

CHANGE THROUGH EQUITY

A RESOURCE GUIDE

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Introduction

“Diversity is a given. What is not a given is our response: acceptance, understanding and inclusion.”

- Project PEACE participant

The Story Behind the Guide

Project PEACE, a three-year program generously supported by Citizenship and Immigration Canada (CIC) through the Multiculturalism Program, provided the opportunity to educate communities across the Greater Toronto Area (GTA) about issues of identity, equity and peace through three components: Peace Tree Spirit, Change Through Equity, and the Arts.for.Equity. Grounded in three principles (knowledge, creativity and action) children and youth participated in diversity education and arts development workshops encouraging critical thinking, courageous conversations and creative expression about their identity, forms of discrimination and empowerment.

Change Through Equity (CTE), the media arts diversity education component of the Project PEACE program, inspired marginalized youth to become agents of social change through film-making. Using media arts, this initiative was developed to enhance cross-cultural understanding, unity across differences, and awareness of diversity and equity issues in a local and Canadian context among youth. Through a series of diversity education, leadership and digital storytelling workshops, youth ages 14 - 19 were encouraged to think differently and critically about inequity. They were encouraged to share their experiences and inspired to create short films to bring awareness to issues that impact young people in high schools and communities across the GTA.

This Change Through Equity Resource Guide was created to encourage young people become leaders of social change by to engaging them in critical thinking, meaningful conversations and providing learning through digital storytelling.

The Vision

Young people are rarely involved in discussions about discrimination, racism and exclusion in their own lives and the lives of their peers. Yet they need to be included in developing solutions that are most relevant to them in terms of diversity, equity and social change initiatives at the school and community level. With Canada’s growing diversity, there is a need for increased dialogue between youth of different backgrounds, cultures, faiths, and abilities to discuss issues of injustice, power and privilege, equity and peace in order to develop greater cross-cultural understanding and to learn the importance of creating inclusive, accessible and responsive schools and communities.

This guide encourages youth to think critically, ask questions, explore the essentials of equity and peace, and raise awareness using the power of youth-voice and creativity. It is intended for youth, program facilitators, educators and anyone who works with and wants to empower young people to be change makers. The activities and films included in this guide were developed by or with the support of youth participants in the Project PEACE program.

Who We Are

Harmony Movement is a not-for-profit charitable organization that promotes diversity, brings awareness to and challenges all forms of discrimination that act as social and cultural barriers to individuals’ full participation in Canadian society.

We work in schools and with social service organizations across the Greater Toronto Area (GTA) and Southern Ontario.

Our Community Allies

Our community allies are dedicated organizations that have partnered with or supported the Project PEACE program in sharing a message of peace and unity in diversity.

Sandalwood Productions
Peace Tree International
Dufferin-Peel Catholic District School Board
Peel District School Board
Durham Catholic District School Board
Durham District School Board
Toronto Catholic District School Board
Toronto District School Board
City of Toronto
City of Brampton
ManifesTO
War Child Canada
Special Delivery (TIFF Community Program)
Liaison of Independent Filmmakers of Toronto (LIFT)
Art Gallery of Ontario (AGO)
Yorkdale Community Arts Centre
918 Bathurst Community Arts Centre
AccessPoint on Danforth
Alexandra Park Community Centre
Community MicroSkills Development Centre
Concrete Roses
Supporting Our Youth (SOY)
TAIBU Community Health Centre
Toronto Community Housing Corporation (TCHC)

Art Meets Social Change

Art is a powerful medium that crosses boundaries and barriers. We often link creative expression with the idea of freedom of expression - a safe space to talk, address, and share stories that are sometimes challenging, provocative and taboo. Art allows us to question assumptions, catalyze critical thinking, and inspire to create social justice and change.

The aim of Change Through Equity was to have youth tell their own stories through media arts. They explored their identity and the diversity of their schools and communities to develop anti-racism, anti-hate and anti-bullying strategies to bridge differences.

Section Breakdown

The guide is divided into four sections: Discussion, Resources, Word List and Appendices.

Section 1: Discussion has five topics of discussion to encourage young people to engage in critical, meaningful conversations through activities and media arts to initiate social justice and change.



Each topic has activities with debrief questions and corresponding youth-made films that address complex issues and personal lived experiences.



The 5 topics include:

1. Identity
2. Media Influences
3. Forms of Discrimination
4. Conflict
5. (Em)power

Section 2: Resource provides a list of other tools and organizations that use the arts to promote equity, peace and social change.

Section 3: Word List includes a basic glossary of terms.

Section 4: Appendices includes tools and resources for the activities.

Creating Safe Spaces

Before you jump to **Section 1: Discussion**, let's talk about the importance of creating a safe space to inspire courageous conversations.

Circle teachings are a great way to create a safe space. Circle teachings derive from Aboriginal belief systems of interconnectedness, equality and continuity. According to traditional teachings, the seasonal pattern of life and renewal, and the movement of animals and people were continuous, like a circle, which has no beginning and no end.

Inviting participants to sit in a circle will suggest inclusiveness and the lack of a hierarchy. Talking circles symbolize completeness and equality. Everyone in the circle has a sacred point of view. This point of view has the right to be honored, respected, expressed and heard.

Teaching strategies

- Have the all participants, including the facilitator, sit in a circle.
- Decide on guidelines for appropriate behaviour in the circle. Participants are encouraged to come up with their own guidelines; nothing is to be written out without the consent of the entire group.

Fundamental Guidelines

- Self- Respect
- Respect for others
- Participation
- Privacy and Confidentiality (personal stories do not leave the circle)
- Non-judgemental (for yourself and others)
- Self-responsibility

The following Four Agreements (based on the Courageous Conversation strategy) are also excellent strategies to use to create a safe space for dialogue.

⌘ Stay Engaged

Make a personal commitment to stay emotionally, intellectually and socially involved during a conversation even when it gets uncomfortable. Model the listening behaviors that you seek. Remember listening requires not only open eyes and ears, but also open hearts and minds.

⌘ Speak your Truth

Have the courage to share your experience and perspective and ask questions that will encourage others to share theirs. Take risks and be as honest as possible.

⌘ Experience Discomfort

Search for experiences and perspectives different from your own. Move past your 'comfort zone' and 'discomfort zone' to the 'learning edge' – a place where you might feel anxious, guilty, frustrated, sad or angry .

⌘ Expect/Accept Non-Closure

Do not look to solve or answer questions or issues. Be open, expect and accept that closure or solutions may not be reached. Not having the answer or solution is part of the process of on-going learning and understanding.

Discussion

If you had THREE wishes... what would you wish for? When you ask this question, world peace is always at the top of the list. But, what does peace look like? How do we begin to create peace so it is not a figment of our imagination?

This section is divided into five topics of discussion that are crucial stepping stones in enhancing cross-cultural understanding, unity across differences, and awareness of diversity and equity issues - starting from self (the individual) and moving toward creating a ripple effect of change in the schools and communities we live in.

Topic 1 - Identity

In order for young people to become active leaders for social change it is important for them to be aware of their own sense of self, to be able to celebrate their uniqueness and at the same time notice their similarities. This topic explores the complexity of identity and how social labels can act as a barrier to self-expression.

Diversity

"Uniformity is not nature's way; diversity is nature's way."

- Vandana Shiva, Philosopher, Environmental Activist and Eco-Feminist



Picture Me

Estimated Time

60 mins

Objective

- ✓ Discuss and learn the meaning of diversity and its importance.
- ✓ Share personal stories of cultural and ethnic diversity.

Materials

- Internet
- Computer and projector
- Flipchart paper and markers

In Advance

- Upload Picture Me activity [Photos](#)
- Upload the film ["What's Your Story"](#)

Instructions

- Explain that the following pictures were taken by youth participants in Project PEACE to represent what diversity means to them.

- Show each image to the group and ask them to tell you the diversity story behind the photo. Have them share as many stories as they can about the pictures before you ask the debrief questions.
- Brainstorm a definition of diversity with the group. Capture each idea on flipchart paper.

Debrief

Have participants discuss how these photos represent diversity and the importance of learning about it.

⌘ **What is diversity?**

Diversity refers to our individual differences - all the things that make us different. This includes, but is not limited to, our race, religion, ethnicity, ability, sexual orientation, gender identity, age, social-economic status, mental and physical health and education.

⌘ **Why is accepting and respecting diversity important?**

Diversity is all around us. We encounter it on a daily basis and will continue to encounter it throughout our lives at school, at work and in society. Diversity enriches our lives bringing together the resources, talents and experiences of many people. Learning about diversity allows us to recognize and become more aware of our own cultural viewpoints, stereotypes or biases we may have unintentionally internalized.

⌘ **What happens when we do not accept people's differences?**

If we do not accept diversity and learn to respect people for their individual differences, discrimination and conflict will persist. By learning to recognize our similarities and appreciate our differences, together we can overcome prejudice and intolerance and work towards a more peaceful and inclusive Canadian and global society.



Video Time

What's your story?

Length: 4:45

Greenwood Secondary School students and their art teacher put together this short video as a way to highlight their experiences as newcomer English Language Learners (ELL). The students have come from many places all over the world, have different levels of English and most have recently arrived in Canada. After our many discussions about Canadian identity, our vision of our city and empowerment, we are proud to share this video with you.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to address diversity in Canada.

Video Debrief

Discuss how this film illustrates Canada's diversity.

- ⌘ How can you relate to the youth in the film?
- ⌘ What can we learn about the diversity in Toronto and Canada from this film?
- ⌘ What are some issues regarding diversity that we face in Toronto and Canada?
- ⌘



I am Canadian Too!

"Approximately 200,000 immigrants a year from all parts of the globe continue to choose Canada, drawn by its quality of life and its reputation as an open, peaceful and caring society that welcomes newcomers and values diversity."

- Department of Canadian Heritage, Multiculturalism

Estimated Time

60 mins

Objective

- ✓ Discuss and explore what it means to be a Canadian.

