆ Think about what you might have done differently if you could go back in time.

4. Ask the participants if they have any thoughts or feelings that they would like to share with the rest of the group.

5. Distribute **HANDOUT # 20 - Are You Listening?** and have a volunteer read the poem out loud.

CLOSING ACTIVITIES



6. Discuss the poem using the following questions:

- ✧ What is the author's message? What is the author trying to say?
- ✧ Is there anything about the poem that you can relate to?
Is there anything about the poem that is foreign to you?
- ✧ How does that make you feel?
- ✧ Is the author speaking from a place of power and privilege at any time?

7. Debrief using the following information supplied by the author of the poem. Start a discussion among the participants to help them understand where the author may have been coming from. Encourage the participants to write their own version of the poem at a later time. If there are going to be follow-up sessions or workshops, you may want to have the participants prepare something that they can share the next time.

- ✧ The author describes herself in this piece. The message she is trying to convey in the poem is that not only does discrimination affect everyone, but also that everyone has the power within him or herself to end discrimination. She demonstrates to us that it starts with acknowledging the different aspects of our own cultures and characters. Then she shows the different ways in which we can be coming from a place of power and privilege as well as a place of oppression. This is the first step in ending discrimination because we can then use our power and privilege to be an ally for someone who does not have power and privilege in similar situations. Remember that if we do not acknowledge the barriers that other people face we are basically accepting and allowing the situation to continue.



CLOSING ACTIVITIES

Handout #20

Are You Listening?

I am a woman, I may have been a victim of sexism
I am a person of colour, I may have been a victim of racism
I am a youth, I may have been a victim of ageism

In fact, I have been discriminated against based on all
three...sometimes simultaneously

But I am able-bodied, I may have been ableist
I don't have to think or worry about not being able to get up
those stairs, or how to get into a building

I am straight, I may have been homophobic
I don't have to think or worry about getting beaten up
because of my sexual orientation

I have a middle-class background, I may have been classist
I don't have to think or worry about not getting that job
because I don't have a phone or a place to live

I know what it's like to discriminate and be discriminated
against - we all do, in fact. I believe we all want to end
discrimination too...especially when it hurts us, or those we love.

We need to ask ourselves, how are we all different? Why? Do
I have power and privilege right now? Does anyone else? How,
or how not?

We can end most discrimination with a little understanding
and patience.

~I. Yong~

CLOSING ACTIVITIES



What Are You Doing To Eliminate Discrimination?

~Adapted from TG Magazine, the Children's Commission of British Columbia's 1999 Youth Report, and "Materials for Multicultural Week", B.C. Multicultural Education Society for People Power, 2000~

OBJECTIVES: To make us all stop and think about our daily actions, and to remind ourselves to think about how we may discriminate against others, and how we individually have been discriminated against. To think through how each of us can enhance our skills for living in a diverse world.

LEVEL: All

MATERIALS: Handout #21 - Questionnaire: What Are You Doing to Eliminate Discrimination?, flipchart paper and markers, Handout #22 - Pointers on How to Stop Racism, pens or pencils for each participant.

TIMING: 30 minutes

INSTRUCTIONS:

1. Give each participant a copy of **Handout #21 - Questionnaire: What Are You Doing to Eliminate Discrimination?** and ask them to fill out the questionnaire.
2. Tell participants that they will not need to share their answers with the group (also there are no answers provided) and that this exercise is mainly for self-reflection. Ensure them that there will be a discussion afterwards.
3. Once everyone has been given sufficient time to complete their questionnaires, brainstorm some ideas on how we can peacefully and effectively live in a diverse world. You may begin this by stating something such as: "To live harmoniously in a diverse world, we all need certain attitudes and skills. What do you think these are?"
4. Some of the attitudes and skills needed for living in a diverse world may include:

- ★ demonstrating a respect for differences
- ★ acknowledging the rights of individuals
- ★ experiencing the equality of opportunity
- ★ showing trust
- ★ developing empathy
- ★ having positive self-esteem
- ★ being sensitive to the needs of others

CLOSING ACTIVITIES



- having learned to analyze
- avoiding stereotyping
- refusing to prejudge
- having a healthy curiosity for others

5. Distribute **Handout #22 - Pointers on How to Stop Racism** and review this with the group. Debrief with the group by drawing parallels between the ideas brainstormed and the suggestions included on the handout.