Materials

- Imagination and creativity
- Internet
- Projector and Computer

In Advance

- Upload the film "[I am Canadian](#)" film

Instructions

- Talk about Canadian identity and some of the stereotypes associated with it.

Facilitator Narrative:

Explain that what it means to be Canadian is often seen through a stereotypical perspective. Often to be "Canadian" is defined by stereotypes. To be Canadian you have to love Tim Hortons... every other word in your vocabulary is "Eh"... you live in an igloo... that hockey is your life... and you eat hotdogs and hamburgers. However these characteristics represent a small percentage of the population and don't give the full picture of what it means to be Canadian. For many, these stereotypes create a barrier for social inclusion, especially for immigrants and newcomers.

How Canadian Do You Feel Line-up Activity

- Ask participants to silently think about what being Canadian means to them, and how Canadian they feel. Do not take comments at this time, this is a silent process of thinking.
- Have participants get up from their seats and ask them to envision an imaginary line down the middle of the room, with one end representing 100% and the other 0%.
- Ask participants to place themselves on the imaginary line, depending on how Canadian they feel.
- Once everyone has placed themselves on the line, have everyone look around the room to observe where they have located themselves on the spectrum.
- Ask participants to share why they choose to stand at the particular spot on the line.

Debrief

- ⌘ What does it mean to be Canadian?
- ⌘ What is Canadian food?
- ⌘ What is Canadian culture, values and customs?
- ⌘ What defines your Canadian identity?



Video Time

I am Canadian

Length: 2:53

This film was created by youth to highlight that some of the reasons why youth do not feel Canadian are exactly what makes them Canadian!

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to discuss the idea of a Canadian identity.

Video Debrief

Discuss how this film demonstrates how our National identity is one that reflects diversity – a multi-cultural, multi-linguistic, multi-ethnic and multi-religious society.

- ⌘ What can you learn from this film?
- ⌘ How is our Canadian identity, which is rooted in difference and diversity a strength?

Now that you've seen the film "I am Canadian" repeat the activity ***How Canadian Do You Feel Line-up.***

- Ask participants to now think about what being Canadian means to them, using the definition of Canadian identified in the film.
- Have participants get up from their seats and ask them to envision an imaginary line down the middle of the room, with one end representing 100% and the other 0%.
- Ask participants to place themselves on the imaginary line, depending on how Canadian they feel.
- Once everyone has placed themselves on the line, ask if anyone has now placed themselves on a different part of the line and then the first time. If so, ask them why.



Note

It is important for young people to realize that they represent what it means to be Canadian regardless of foods they eat or languages they speak. Aboriginal people, who are the indigenous peoples of Canada, make up 3% of the population which means that 97% of Canada's population came from immigration.

Personal Identity

“To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.”

- Ralph Waldo Emerson, American Essayist, Lecturer, and Poet



Identity Game

Estimated Time

60 mins

Objective

- ✓ To explore the concept of identity and examine both the visible and invisible parts of one's identity.

Materials

- 10 pieces of paper (bright colours preferred)
- Tape
- Pen or marker
- Internet
- Computer and Projector

In Advance

- Upload the film [“Am I a Stereotype?”](#)

Instructions

- Write down one of the following words on a piece of paper: Culture, Race, Religion, Sexual Orientation, Dis/Ability, Age, Sex, Gender, Socio-Economic Status, and Language.
- Tape each paper around different areas of the room.
- Inform the participants that you will ask them a question and they have to stand in front of the identity that best describes how they feel. Advise them that they can stand in-between more than one identity if they need to.
- After asking each question go around the room and ask participants to explain why they choose the identity that they did.

Facilitator Narrative:

Explain that this activity is meant to highlight the different parts of our identity and how identities come with societal privileges and barriers.

Questions

- The part of my identity that I am most aware of when I wake up in the morning is...
- The part of my identity that I am the least aware of on a daily basis is...
- The part of my identity that was most emphasized in my family growing up was...
- The part of my identity that that I am most aware of at school is...
- The part of my identity that I am most aware of when I go into a store is...
- The part of my identity that I believe is the most misunderstood by others is...
- The part of my identity that I would like to explore further is...

Debrief Questions

- ⌘ How did it feel to complete this activity?
- ⌘ Was it fun, interesting, challenging? Why or why not?
- ⌘ What did you learn about yourself? Your peers?



Note

Be advised that this activity will demonstrate to some participants how certain parts of their identity affords them privileges because they may not face the same barriers as others.

It is very important this activity to be sensitive to invisible identities that participant may fear having disclosed. For example, this activity could potentially create discomfort for an LGBTQ participant or a participant with a disability who does not want to reveal this part of their identity to the group. This activity could potentially reinforce feelings of exclusion and invisibility, so it is important to be sensitive to and aware of the way this activity may impact people differently.



Video Time

Am I Stereotype?

Length: 8:28

We have the tendency to judge people based on very little that we know about them. The way they act, talk, look, dress, speak, etc. Youth in Alexandra Park wanted to illustrate how prejudiced attitudes can label young people and become a story they fight against in order to express their true identity.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to explore the concepts of self-identity.

Video Debrief

Discuss how this film explores concepts of labels versus personal identity.

- ⌘ How do labels (positive and negative) impact our personal and social identity?
- ⌘ How have you been labelled?
- ⌘ How have these labels influenced your personal identity?



I am whoever I say I am

In Advance

- Choose how you would like to do this activity. It can be done using different mediums (video, verbal or written communication).
- Upload the film "[Love Poem to Canada](#)"

Instructions

- Have participants get into groups of two.
- Depending on the medium you choose, have each group film or write down their partner's response to the following:

- Three things that people assume about me...
- Three things I wish people knew about me...
- Have participants share their videos or written pieces with the larger group.

Debrief Questions

- ⌘ How do you see yourself in your community? How do others perceive your community?
- ⌘ What is the difference between labels and your identity?
- ⌘ How do we begin to change the stereotypes and labels that are placed on us?

Facilitator Narrative:

Explain that our some aspects of our identity we are born with but others we choose such as the things we like, our personalities, morals, beliefs, hobbies, experiences, etc. We do not choose the labels that are placed on us. Labels can and often create additional barriers for us to overcome.



Video Time

Love Poem to Canada

Length: 5:10

Students at Notre Dame CI wanted let Canada know how much they appreciated who they are as Canadians. Its diverse landscape, heritage, history, cultures, faiths, and races. The good, the bad and the ugly. The unspoken and the celebrated.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to discuss the idea of a Canadian identity.

Video Debrief

Discuss how this film explores self and Canadian identity.

- ⌘ How did this film make you feel?
- ⌘ How do you relate to the message in the film?

Topic 2 - Media Influences

Our identity is not static. It evolves and transforms when influenced by our family, peers, teachers, our culture, religion and most profoundly by mass media. This topic examines how the media can influence the identity of young people.

Ask participants who and what they think influences their identity.

The Media

"Media: 99.9%% of what's happening is not on the news."
- Unknown



Guess that Ad

Estimated Time

40 mins

Objective

- ✓ To examine the way media influences us.

Materials

- 🌐 Internet
- 💻 Computer and Projector

In Advance

- Download the [PowerPoint for the Guess the Ads](#) activity. The PowerPoint includes the Guess the Ad Images (which hides the product information) and Product Ad Images.
- Upload the film "[Women's Portrayal in Media](#)" film

Instructions

- Show each advertisement to the participants.
- Make sure you only show them the "Guess the Ad Image" which hides the product name.
- Ask participants what they think the ad is selling and what messages can one receive from the advertisement.
- Only after you have discussed the "Guess the Ad image" do show the participants the "Product Image" which reveals the product being sold or brand name.
- Use the debrief questions after each ad to have a critical discussion.

Debrief

Deconstruct ('take apart') the media messages in the advertisements. See appendices for additional information about each ad.

⌘ Advertisement #1 – Paris Hilton's Carl's Jr. Burger Ad

- What messages about women and beauty are represented in this ad?
- What type of women?
- How is beauty and sexuality symbolized in this ad?
- Are the messages in this ad positive or negative? Why?

⌘ Advertisement #2 – Intel Sprinter Ad

- What messages are represented with a white male as the employer and black men as employees bowing down?
- Why is the employer a man and not a woman?
- What alternative messages would be portrayed if a visible minority person was the employer – in a position of leadership and power?
- Does this advertisement offend you? Why?



• **Note: Advertisement #2**

It is important to explain that we have historically seen white men in the position of power and authority; while black men have been historically not portrayed in positions in power. Also mention the position of the employees, as if they are bowing down and how this can be associated with the image of slavery. Additionally, racist stereotypes often focus on the physical strength of black men and the mental/intellectual strength of white men. What does this suggest about racism? Who is it that gets to be singular and unique in the picture, and who is represented as in indistinguishable group? How does this relate to stereotypes and discrimination?

⌘ Advertisement #3 – Sony Ceramic White PSP Ad

- How are darker skinned women portrayed in the media?
- How is the Black model portrayed in this advertisement?
- Is linking race to people an appropriate way to sell products?
- Thinking about the movies, shows and commercials we watch and the video games we play, how does mass media in Canada portray visible minorities?
- Why are racist advertisements still being made? Who allows this to continue?



• **Note: Advertisement #3**

Discuss how the media predominantly portrays visible minorities in stereotypical and negative ways. For example, the mass media often depicts visible minority communities as poor, criminals, aggressive, overly sexual or sports competitors.

Facilitator Narrative:

Explain that our society is driven by media tools and technologies: television, radio, newspapers, music, movies, video games, cell phones, magazines, books, marketing materials, the internet and the various social media outlets. Every day we are bombarded by media messages.

Recent studies by Media Awareness Network and Statistics Canada indicate:

- 86% of youth from grades 4 – 11 report that they have email accounts.

- On an average day, 28% of Grade 4 students use instant messaging, 43% in Grade 5; by Grade 11 that number increase to 86%.
- From Grades 6 to 11, three-quarters of students report doing schoolwork online on a "daily or almost daily" basis.
- The average Canadian youth watches nearly 14 hours of television each week.

Remind participants that it is important to spend time critically examining the media messages that we are exposed to: How it impacts how youth see themselves, the way others see them, and the way they perceive others. By understanding how these messages are constructed, create meaning and influence our lives, youth can learn to create alternative positive media messages.



Video Time

Women's Portrayal in Media

Length: 4:13

This film highlights the way the mass media often presents women and beauty. It also illustrates the real life impact the media has on women and the way they see themselves. The purpose of this film is to deconstruct the notion of beauty and to begin a discussion on the ways femininity, masculinity and gender identity are socially constructed.

➡ Inform participants that they will now be watching a video that was created by a youth participant in Project PEACE to examine the influence of media on women's self-perception.

Video Debrief

Discuss how this film explores the notion of female beauty and the messages in media can have a negative impact on youth.

- ⌘ How did this film make you feel?
- ⌘ Why is deconstructing media important?



Social Expectations

Estimated Time

60 mins

Objective

- ✓ Discuss the labels that are placed on us and our community by the mass media and society.

Materials



Flipchart paper and markers

Tape

@ Internet

💻 Computer and Projector

In Advance

- Upload the film [“The Real Driftwood”](#)

Instructions

- Take 5 flipchart papers and write down one of the following categories at the top: Beauty, Race or Culture, Religion, Male, Female.
- Tape the flipchart papers in different areas of the room.
- Divide the larger group into five smaller groups and ask each small group to stand in front of a chart paper.
- Give them 1-2 minutes to write down responses to how each category is represented in society.
- Once the time is up, ask each group to rotate clockwise to the next piece of chart paper. Repeat until each group has had a chance to contribute to each category.
- During their rotation, you can ask participants these guiding questions:
 - What does society say about the way your race or culture should act?
 - What are the ways a man and a woman should behave, according to society?
 - How does society measure beauty?
 - How does society represent or talk about your religion or faith beliefs?
 - What about people who don't fit neatly into the category of man or woman (i.e. intersex people – 2% of population, or trans people)?
- Have each group present one category with the responses to the larger group.

Debrief

Take the time to discuss each category and discuss how socially constructed labels impact young people. Explain how labels are transferable and can be used to describe many things. Labels are not fixed. For example, women are also strong and men can also be sensitive.



Video Time

The Real Driftwood

Length: 4:46

Youth in Driftwood, a neighbourhood in Jane and Finch, came together create a film to illustrate and examine the media's power to criminalize a whole community through negative headlines and media coverage, often omitting its great community assets and the positive community involvement and initiatives that take place. The goal of this film is to get youth to begin to have a critical lens when listening to news coverage on communities that are negatively labelled and recognize what is being presented is only part of a bigger story.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to examine the power of the media in stigmatizing marginalized communities.

Video Debrief

Discuss how this film explores the impact of negative media messages.

- ⌘ What did you learn from this film?

- ⌘ Can you think of other communities that are stigmatized by the media or society?
- ⌘ Do you think the media is objective?
- ⌘ Why is it important for young people to be active participants in creating their own media?



Me and My Community

Estimated Time

60 mins

Objective

- ✓ Discuss the labels that are placed on us and our community by the mass media and society.

Materials

- Paper
- Pens or markers
- Flipchart paper
- Internet
- Computer and Projector

In Advance

- Upload the film "[Racial Jokes](#)"

Instructions

- Give each participant a piece of paper.
- Ask them to draw large square in the centre of the page.
- Tell them to write down any negative messages they have heard or seen in the media about their ethnicity, race or religion inside the square. Give them a few minutes.
- Then ask them to write who they believe they are on the outside of the box.
- Repeat this activity as an entire group with chart paper only this time ask them to down any negative messages they have heard or seen in the media about their neighbourhood inside the box.
- Then ask them to write who their community really is and what it represents on the outside of the box.

Debrief

Discuss how easy it is to internalize and believe the negative labels and stereotypes ascribed to us and others. Remind participants that by taking ownership of their own knowledge and developing critical thinking skills empower them. If we do not take the time to learn for ourselves then our knowledge is based on secondary information that may be influenced by prejudice and discrimination.



Video Time

Racial Jokes

Length: 9:50

Is it ever appropriate to make racial jokes? Is there any harm in perpetuating racial stereotypes through the media? Students at CW Jefferys CI wanted to know what their peers thought about these two questions. This film is meant to start a discussion about racism in comedy.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to examine the power of the media in stigmatizing marginalized communities.

Video Debrief

Discuss the questions raised in the film.

- ⌘ Is it ever appropriate to make racial jokes?
- ⌘ Is there any harm in perpetuating racial stereotypes through the media?
- ⌘ Explain that some people feel that it is okay for comedians to use racial jokes because it is for fun. However, if you do not know anything about a particular race, culture or religion being joked about, how can this impact your perception of someone from that racial, cultural religious group?

Topic 3: Forms of Discrimination

To recognize the forms of discrimination that exist in society, it is important to first understand the definitions of stereotype, prejudice, discrimination and racism. This section includes activities to inform youth learning about discrimination and definitions from an anti-oppression frame work.

Definitions

“All young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential.”

- Harvey Milk, American Politician and Gay Activist



Definition Stations

Estimated Time

60 mins

Objective

- ✓ To inform youth about different forms of discrimination and the consequences of stereotypes.

Materials

Pens or markers

Flipchart paper

Tape

Internet

Computer and Projector

In Advance

- Upload the film [“Do Racial Stereotypes Still Exist in Canada?”](#)
- Print copies of the Discrimination Escalation Handout found in the Appendices.

Instructions

- Take 4 flipchart papers and write down one of the following words at the top: Stereotype, Prejudice, Individual Discrimination and Systemic Discrimination.
- Tape the flipchart papers in different areas of the room – on a wall or table.
- Divide participants into four small groups.
- Ask each group to go to a definition station and collectively come up with a definition of the word and provide an example. Give them 1-2 minutes to write down their responses.
- Once the time is up, ask each group to rotate clockwise to the next piece of chart paper. Repeat until each group has had a chance to contribute to each definition station.
- Tape the flipchart papers to a wall or board in a step formation like the Discrimination Escalation diagram (see Appendix 2).

- Give each participant the Discrimination Escalation Handout. This diagram will help participants understand the connection between the definitions and how all three interconnect.

Debrief

- ⌘ Discuss how the perpetuation of stereotypes and prejudices can lead to discrimination.



Video Time

Do Racial Stereotypes Still Exist in Canada?

Length: 10:34

The students of C.W. Jeffery's CI wanted to highlight how racial stereotypes still exist and its impact. Racism today may be more covert but youth and adults still experience it in their schools and communities.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to examine racial stereotypes

Video Debrief

Discuss if participants agree or disagree with the comments made in the film.

- ⌘ Do you think racial stereotypes still exist in Toronto? In Canada?
- ⌘ What do you think youth in your school or community would say about racial stereotypes?
- ⌘ Why are stereotypes that sound good, actually not good?



Match Up

Estimated Time

60 mins

Objective

- ✓ To develop an awareness and understanding of the nature and consequences of various form of discrimination.

Materials

- ✎ Pens or markers
- @ Internet
- 💻 Computer and Projector

In Advance

- Upload the film "[Racism in Canada](#)"
- Print copies of the Match Up Handout found in the Appendices.

Instructions

- Give each participant the Match Up Handout. (See Appendix 3)
- Explain that this handout is intended to examine their knowledge on different forms of discrimination. The column on the right provides the definitions to forms of discrimination and the column on the left includes name of the form of discrimination. Each participant must match the name with the definition.

Debrief

- ⌘ What did you learn from this activity?



Video Time

Racism in Canada

Length: 3:41

We tend to think racism doesn't exist in Canada. But does it? Youth from Crescent Town/Teesdale set out to find out what people think about racism in Canada. This film provides personal opinions and lived experiences of racial discrimination.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to examine personal views on racism in Canada.

Video Debrief

Discuss the questions raised in the film.

- ⌘ What comes to mind when you hear the word 'racism'?
- ⌘ Have you experienced or witnessed an act of racism? What did you do?
- ⌘ Can you think of ways to help stop or challenge racism?

Personalized Discrimination

"Sometimes, I feel discriminated against, but it does not make me angry. It merely astonishes me. How can anyone deny themselves the pleasure of my company? It's beyond me."

— Zora Neale Hurston, American Folklorist, Anthropologist, and Author



Don't (Dis)criminate Me!

Estimated Time

60 mins

Objective

- ✓ To enhance understanding of homophobia and the importance of speaking out against it.
- ✓ To explore how homophobia has impacted the lives of Canadian immigrant and newcomer youth who identify as LGBTQ (lesbian, gay, bisexual, transgender, and queer/questioning).

Materials

- 📄 Paper
- ✍ Pens or markers
- 🌐 Internet
- 💻 Computer and Projector

In Advance

- Upload films ["Our Canadian Experience?"](#) and ["Is Anybody Out There?"](#)

Instructions

- Give each participant a piece of paper.
- Ask participants to write down a time when someone once said or did something to them that was hurtful, based on something about them. Essentially you are asking them to write down a time when they were discriminated against. This activity should be done quietly to themselves. Let participants know that these stories will be shared with the larger group.
- Ask participants to be as descriptive as possible in describing their incident: who was there, when it was said, where it took place, etc.
- Once they are done ask them to crumple the paper into a ball and throw it in the centre of the room.
- Then ask everyone to grab a piece of paper from the centre of the room, if they happen to take their story ask them to throw it back in the centre and take another paper.
- Ask each participant to silently read the story on the paper as if it's their own. To imagine that this incident happened to them. To think about how they would feel and react.
- Let participants have a few quiet minutes of reflection.
- Invite participants to share the story and how it made them feel.
- Open the discussion up to the group and ask if anyone else feels differently.

- Ask participants how they would feel the person experiencing the incident and others who were involved could have or should have responded to the situation.



Note

When talking about issues of homophobia, it is important to talk about acceptance.