CLOSING ACTIVITIES

Handout #21

What Are You Doing To Eliminate Discrimination

~Adapted from TG Magazine~

Check the box that most accurately reflects your thoughts or actions

1 Among my friends there are people from other cultures and backgrounds.

- Many Quite a few Some
 One None

2 If I see a person I know, of my own culture and background, sitting alone in the cafeteria, I make a point of talking to them.

- Always Frequently Sometimes
 Rarely Never

3 If I see a person of another culture or a completely different background sitting alone in the cafeteria, I make a point of talking to them.

- Always Frequently Sometimes
 Rarely Never

4 Most of my friends are against people who are different from us.

- Very true Mostly true
 Largely untrue Totally untrue

5 When someone is telling a discriminatory joke, I:

- Laugh Say nothing
 Tell the jokers to stop

6 I like people only because of their personality, not because of the way they look. For you this statement is _____ true.

- Completely Mostly Usually
 Rarely Never

CLOSING ACTIVITIES

7 When my friends are teasing or bothering a person from another clique, I:

- Join the teasing
- Walk away
- Tell the teasers to stop

8 My friends usually ignore the situation when someone who is different from us is being treated unfairly.

- All the time
- Most of the time
- Rarely
- Never

9 I am sometimes afraid that I will be the victim of violence.

- Yes
- No

10 If yes, I fear violence toward me will be caused by (check all that apply):

- Racism
- Family violence
- My friends
- My personal tastes
- Sexism
- Someone needing cash
- Homophobia
- Other

11 I can make a contribution towards the elimination of discrimination.

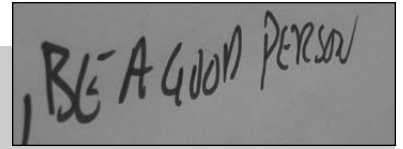
- Major contribution
- Some
- Little
- None

12 To eliminate all forms of discrimination we need (check all that apply):

- Understanding
- Gentle persuasion
- To do nothing
- Tough words
- Legislation
- Other

CLOSING ACTIVITIES

Handout #22



How To Stop Discrimination

~Adapted from the Children's Commission of British Columbia's 1999 Youth Report~

- ✧ We should be encouraged not to hate anybody because of what they look like.

- ✧ We should be encouraged to stop saying discriminatory things to each other, and to stop starting rumours that are not true. Try to create friendships instead of hate.

- ✧ We should be encouraged to be leaders. Set up anti-racist groups and activities that promote inclusion, for example.

- ✧ We should be encouraged to talk about our different cultures and backgrounds, interests, and characters. We should celebrate our differences and help people to understand that eating different foods, wearing different clothes or holding different values and beliefs does not mean that someone is better than someone else. We all come from different places and we should learn to understand and respect each other.

- ✧ We should be encouraged to live in harmony with each other and not be separated because of race, ethnicity, gender or sexual orientation.

- ✧ Violence is unacceptable for ANY reason. No one should have to live in fear. If you are in fear for yourself or others, tell someone you trust.

- ✧ We need to understand the value of diversity and how cool it is that everyone is unique.

CLOSING ACTIVITIES



Personal Plan For Self-Empowerment

-Adapted from S. Kuehn and "The Change Process", Westcoast Multicultural & Diversity Services-

OBJECTIVES: To develop a set of personal goals to help participants actively develop the diversity skills and strategies they have learned during the workshop. To understand the process of changing attitudes and behaviours, and to develop the appropriate skills and strategies needed to assist participants in living positively with diversity.

LEVEL: All

MATERIALS: Handout #23 - Personal Plan for Self-Empowerment, Handout #24 - The Change Process, pens or pencils for each participant.