Facilitator Narrative:

Explain to participant that not everyone has to share the same identity but they need to accept and respect them. Help the group see the importance of acceptance by personalizing the issue. For example, the same way you do not want to be discriminated against because of your age, race or religion is the same reason why we should not discriminate against someone else because of their sexual orientation.

Debrief

- ⌘ How does it feel to be judged, excluded, or rejected based on a part of your identity?
- ⌘ Is it fair to judge someone based on parts of their identity?
- ⌘ Has anyone ever been expected to act a certain way because of who they are? How does it feel when you are expected to act differently?
- ⌘ How does this relate to homophobia and heterosexism?
- ⌘ What did you learn from this activity?
- ⌘ What did you like about this activity?
- ⌘ What was challenging about this activity?



Video Time

Our Canadian Experience

Length: 3:50

LGBTQ refugee and immigrant youth in Canada often face stereotypes, prejudice, misconceptions, and racism which can lead them to feel isolated, alienated and hopeless. Youth at Supporting Our Youth (SOY) created this film to share their lived experiences as new Canadians in Toronto.

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to share their stories as LGBTQ refugee and newcomer young people in Toronto.

Video Debrief

- ⌘ What did you learn from this film?



Video Time

Is Anybody Out There?

Length: 1:40

In this Public Service Announcement (PSA), the Gay-Straight Alliance at Birchmount C.I. wanted to express the importance of every person's role in speaking out against homophobia (and transphobia, heterosexism etc.) By encouraging others to have the courage to stand up, stand with and stand for students who identify as LGBTQ, this PSA shows us how the power of one person can make a big difference in the lives of students and the school

➡ Inform participants that they will now be watching a video that was created by youth participants in Project PEACE to talk about how to combat bullying and homophobia.

Video Debrief

- ⌘ What did you learn from this film?
- ⌘ How have you stood up, stood with and stood for students who identify as LGBTQ?
- ⌘ Have you ever witnessed a situation that was homophobic/transphobic or heterosexist?
- ⌘ What happened and how did you feel?
- ⌘ How did you respond?



Note

Check the **Word List** for terms and definitions.



LGBTQ Jeopardy

Estimated Time

60 mins

Objective

- ✓ To learn about lesbian, gay, bisexual and trans history in Canada and globally.
- ✓ To enhance understanding of homophobia and the importance of speaking out against it.

Materials

- 💡 Imagination and Creativity
- 📄 Paper
- 🖋 Pens or markers
- @ Internet
- 💻 Computer and Projector

In Advance

- Upload the film [“The Story of Mav”](#)
- Print the LGBTQ Jeopardy Worksheet that can be found on Appendix 4.

Instructions

- Use the LGBTQ Jeopardy Worksheet to create a larger version for the activity.
- Divide the group into three teams.
- Give each team 12 pieces of paper to write their responses on. Have them compete to answer the questions like a real jeopardy game.
- The team with the highest score wins this activity.



Note

This activity is a fun and engaging way to learn about lesbian, gay and bisexual and trans history. For more information on terms refer to the Word List.

Activity Debrief

- ⌘ How did you like this activity?
- ⌘ What new things did you learn about the LGBTQ community?
- ⌘ What areas do you still need to learn more about?



Video Time

The Story of Mav

Length: 2:24

This is a Public Service Announcement (PSA) to raise awareness against homophobia. The emphasis is on understanding the power of labels and how it impacts our perception of others. The message: Accept every human being for who they are.

➡ Inform participants that they will now be watching a video that was created by a youth participant in Project PEACE to talk about his experience as a Gay youth who came to Canada because of his sexual orientation.

Video Debrief

- ⌘ What did you learn from this film?
- ⌘ What role do heterosexual people sometimes play in creating and/or perpetuating homophobia/transphobia and heterosexism?
- ⌘ How do you think young people can make a difference in their class, school and/or community against discrimination and intolerance?
- ⌘ How does this story demonstrate the power of youth voice?

Topic 4: Conflict

It is important to recognize the root cause of many forms of conflict is discrimination. A lack of empathy and understanding of diversity can lead young people to believe stereotypes and labels about certain groups; and discriminate against them.

CONFLICT

“You can’t shake hands with a clenched fist.”

- Indira Gandhi, former Prime Minister of India



What does Conflict Look Like?

Estimated Time

25 mins

Objective

- ✓ To define what conflict is and what it looks like at home, at school, in the community and the world.

Materials



- Flipchart paper
- Tape
- Pens or markers

Instructions

- Take 4 flipchart papers and write one of the following headings at the top of the paper: At Home, At School, In your Community, and In the World. Draw a line down the center of each paper.
- Tape the flipchart papers to different areas in the room.
- Divide the group into four smaller groups.
- Ask each group to stand in front of one of the chart papers.
- Give them 1-2 minutes to write down what conflict and peace looks like for each of the categories. Use the left side for conflict and the right side for peace.
- Have the group share their responses.

Facilitator Narrative:

Explain to participants that conflict is a disagreement in approach, value, style, perspective, interpretation etc. Conflicts may arise from differences of opinion, beliefs, or values, as well as from prejudice, stereotypes, and discrimination. Conflict may not necessarily be a bad thing.



Note

You will notice some participants will put bullying under conflict at school and war under conflict around the world. This activity is a great segue into discussions on bullying or cultural conflict which follows in Part 2 and 3.

Activity Debrief

- ⌘ What did you learn from this activity?
- ⌘ Why is preventing conflict and building peace important?
- ⌘ How can we build peace across difference?

Cultural Conflict

“No culture can live, if it attempts to be exclusive.”

- Mahatma Gandhi, Leader of Indian Nationalism



Bridging Cultural Conflicts

Estimated Time

25 mins

Objective

- ✓ To discuss the concept of cultural conflict and cultural cliques in school and in the community.

Materials

- 🌐 Project PEACE: Change Through Equity webpage – Youth Films
- 💻 Computer and Projector

In Advance

- Upload films [“India and Pakistan”](#) and [“Children of the World”](#)

Instructions

- Watch both films and discuss the debrief questions.

Culture can be understood as the totality of the ideas, beliefs, values, knowledge, and ways of life of a group of people who share a certain historical, religious, racial, linguistic, ethnic, or social background. Manifestations of culture also include art, laws, institutions, and customs

Cultural conflict arises when one places their culture superior to another, and where one is resistant to difference. There is a tendency to think that we know best, that “our” way of living and being is right and superior. In order to move forward people need to be open to the idea of difference and be willing to learn about another person’s culture. Cultural conflict is often a repetition of historical factors and ideals. Understanding the root causes and motivations behind a conflict helps dismantle and deconstruct preconceived assumptions and prejudices.

➡ Inform participants that they will now be watching two videos that were created by youth participants in Project PEACE to discuss the concept of cultural conflict and cultural cliques.



Video Time

India and Pakistan

Length: 4:41

This film, created by youth at Access Alliance MHCS at AccessPoint of the Danforth, is meant to raise awareness on the impact cultural issues have on Canadian society. It highlights the similarities and differences within India and Pakistan, focusing on religion, culture, sports and personal experiences.

Video Debrief

If participants do not identify as Indian or Pakistani they may not have a full understanding of the historical struggles and conflicts these two groups have faced. However, this film raises an interesting question surrounding global cultural conflicts.

- ⌘ Do global cultural conflicts affect Canadian citizens that identify with the conflicting countries?
- ⌘ How do these conflicts transcend national borders? Why?
- ⌘ What ethnic or cultural conflicts occur in Canada?



Video Time

Children of the World

Length: 5:43

In a school that is very culturally diverse, students at Lester B. Pearson investigate why students gravitate to their peers of the same culture, race and nationality. They question why it happens and if this strengthens our acceptance of diversity in Canada and globally.

Video Debrief

- ⌘ Do you have cultural cliques in your school? Community?
- ⌘ Do cultural cliques strengthen our acceptance or cause separation of diversity? Why?

Bullying

“Remember always that you not only have the right to be an individual, you have an obligation to be one”

- Eleanor Roosevelt, First Lady in the United States and Civil Rights Advocate



Conflict Resolution Theatre

Estimated Time

40 mins

Objective

- ✓ To discuss bullying and its consequences.
- ✓ To explore how discrimination is often the root cause of conflict.
- ✓ To examine how we can respond to conflict and stand up for bullying.

Materials

Imagination and Creativity

Instructions

- Introduce the players involved in witnessing an incident of discrimination:
 - The BYSTANDER - An observer(s) to an incident who might respond appropriately with actions or words.
 - The OFFENDER(S) - The person(s) who treats another person in a discriminatory way, through words or actions.
 - The RECEIVER(S) - The person(s) who receives the discriminatory remarks or treatment in an incident.
 - The OUTSIDER - Those who are not present at the time of an incident but may be asked to assist (teacher, parent or friend).
- Divide participants in two and have each group come up with a scenario that involves each player listed above. The scenario can be something that occurred in their home, school, or community.
- Explain to participants that they are going to role-play their scenarios.
- Each group will take turns performing their scenario for each other and they will perform it twice.
- During the first performance, the group will act as the audience and think about how they would react/respond to the incident. During the second performance, participants will use the Forum Theatre framework where they can freeze the performance at any particular time and replace a player and demonstrate an alternative response to the situation.



Note

It might be helpful to emphasize the difference between bullying and discrimination: while discrimination can be an act of bullying, not all bullying is discriminatory (i.e. making fun of someone for getting good marks).



My Bully

Estimated Time

40 mins

Objective

- ✓ To examine how bullying affects everyone.

Materials

- Paper
- Pencils
- Internet
- Computer and Projector

In Advance

- Upload the film ["Bullying"](#)
- Take 6 pieces of paper and write words that reflect emotions on it: hurt, confused, embarrassed, afraid, angry and ashamed.

Instructions

- Give each participant a piece of paper and a pencil (make sure everyone has a pencil to protect personal privacy concerns).
- Explain that this is a silent activity and no one should write their names on the paper, as responses will be shared anonymously with the whole group.
- Ask participants to write down a time that when they experienced bullying and how it made them feel or how it affected them.
- While participants are writing their responses, place the 6 pieces of paper with words on it around the room.
- Ask each participant to crumple the paper they wrote on and through it into the middle of the room.
- Then ask each person to grab one of the papers from the middle. If they get their own ask, them to throw it back.
- Ask the participants to take a few moments to silently read the experience on the paper and embrace the experience as if it were their own experience.
- Encourage participants to share the experience. When participants are finished sharing, ask the whole group to walk to the emotion that best describes how they would feel if that experience had truly happened to them.

Activity Debrief

- ⌘ Was it difficult to pretend that the story you read happened to you? Why or why not?
- ⌘ What did it feel like hearing your story read by someone else? Do you feel like that person accurately understood how it made you feel?
- ⌘ Did anything about this activity surprise you?
- ⌘ Did you learn something about your peers that you didn't know before?



Video Time

Bullying

Length: 3:31 mins

Although Canada prides itself on respecting diversity and building safe and healthy communities, incidents of bullying and victimization are increasing in our schools impacting the daily lives of children and youth. Students at Westview Centennial Secondary School explore the issue of bullying: the experience, the impact and the prevention.

➡ Inform participants that they will now be watching two videos that were created by youth participants in Project PEACE to encourage young people to talk about their experiences of bullying.

Video Debrief

- ⌘ The video mentions that everyone is affected by bullying, who are the players involved? (bully, victim, bystander, ally, friends, family, teachers, principle)
- ⌘ How can you speak up against bullying?
- ⌘ What do you do if you are being bullied?

Topic 5: (Em)Power

“Power can be taken, but not given. The process of the taking is empowerment in itself.”
- Gloria Steinem, American Writer and Feminist Activist

Power



Who's Got the Power?

Estimated Time

20 mins

Objective

- ✓ To define power and identify different forms of power.

In Advance

- Refer to the “Bullying” film from the previous activity.
- Take 6 pieces of paper and write words that reflect emotions on it: hurt, confused, embarrassed, afraid, angry and ashamed.

Instructions

- Use the discussion from the last activity about different players in discriminatory incidents to introduce the subject of power.
- Ask participants to decide who has the most power in the situation (the bystander, the offender, the receiver, or the outsider) and why.
- Ask participants to decide who has the potential to have the most power?

Facilitator Narrative:

Explain to participants that the offender tends to hold the most power as the other people involved stay silent. Also explain how witnesses have the potential to hold the most amount of power because they usually outnumber the offender. They have the power to speak up, to become an ally with the receiver, and to get help from an outsider. Although an offender may have certain types of power in the situation, such as physical strength, social power, institutional power, etc., everyone in this situation can use the power that have to challenge the offender. This might be mental strength, power in numbers, courage, knowledge, a strong support network, resilience, perseverance, and the power to set a positive example. We all have many different forms of power, and these forms of power can be used to address situations of conflict and discrimination.



The Great Game of Power

Estimated Time

25 mins

Objective

- ✓ To explore the concept of power and identify different forms of power.

Materials

- ⌚ Objects – cell phone, books, water bottle, pens, a laptop, a chair, clothes etc.

Instructions

- Put a set of objects at the front of room.
- Ask participants to look around the room and at the objects in front of the room. Tell them that they can use any object for this activity.
- Ask participants to stand beside or grab an object that represents a form of power.
- Ask participants to explain why they chose that particular object.
- Have the group vote on which object holds the highest form of power and discuss why.

Facilitator Narrative:

Discuss the definition of power and the various types of power that exist.

Power is the ability to exercise control. Having access to systems and resources as legitimized by individuals and societal institutions.

Some types of power or influence

- Information Power - where a person has access to information that is perceived as valuable to others.
- Connection Power - based on a person's "connections" with "influential or important" persons inside or outside of an organization.
- Expert Power - when a person gains respect or has influence because he or she is perceived to possess expertise, skill and knowledge.
- Position Power - when a person's position as leader gives her or him the capacity to influence and obtain respect from others.
- Personality Power - where the person is liked and admired by others because of his or her personality, which means that others easily identify with the person.
- Network Power - where the person is a member of, knows members of, or has established a network that enables them to influence people.
- Social/Cultural Identity - membership in particular social or cultural group(s) either endows us with or denies us privilege.

Debrief Questions

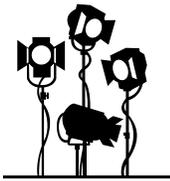
- ⌘ What other types of power exist?
- ⌘ What forms of power do you have?
- ⌘ Who or what empowers you?
- ⌘ Who holds power in our society?
- ⌘ How and why do they have power?

Art for Change

One of the greatest tools we can give our youth is confidence and one of the best ways we can give this to them is to help them to discover what they enjoy doing and what they excel at. Exploring the arts as a way to promote change is an effective tool because it engages youth on many levels not just the academic and is a change from the ordinary. Using multiple art forms allows youth with a spectrum of abilities to be successful and to see themselves as agents of change.

Art for Change programming engages youth in a form of self-expression that they may otherwise be lacking and it may also serve to engage youth in issues of social justice who may otherwise not be interested. Below are only 4 examples of the many art forms you can use to engage youth in the important subject of social change.

Theatre for Change



"Theatre is a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it." – Augusto Boal

The power of theatre lies in the way it creates possibility. It is the physical space where stories are shared and we learn about ourselves and each other. With this knowledge, we are able to think about how we can create change in our world. The most important part of theatre is working together and building community. Many theatre practitioners use a variety of methods however, it is up to you to use whichever method resonates with you and that you are comfortable with. Here are some basic practices that are used in theatre:

Warm up exercises

Choose a warm up exercise that everyone can take part in so always be mindful of peoples' various (physical) abilities. These ice breakers help in group bonding and to connect everyone together.

Skits

Use improvisation to create scenarios that depict common situations. These can be comical or serious depending on what lesson or message you want to get across.

The message

Find out what is important to your group and what kind of issues they wish to explore. Use these concerns as the foundation of your theatrical work together.

Writing

Set aside time to write using methods like journal writing. This allows for self-reflection on what you have learned and the pieces can even be used in performances as part of a script.

Discussion

After every performance, whether it be a short presentation of a skit or role play, it is absolutely necessary to discuss what was presented. This is where the audiences' feedback is critical as they

may have questions. Also, it is important to ask the actors questions about their process and how they felt portraying a particular role/scene.

Final performance

A large performance can take up to months in preparation. In theatre, the process matters just as much as the final product. This means that every rehearsal, every person and everything leading up to the final performance contributes to making the performance what it is. Normally, the audience does not see the months of preparation but it is the actors who are changed by the entire experience.

Poetry for Change



What is Spoken Word?

Spoken word can be a powerful tool to advocate and bring about social change. It is an art form that channels our deepest emotions and thoughts through poetry. It's a way of speaking to an audience where different stresses and expressions can be formed to express ideas, opinions and stance on a particular subject.

Getting started

The first step in putting together any poem or spoken word piece is brainstorming a theme to write about. Once you decided on a particular topic or subject you can then begin to jot down words that relate to your idea. This way when you start to actually write the piece, you can have access to your own library of inspiration.

Oh! And don't feel that you have to choose profound or "poetic" material. It is best to keep it simple.

The Writing Journey

a.) When you start writing don't worry about "style" or whether or not your piece sounds beautiful or poetic. You want to get as much as you can out from your mind onto the paper. You will be amazed how much information your brain can store. SO WRITE!

b.) Once you have started writing about your subject you will naturally, in most cases develop rhythm. Here the flow of your chosen words is important as it will give character to your piece. Be as original as you like because the beauty of the process is in how you are able to craft your creation. BE FREE!

Polishing and Finishing Your Piece

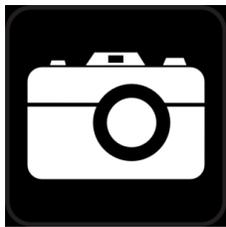
There is no rule that says your spoken word piece should be a specific length. There isn't a minimum or a maximum. But once you feel you have written it to your desired length, take a

five minute break to give your mind and your eyes a rest. In doing so your brain gets time to rewire and rejuvenate for the next step. Once your mind is clear go back to your piece and polish or edit anything that you feel needs it. Make good use of your strongest verses and stanzas. It's natural that the original piece might experience some changes, and that's okay as it is part of all creation. SO POLISH!

Lastly, rehearse. Remember that a spoken word piece is not read, but spoken. Practice is an avenue to success! SO REHERSE!

Oh and one more thing...HAVE FUN ☺

Photography for Change



"It's one thing to make a picture of what a person looks like; it's another thing to make a portrait of who they are."

– Paul Caponigro

Personal Lenses: Using photography to explore our relationship with the world.

People, much like a camera have lenses; these personal lenses are the lenses with which we see our environments, people around us and the world at large. Our personal lenses have focus points that make us take notice of certain things and blind spots that make certain things less noticeable and sometimes invisible to us. These lenses, much like the lens of a camera can be widened and narrowed to change our view of the world.

Widening our personal equity lenses.

An equity lens is open wide; it allows us to see a whole person, or a whole situation rather than a narrow snapshot which can lead us to misjudgement. In order to widen our personal lenses we must take the time to examine the many factors that influence our own lenses such as; our race/ethnicity, abilities, socio-economic status, sexual orientation, faith, sex and gender identity, age, education, family and friends, personal experiences, and so much more. Photography is a great tool to get youth thinking about their environment and exploring how they view their world and people around them.

Starting a Photography for Change program

The most important thing to keep in mind and to impart on the youth when starting a photography program is that you don't need a special camera to take great photos. Great photos are about creativity and vision not about technology. Even a camera phone could be used to take great photos. Start your program with activities that allow youth to get familiar and comfortable with using the cameras. A photo scavenger hunt is a great way to achieve this.