TIMING: 30 minutes

INSTRUCTIONS:

- 1.** Distribute **Handout #23 - Personal Plan for Self-Empowerment** and give the participants about ten minutes to start their forms. Ten minutes will not be enough time for all participants to complete this, but it will give them a chance to get it started. If some participants wish, you can allow them to work in pairs.
- 2.** After ten minutes bring the group back together. Encourage those participants that did not have time to finish their plans to follow-up after leaving the workshop and to really put some thought into it. Recommend that everyone post their plans in a prevalent place so that they can remind themselves of this commitment from time to time.
- 3.** Pass around copies of **Handout #24 - The Change Process** for participants to review on their own or when they continue working on their plans.
- 4.** Finally, move into a short presentation on anti-discrimination resources that they may find useful. You may want to offer some of those resources on a handout if participants feel it would be useful for them in the future.
- 5.** Ensure you allow at least ten minutes after this for questions, comments, and feedback.

CLOSING ACTIVITIES

Handout #23

Personal Plan For Self-Empowerment

~Adapted from S. Kuehn~

MY PERSONAL COMMITMENT:

I, _____ on this date, _____, commit to undertake a program of learning and development designed to assist me in learning what I need to know to develop the attitudes, understandings and abilities necessary to provide leadership in creating a truly inclusive society.

Things I need to know:

Books I want to read:

Relationships I intend to develop:

Movies I will see:

Other things I intend to do:

CLOSING ACTIVITIES

Handout #24

The Change Process

~Adapted from "The Change Process", Westcoast Multicultural & Diversity Services~

These are some of the steps we can take toward changing our own prejudices.

TOLERANCE is the first stage.

- ☆ To be tolerant means to have the capacity to bear something, though it may be at times unpleasant.
- ☆ One endures differences, but does not necessarily embrace them.
- ☆ We may learn to tolerate differences, but this level of acceptance is quite shaky - what is tolerated today may be rejected tomorrow.
- ☆ Lifestyles and values, if different from our own, may be tolerated but also may be considered to be deficient in some way.

ACCEPTANCE is the second stage.

- ☆ We begin to accept diversity and acknowledge differences without denying their importance.
- ☆ Language, culture, and family groupings are visible in all aspects of your environment (i.e. school, community, workplace, etc.).
- ☆ Communication between groups happens whenever possible or whenever needed, in accessible languages.
- ☆ Views are heard and accepted.

RESPECT is the third stage.

- ☆ Diversity is held in high esteem and valued as an integral part of everyday life; for example, differing mental, physical, and emotional abilities; ethnicity, sexual orientation and cultural identities.
- ☆ First languages are maintained and respected.
- ☆ Cultural norms of families are respected and valued; for example, childbearing practices, food preferences, dress, etc.
- ☆ Cultural traditions are encouraged and shared.
- ☆ There is an acknowledgement that "there are many ways to be right."

AFFIRMATION is the fourth stage.

- ☆ Environments (i.e. school, community, workplace etc.), policies, practices, and resources affirm diversity and challenge any form of discrimination.
- ☆ There is a commitment to learn about all the cultures represented in wider society at a deeper level.
- ☆ We become advocates.
- ☆ We celebrate diversity.

CLOSING ACTIVITIES

Handout #25

Closing Round

~Developed for People Power, 2000~

OBJECTIVES:

To provide the opportunity for each participant to briefly share an important insight, comment or question related to the day's activities, and to provide closure to the session. To provide participants the opportunity to thank each of their fellow group members personally and to fill out a People Power Evaluation Form.

LEVEL:

All

MATERIALS:

Poster board, coloured pens or pencils,
Handout #25: Workshop Evaluation Form.

TIMING:

30 minutes

INSTRUCTIONS:

- 1.** Get everyone to sit in a circle and have each participant briefly share an insight, comment or question that is important for them as a result of the workshop.
- 2.** Thank each participant for his or her contribution but do not otherwise respond. This activity is for reflection and to bring closure to the session.
- 3.** As a way of thanking the group, hand out poster board to each participant and have everyone put their names somewhere where they can be seen on their poster board. Then have the participants take ten minutes to travel around to each of their group member's posters and write each of them a quick message thanking them for all of the positive things they enjoyed and appreciated about one another (their contributions, comments, or energy, etc.).
- 4.** As the group is finishing up their thank you messages, pass around copies of the **Workshop Evaluation Form** and make sure everyone completes one before they leave. (The 'Thank you posters' element of this exercise may only be appropriate for groups that have been working together for some time, but feel free to include it with whomever, if you desire.)