Once youth are comfortable with the camera teach only one technique at a time (shutter speed, depth of field, composition rules, perspective) and send them out to practise using this technique alone. Once they have mastered each individual technique encourage them to try and combine them. Once they have had sufficient practice using the techniques give them their first Photography for Change assignment.

Exploring identity through photography

A great way to explore one's identity is through the lens of a camera. Have youth shoot things that they feel represent them and/or their community. Think about asking them questions like "How do you think others see you and/or your community? How do you see yourself and/or your community? How do you wish others would see you and/or your community?"

Activism and Advocacy through Photography

Youth need to learn that they can use photography for more than producing art but also to advocate for a cause or as a form of activism. Photojournalism has been instrumental in drawing people's attention to a cause or exposing important issues that are swept under the rug. Have youth explore different photojournalism works and also photo art that delivers a message or commentary about societal issues that need changing. Get them thinking of how they could use photography to draw attention to a cause they are passionate about and then have them put it into action. Below is an example of a photo poster created by a group of high school youth to encourage the school and community to break the silence on important issues such as homophobia, ableism, faithism and racism.



Film for Change

Digital storytelling

Digital Storytelling is the practice of using computer-based tools to tell stories. Most digital stories focus on a specific topic and contain a particular point of view. However, digital stories usually contain some mixture of computer-based images, text, photography, recorded audio narration, video clips and/or music. The topics that are used in Digital Storytelling range from personal tales to the recounting of historical events, from exploring life in one's own community. Digital storytelling is a great way to tell your own story.

Step #1: What tools do you need?

The great thing about digital storytelling is that you can work within many budgets. All you need is a camera and access to a computer. There are many free programs available only, such as Windows Live Movie Maker, that will help you edit your video.

Step#2: Write a Script

- What is the purpose of your story? Who is the audience?
- Write the first draft of your story; this will serve as a narrative for your film.
- This is a great opportunity to combine art forms. The script could be a spoken word piece, poem or song. (See 7 principles of digital storytelling below)

The 7 Principles of Digital Storytelling/Film-Making

1. Point of View	What is the main point of the story and what is the perspective of the author?
2. A Dramatic Question	A key question that keeps the viewer's attention and will be answered by the end of the story.
3. Emotional Content	Serious issues that come alive in a personal and powerful way and connects the story to the audience.
4. The Gift of Your Voice	A way to personalize the story to help the audience understand the context.
5. The Power of the Soundtrack	Music or other sounds that support and embellish the storyline.
6. Economy	Using just enough content to tell the story without overloading the viewer.
7. Pacing	The rhythm of the story and how slowly or quickly it progresses.

Step #3: Collect Resources

Once you have decided which type(s) of format you want to use you will need to gather the appropriate resources..

- Search for or create images that can be used in your story, including: pictures, drawings, photographs, maps, charts, etc.
- Try to locate audio resources such as music, speeches, interviews, and sound effects.
- Try to find other informational content, such as statistics, which might come from web sites, word processed documents, or PowerPoint slides.

Step #4: Develop a storyboard

Storyboards are a great way to stay focused and organized. They allow you to see what your digital story will look like before it is complete. Although they can take some time to create they will actually save you time in the long run.

- Select the images, audio, and text you would like to use for your digital story.
- Create a storyboard that provides a textual and visual overview of your plan for the digital story.

Step #5: Action

Get your hands on a camera and make your vision come alive!

Step #6-Import and edit

This is where the magic happens! Editing can take your film to a whole new level.

- Take time to learn the editing program you are using, so you know all that it is capable of.
- Import your images, audio, text and video footage to the software of your choice.
- Make sure to save your work on a regular basis.

Step #7: Exhibition

Now that all your hard work is finished you can spread your story. For example, you can organize a school, community or city screening. Or you share your story virtually on YouTube, Facebook and by using other social media technologies.

Resources

Educational Activism: Resources for Change

This guide developed by Ontario Institute of Studies in Education helps infuse social justice and equity into the classroom. This guide is only available by email request:

resources.edactivism@gmail.com

Making Noise: a young women's guide to media arts and social change

Created by Girls Action Foundation – a national charitable organization that inspires and supports the empowerment, leadership and healthy development of girls across Canada.

http://girlsactionfoundation.ca/files/final_media_zine_en.pdf

Resources for Change

A list of resources compiled by AMES to support youth-led community development, encourage peer-based expression and education and to promote social change.

<http://www.accesstomedia.org/rfc/>

YouthMADE: Media Arts Diversity Education and Empowerment Resource Guide

This guide developed by AMES (Access to Media Education Society) was inspired by a multifaceted media arts production and outreach program that inspires those who have been targets of hate and discrimination to become creative agents in overcoming it.

http://accesstomedia.org/wp-content/uploads/Documents/youthMADE_FINALrevised4web.pdf

Word List

Terminology & Definitions

The following terms and definitions may be used differently by different people in different regions. They are compiled from several sources with the acknowledgment that they are working definitions – definitions that will change over time as the thinking, attitudes, and discourse around related issues evolve.

Ableism: is the cultural, institutional and individual set of practices and beliefs that assign different (lower) value to people who have developmental, emotional, physical, sensory or health-related disabilities, thereby resulting in differential treatment.

Ally: A person or organization that actively helps another with a specific issue; one who openly supports and affirms the rights and dignity of queer people (Taken from Outloud: LGBTQ, Waterloo Region District School Board)

Biological Sex: The biological state of having: 1) female or male genitalia (vulva, labia, clitoris, vagina for female; penis and testicles for males); 2) female or male chromosomes and 3) female or male hormones (estrogen and progesterone for females; testosterone for males). (Taken from Outloud: LGBTQ, Waterloo Region District School Board)

Bisexuality: Feeling romantic, emotional, and sexual attraction to both males and females; a normal male sexual identity of no known cause. (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Butch: Slang term for individuals who exhibit characteristics or behaviours traditionally considered as masculine; sometimes derogatory; also sometimes used by lesbian women or gay men to self-identify with varying notions of gender. (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Classism: is the cultural, institutional and individual set of practices and beliefs that assign value to people according to their socioeconomic status, thereby resulting in differential treatment.

Cultural Discrimination: A form of discrimination that stems from social norms, roles, language, music or art that reflects and reinforce the belief that one social group is superior to another, rendering inequalities as normal and deserved. (Taken from InvolveYouth2: A guide to meaningful youth engagement, City of Toronto, 2006)

Discrimination: An action that is based on prejudiced attitudes. It can be conscious or unconscious. To discriminate, one group must have social, economic, and/or political power to affect another group. (Taken from The Opening Doors Project, 2011).

For Example:

- Not renting an apartment to someone because she or he is black.

- Not listening to a classmate because she is a woman.
- Not hiring someone because of his or her age.

Diversity: The differences and similarities in a group, organization or society. Diversity includes but is not limited to: ancestry, culture, ethnicity, gender, language, physical and intellectual ability, race, religion, sexual orientation and socioeconomic status. (Taken from The Opening Doors Project, 2011).

Ethnocentrism: is the tendency to view others using one's own group and customs as the standard for judgement, and the tendency to see one's group and customs as the best.

Equity: Means fair, inclusive, and respectful treatment of all people according to their needs as they see them. Equality means treating all people the same way, but equity recognizes systems that have historically put certain groups of people at a disadvantage. (Taken from The Opening Doors Project, 2011).

Fag/Faggot: A derogatory word for a gay male and/or for any man who projects the role, appearance, attitudes, and/or behaviours that a culture traditionally assigns to females; also reclaimed by some men to identify with varying notions of gender (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Gay: Men who feel romantic, emotional, and sexual attraction to other men; can be used to describe both men and women who identify as having attraction to someone of the same sex/gender (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Gender: Social and cultural expression of sex; not biological sex (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Heterosexism: The belief that being heterosexual (attraction to the opposite sex) is superior and right, as opposed to being gay, lesbian, bisexual or transgendered. (Taken from People Power: A Youth Diversity Training Manual, 2003).

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. (Taken from People Power: A Youth Diversity Training Manual, 2003).

Homosexuality: Feeling romantic, emotional, and sexual attraction to members of the same sex/gender; a normal sexual identity of no known cause often used in Canada without being derogatory, although considered offensive by the American Psychological Association because historically, the term was used to describe deviance, mental illness and criminal behaviour (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Individual Discrimination: A form of discrimination at a personal and individual basis between individuals.

Institutional (also known as Systemic) Discrimination: Procedures, practices, policies and laws established by institutions that disadvantage some but advantage others, producing systems of inequality. Institutional/Systemic discrimination normally relates to a recurring practice rather than to an isolated act of discrimination, and may include failure to resolve the continuing effects of past discrimination. Intent to discriminate may or may not be involved. Examples of institutions include government, education, law, religion, and the media. For example, a school that discourages

racialized students from applying to university and encourages racialized students to enter trades and technical colleges instead. (Taken from *InvolveYouth2: A guide to meaningful youth engagement*, City of Toronto, 2006)

Intersex: Having some degree of ambiguity in regard to primary sex characteristics (genitalia) or being born with predominantly male or female genitalia that medical professionals deem to be physiologically “incorrect”, usually addressed through medically unnecessary surgery during infancy; sometimes offensively call ‘hermaphroditic’ (Taken from *Outloud: LGBTQ*, Waterloo Region District School Board).

Intersectionality: Each individual is a collection of many social locations. The idea of “intersectionality” connects the dots of an individual’s social location. It also recognizes that there are similarities and differences between various kinds of discrimination. “Intersectionality” says that knowing a woman lives in a sexist society is not enough information to understand her experience of discrimination – it is also necessary to know her race, sexual orientation, class and other aspects of her social location. (Taken from *The Opening Doors Project*, 2011).

“Isms” - Ableism, Ageism, Heterosexism/Homophobia, Racism, Sexism: Forms of discrimination based on ability, age, sexual orientation, colour or gender.

Lesbian: A women who feels romantically, emotionally, and sexually attracted to other women; a descriptive and socially acceptable label that gay women often prefer because it offers an identity separate from that of gay men (Taken from *Outloud: LGBTQ*, Waterloo Region District School Board).