CLOSING ACTIVITIES

Handout #25

Workshop Evaluation

Your feedback on this workshop would be very much appreciated. Please reflect on and respond to the following three questions. Your responses will remain anonymous, therefore do not put your name on this form.

WHAT?

What did you get out of the workshop? If nothing please explain.

SO WHAT?

What value does this have? What questions did the workshop raise for you?

NOW WHAT?

What can you do with this knowledge?

Thank-you for your participation in the workshop and taking the time to complete this evaluation.

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- ☆ Celebrating the Mosaic: A Handbook and Guide to Resources for Multicultural Education. (1999). Consortium on Cultural Diversity in Education (CODE).
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Diversity & Multiculturalism Organization

Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA)

604 718-2777
Email: amssa@amssa.org
website: www.amssa.org

Artists Against Racism

416 410-563
Email: info@aarcharity.org
website: www.artistsagainstracism.org

BC Human Rights Coalition

604 689-8474
Email: bchuman@istar.ca
website: www.human-rights-coalition.bc.ca

BC Teachers Federation (BCTF) - Social Justice Programs

604 871-1851
toll free 1-800-663-9163
website: www.bctf.ca

Burrard Band

604 929-3454

Canadian Human Rights Commission

604 666-2251 toll free: 1-800-999-6899 TTY 1-888-643-3304
www.chrc.ca

Canadian Jewish Congress

604 257-5101
Email: pacific@istar.ca
website: www.cjc.ca/regions_pacific

Canadian Race Relations Foundation

416 952-3100 toll free: 1-888-240-4936
Email: info@crr.ca
website: www.crr.ca

RESOURCES AND BIBLIOGRAPHY

First Nations House of Learning - University of BC

604 822-8940

website: www.longhouse.ubc.ca

GAB Youth Services at the Centre: A Community Centre Serving and Supporting Lesbian, Gay, Transgendered, Bisexual People and their Allies

604 684-5307

Email: thecentre@intergate.bc.ca

Government of Canada-Department of Canadian Heritage

Youth Info Line 1 800 935-5555

website: www.pch.gc.ca

Justice for Girls

604 689-7887

Email: info@justiceforgirls.org

website: www.justiceforgirls.org

Ministry of Attorney General- Hate Crime Team

604 660-2659

website: www.city.vancouver.bc.ca/police/InvesServDiv/sosdvach/provhateCrime/hate

Ministry of Community, Aboriginal and Women's Services

604 660-2203

website: www.mcaaws.gov.bc.ca/amip/

Hate Crime Team- 604-660-2659 or 1-800-563-0808

North Shore Disability Resource Centre

604 985-5371

Email: nsdrc@nsdrc.org

website: www.nsdrc.org

North Shore Multicultural Society

604 988-2931

Email: nsms@nsms.ca

website: www.district.north-van.bc.ca/communit/nsms/index2

RESOURCES AND BIBLIOGRAPHY

North Shore Womens' Centre

604 984-6009
Email: nswc@vcn.bc.ca

Urban Native Youth Association

604 254-7732
Email: nyouth@yahoo.com
website: www.unya.bc.ca

Vancouver Association of Chinese Canadians

604 421-2983
Email: mail@vacc.freesevers.com

Vancouver Status of Women

604 255-3998 TTY: 604 255-6163
Email: womencentre@vsw.ca
website: www.vsw.ca

Westcoast Coalition for Human Dignity (WCHD)

604 681-9050
Email: wchd@portal.ca

Westcoast Multicultural and Diversity Services

604 709-8366
Email: wmdsdir@wstcoast.org
website: www.wstcoast.org

Youthquest! Lesbian and Gay Youth Society of BC

604 523-9115
toll free: 1 866 668-2566
Email: info@youthquest.bc.ca
website: www.youthquest.bc.ca

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<http://www.human-rights-coalition.bc.ca>