Mentalism: A form of discrimination against people who have, or who are labelled as having mental health challenges. For example, negative comments or jokes about a person’s mental health. (Taken from *The Opening Doors Project*, 2011).

Oppression: The domination of certain individuals or groups by others through the use of physical, psychological, social, cultural, or economic force. Oppression is different from discrimination, bias, prejudice, or bigotry because:

- it is pervasive -- woven throughout social institutions as well as embedded within individual consciousness
- it is restricting--structural limits significantly shape a person's life chances and sense of possibility in ways beyond the individual's control
- it is hierarchical--the dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups
- the dominant group has the power to define and name reality and determine what is "normal," "real," or "correct"

Pansexual: A term of choice for people who do not self-identify as bisexual, finding themselves attracted to people across a spectrum of genders (Taken from *Outloud: LGBTQ*, Waterloo Region District School Board).

Power: The ability to exercise control. Having access to systems and resources as legitimized by individuals and societal institutions.

Some types of power or influence:

- Information Power: where a person has access to information that is perceived as valuable to others.

- Connection Power: based on a person's "connections" with "influential or important" persons inside or outside of an organization.
- Expert Power: when a person gains respect or has influence because he or she is perceived to possess expertise, skill and knowledge.
- Position Power: when a person's position as leader gives her or him the capacity to influence and obtain respect from others.
- Personality Power: where the person is liked and admired by others because of his or her personality, which means that others easily identify with the person.
- Network Power: where the person is a member of, knows members of, or has established a network that enables them to influence people.
- Social/Cultural Identity: membership in particular social or cultural group(s) either endows us with or denies us privilege.

Prejudice: Means "pre-judgement". It is an attitude towards a person or a group of people that is usually based on stereotypes. This attitude affects an individual's behaviour towards the person or group. (Taken from The Opening Doors Project, 2011).

For example:

- "I don't like working with women because women are difficult to work with"
- "I don't sit beside people with mental health issues on the bus because they will probably hurt me"
- "My son's teacher acts very gay"

Privilege: While the term has other meanings, when used in anti-oppression work it refers to an "unearned advantage" that works "to systematically over-empower certain groups" in our society. Privilege assigns dominance simply based on race, sexuality, or gender, among other factors of identity. Privilege is "an invisible package of unearned assets" that members of privileged groups can count on cashing in every day," but about which they "are meant to remain oblivious." (Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack.")

Queer: Formerly an exclusively derogatory term for all LGBTQ people; now proudly used by some as an umbrella term for the entire LGBTQ community; also used by those who see their own gender identity, sexual identity, and/or sexual orientation as not fitting the widely recognized pattern of LGBTQ (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Racism: A form of discrimination based on race. It refers to the belief that one "race" is better than another and to the actions based on this belief. In order to be racist, one group must have the power to affect the other group. We can see racism in individual actions, in institutions, policies and practices. (Taken from The Opening Doors Project, 2011).

For example:

- Physical violence, jokes and insults on the basis of national or ethnic origin.
-

Regionalism: is the belief that a group is superior to another group based on where a group is geographically or geo-politically situated.

Sanism: A form of discrimination that divides people as either "mad" or "sound-minded". From a sanist perspective, people who are considered "sound-minded" are normal and natural, and people who are considered "mad" are abnormal and unnatural. (Taken from The Opening Doors Project, 2011).

Sex (biological sex): A classification based on reproductive physiology and identified in four main ways, including: 1) primary sex characteristics (vulva, labia, clitoris, and vagina for females; penis and scrotum for males); 2) genetic sex or chromosomes; 3) gonads (ovaries for females; tests for males); 4) secondary sex characteristics (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Sexism: The belief that the male sex is naturally superior to the female sex and should dominate most important areas of political, economic, and social life. Sexism stems from a set of implicit or explicit beliefs, erroneous assumptions and actions based upon an ideology of inherent superiority of one gender over another and may be evident within organizational or institutional structures or programs, as well as within individual thought or behaviour patterns.

Social Location: This refers to our membership in different social groups which share various physical or social characteristics. (Taken from The Opening Doors Project, 2011).

Stereotype: It is an idea about all members of a specific group. This idea, or "generalization", is used to paint all people in the group in the same way, without recognizing individual differences. There is no such thing as a "positive stereotype". (Taken from The Opening Doors Project, 2011).

For example:

"All girls" are gentle"

"All immigrants and poor people are lazy"

"Black men are violent"

Transgender: An umbrella term for all who feel that they are outside the boundaries of biological sex and culturally determined gender expression; may include transsexuals, cross-dressers, Two-Spirit people, drag performers, etc., people who do not identify with their biological sex (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Transsexual: An individual who does not self-identify with his/her biological sex; one who identifies physically, psychologically, and emotionally as of a different sex from that one was born or assigned at birth; may choose to alter the body to reconcile gender identity and biological sex or physical appearance; may consider one's self as non-operative (meaning does not intend to change the primary sex characteristics); pre-operative (meaning takes hormones to change the body's appearance and may or may not eventually have sexual reassignment surgery); and post-operative (meaning has had sexual reassignment surgery) (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Two-Spirit (2S): A term whose definition varies across native American cultures, but which generally means a person born with one biological sex and fulfilling at least some of the gender roles assigned to both sexes; often considered part male and part female or wholly male and wholly female; often revered as natural peace makers as well as healers and shamans (Taken from Outloud: LGBTQ, Waterloo Region District School Board).

Xenophobia: An unreasonable fear or hatred of foreigners or strangers, their cultures and their customs.

Appendices

Appendix 1 – Guess the Ad Information

Advertisement #1 - Paris Hilton's Carl's Jr. Burger Ad



Guess the Ad Image

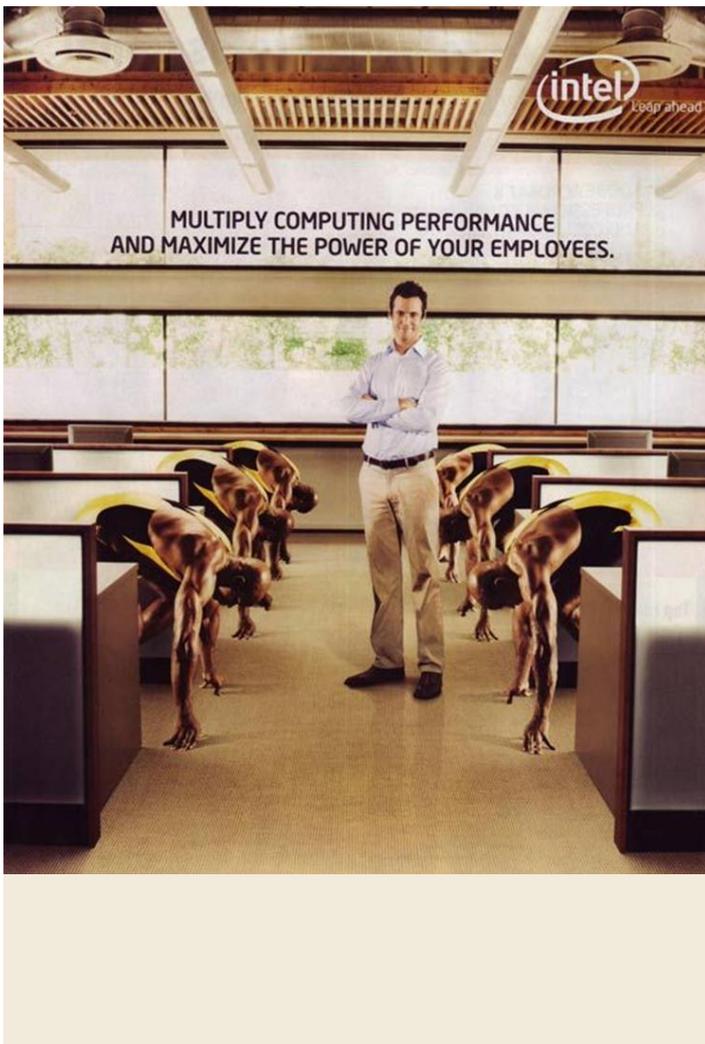


Product Ad Image

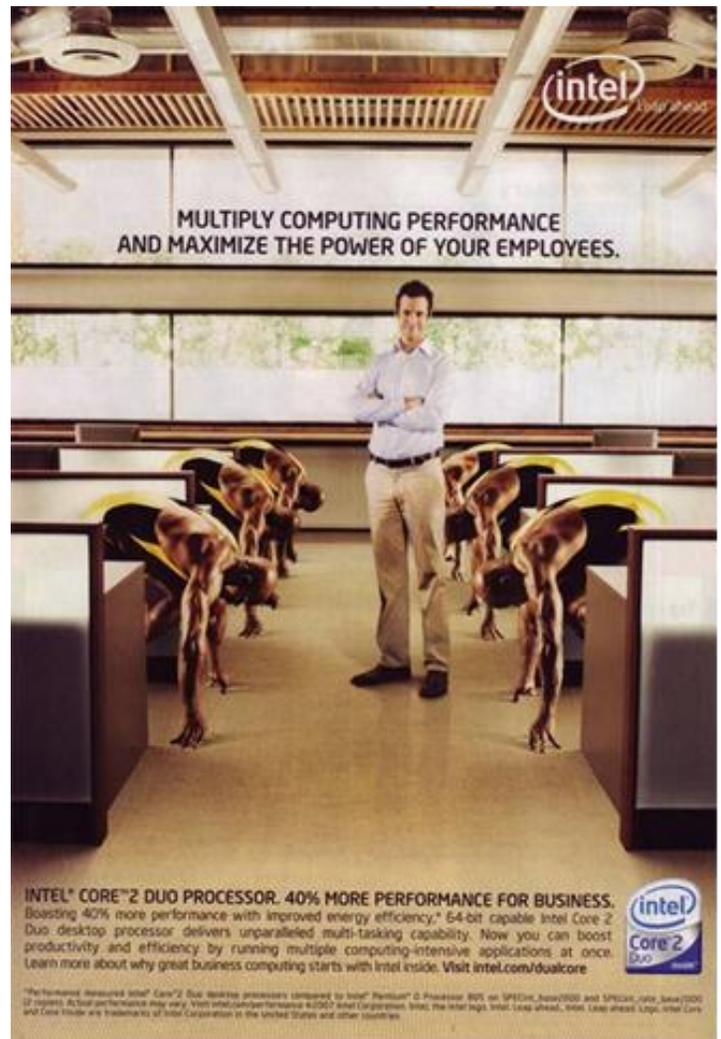
In May 2005, Paris Hilton premiered in a TV ad wearing a black swimsuit washing a car and eating a hamburger. The commercial was for West Coast chain Carl's Jr. and created a lot of controversy with the ad's blatant sexual overtones.

To see the full commercial: <http://www.youtube.com/watch?v=g-qkoyiYs38>

Advertisement #2 – Intel Sprinter Ad



Guess the Ad Image



Product Ad Image

Intel launched a national campaign in 2007 that sparked controversy in the ad's symbolism and imagery of the enslavement of African people. Intel responded by issuing an apology:

<http://gizmodo.com/285278/intel-apologizes-for-insulting-sprinter-ad>

Advertisement #3 – Sony Ceramic White PSP Ad



Guess the Ad Image

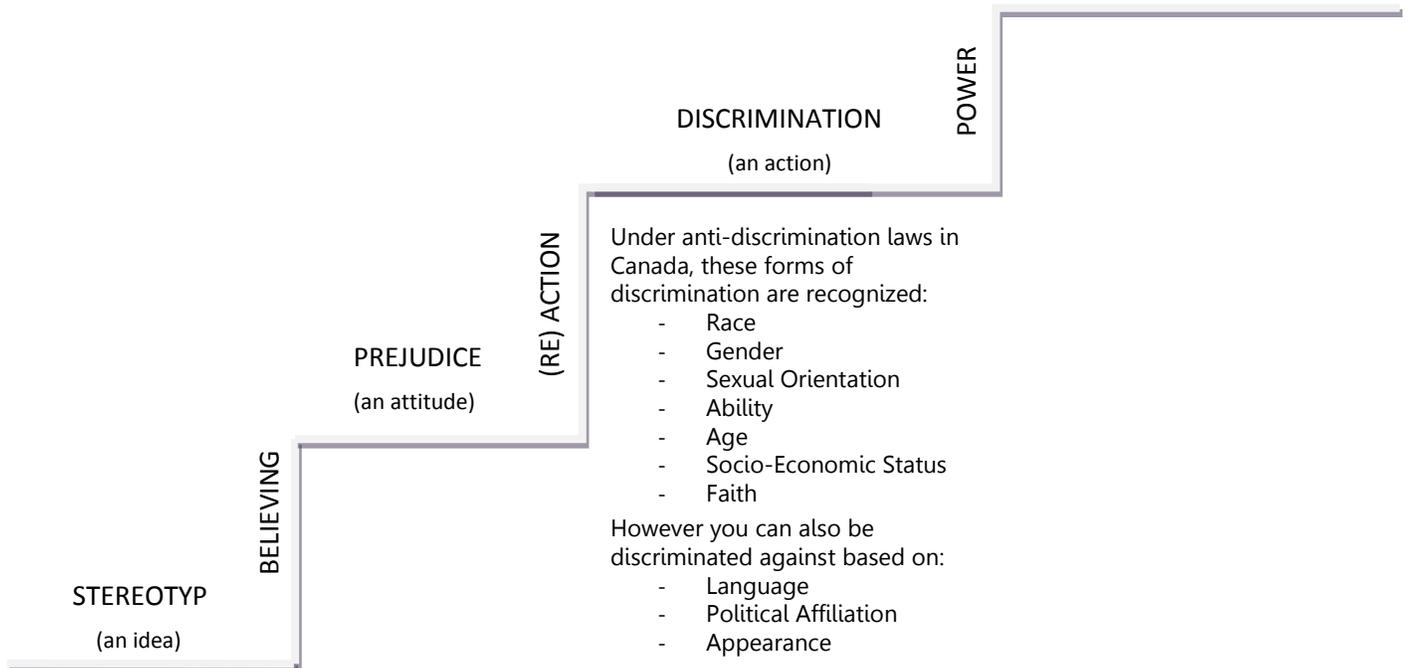


Product Ad Image

In 2006, Sony's multi-vignette PSP campaign was under-fire for racist advertising. One ad featured an aggressive, strong-looking white woman clawing, clutching and otherwise dominating a subordinate black woman. Sony yanked their campaign apologizing for its lack of sensitivity.

Appendix 2 - Discrimination Escalation Handout

SYSTEMIC OPPRESSION
(Leading to privilege or marginalization)



Stereotype is an idea about all members of a specific group. This idea or “generalization,” is used to paint all people in the group in the same way, without recognizing individual differences. There is no such thing as a positive stereotype. Stereotyping is different from discrimination and prejudice. Stereotyping can lead to prejudice and discrimination.

For example:

- “Girls’ are gentle”
- “All immigrants and poor people are lazy”
- “Black men are violent”

Prejudice means “pre-judgement”. It is an attitude towards a person or group of people that is usually based on a stereotype. This attitude affects an individual’s behaviour towards the person or group.

For example:

- “I don’t want to sit beside that man because he looks like he has a mental health issue and might hurt me”
- “My son’s teacher looks gay and I worry that he is going to turn my son gay”

Discrimination is an action that is based on prejudice attitudes. It can be conscious or unconscious. To discriminate, one group must have social, economic, and/or political power to affect another group.

For example:

- Not renting an apartment to someone because they are black.
- Not hiring someone because of their age.

Appendix 3 - Match Up Handout

<p>1. _____ is the cultural, institutional and individual set of practices and beliefs that assign different (lower) value to people who have developmental, emotional, physical, sensory or health-related disabilities, thereby resulting in differential treatment.</p> <p>2. _____ is the cultural, institutional and individual set of practices and beliefs that assign value to people according to their socioeconomic status, thereby resulting in differential treatment.</p> <p>3. _____ is the tendency to view others using one's own group and customs as the standard for judgment, and the tendency to see one's group and customs as the best.</p> <p>4. _____ is the belief in the inherent superiority of heterosexuality and thereby the right of heterosexuals to be dominant. An ideological system and patterns of institutionalized oppression which denies, denigrates and stigmatize any non heterosexual form of behaviour, identity, relationship or community.</p> <p>5. _____ is disparaging or hostile attitude or negative bias towards gay, lesbian, or bisexual person(s). The fear and persecution of LGBTQ people, rooted in a desire to maintain the heterosexual social order.</p> <p>6. _____ is a mix of prejudice and power leading to domination and exploitation of one group (the dominant or majority group) over another (the non-dominant, minority or racialized group). It asserts that the one group is supreme and superior while the other is inferior.</p> <p>7. _____ is the belief that a group is superior to another group based on where a group is geographically or geo-politically situated.</p> <p>8. _____ stems from a set of implicit or explicit beliefs, erroneous assumptions and actions based upon an ideology of inherent superiority of one gender over another and may be evident within organizational or institutional structures or programs, as well as within individual thought or behaviour patterns.</p> <p>9. _____ is an unreasonable fear or hatred of foreigners or strangers, their cultures and their customs.</p>	<p>A. Heterosexism</p> <p>B. Xenophobia</p> <p>C. Racism</p> <p>D. Nationalism</p> <p>E. Ethnocentrism</p> <p>F. Ableism</p> <p>G. Classism</p> <p>H. Regionalism</p> <p>I. Sexism</p> <p>J. Homophobia</p>
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Answers: F, G, E, A, J, H, I, B

Appendix 4 - LGBTQ Jeopardy Worksheet

A Canadian History Lesson	Don't Watch and Learn	From the Basics	ID'ing your ID
<p>A Canadian History Lesson for 200</p> <p>In this year, the criminal code was amended to decriminalize homosexuality.</p> <p>Answer: What is 1968?</p>	<p>Don't Watch and Learn for 200</p> <p>This popular TV show featured 5 gay males all in stereotypical roles.</p> <p>Answer: What is Queer Eye for the Straight Guy?</p>	<p>From the Basics for 200</p> <p>At least one in X people identify as LGBTQ</p> <p>Answer: 10</p>	<p>ID'ing your ID for 200</p> <p>Which city in Canada is known throughout the world for its LGBTQ-positive 'gay village'?</p> <p>Answer: What is Toronto?</p>
<p>A Canadian History Lesson for 400</p> <p>In 1996, this term was added to the Federal Human Rights Act as a protected class.</p> <p>Answer: What is sexual orientation?</p>	<p>Don't Watch and Learn for 400</p> <p>This film is a 2003 comedy set in Montreal, Quebec about a gay man who is the son of Italian Canadian parents.</p> <p>Answer: What is Mambo Italiano?</p>	<p>From the Basics for 400</p> <p>Homosexuality was considered a mental illness by the American Psychiatric Association until what year?</p> <p>Answer: What is 1987</p>	<p>ID'ing your ID for 400</p> <p>A term given to men who take care of their appearance.</p> <p>Answer: What is metrosexual? (combining metropolitan and heterosexual urban, straight man)</p>
<p>A Canadian History Lesson for 600</p> <p>In 2003, the federal government legalized this across the country.</p> <p>Answer: What is same-sex marriage?</p>	<p>Don't Watch and Learn for 600</p> <p>This prime time TV show was kicked off the air since its leading character came out as a lesbian in 1998.</p> <p>Answer: Who is Ellen?</p>	<p>From the Basics for 600</p> <p>Name the ism that assumes that everyone is or should be heterosexual; and that heterosexuality is superior.</p> <p>Answer: What is heterosexism?</p>	<p>ID'ing your ID for 600</p> <p>This is the part of your identity that refers to your biological organs.</p> <p>Answer: What is sex?</p>