Getting Started | Diversity and Identity

TOOLKIT 1

#SeeDifferent

TELUS | Greater Toronto Area community board™

Acknowledgments

We would like to thank the TELUS Greater Toronto Area Community Board for their generous contribution in supporting the development of this toolkit.

We would also like to thank the members of our See Different Advisory Committee who have been instrumental in the success of this program and the development of this toolkit:

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Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion

Table of Contents

Introduction to the See Different Toolkits

WHAT IS IT?

These toolkits include classroom or extracurricular programming material to support high school students in valuing and embracing diversity and inclusion. Each toolkit contains:

- professional development learning resources
- a facilitator manual for each activity
- student handouts, and
- a corresponding PowerPoint presentation that includes embedded multi-media resources (e.g. videos, images).

Our toolkits cover the following topics:

- diversity
- identity
- power
- privilege
- allyship
- equality vs. equity
- conflict mediation
- leadership
- cross-cultural communication and
- social action.

The curriculum is a combination of activities that have been adapted from existing public resources along with original content created by diversity consultants from the Canadian Centre for Diversity and Inclusion (CCDI)[1].

WHY SHOULD I USE IT?

See Different was a successful high school diversity and inclusion training program that reached over 500 students in five school boards[2] in Ontario. Its activities were developed and revised based on positive comprehensive feedback from teachers and students alike. Today, the program has been transformed into these toolkits, with the intention of supporting teachers in their efforts to build a safer school climate. Through these toolkits, See Different continues to be a strong contributor to the Canadian classroom. The toolkits help users apply equity and inclusion strategies[3] and connect to the following subject areas: Canadian and World Studies, English, Guidance and Career Education, Arts, and Social Sciences and Humanities. We invite all educators to bring See Different into their schools.

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1 CCDI is the parent organization of See Different.

2 See Different operated in the following school boards: Toronto Catholic District School Board (TCDSB), Peel District School Board (PDSB), Durham Catholic District School Board (DCDSB), York Regional District School Board (YRDSB) and York Catholic District School Board (YCDSB)

3 For example, Ontario's Equity and Inclusive Education Strategy (2009).

Testimonials

" The program is well organized to take students (and teachers) through a gradual process of understanding identity, bias, and how both intersect to shape ourselves and the world. The material is well layered to allow for an entry-point into the conversation for people at any level of understanding around these issues, and allows the development of a genuine connection between the concepts and the lives of its participants. Following that, the workshops provided an easy transition from reflection to action, and allowed students to examine the qualities of good campaigns so that they could develop their own within the school and/or greater community. We received very positive reviews from both staff and students on our "Unbox Yourself" campaign, and the students really grew personally from the level of self-reflection and being able to take on a greater leadership role within the school. **"**

Nicole Luinenburg, Teacher | Castlebrooke S.S, Peel District School Board

" I have learned that to make a more inclusive environment, you must be able to see things from another perspective. "

See Different student participant

" Through the modelling of inclusive language, reflection activities and explicit teaching of Allyship strategies, the See Different program empowered our student participants to have a more educated voice when raising issues that they saw to be unfair. **"**

Sonia Wylie, Vice-Principal | All Saints C.S.S, Durham Catholic District School Board

How to use these Toolkits

1 **Build your knowledge of diversity and inclusion** We highly recommend that teachers review the preliminary resources of each toolkit before delivering the workshop. A knowledgeable facilitator is needed to guide rich discussions with students.

2 **Determine mode of delivery** See Different can be delivered in several ways. It can be run as an extracurricular club, as a program integrated into a course, a stand-alone workshop, or you can simply pick and choose activities that you deem relevant for other contexts (e.g. team-building exercise for a sports team, student retreat program, etc.). Please note the concepts covered in Workshops 1 – 5 build on each other and increase in complexity. If you plan on delivering the full workshops, we recommend delivering the program in chronological order. The Master Toolkit is a compilation of Workshops 1 – 5. Below are a few logistical notes we invite you to consider depending on your mode of delivery:

- **If you choose to integrate the program into your course,** we recommend that See Different activities *not* be formally tested or evaluated[1] to encourage more active and authentic student participation. Rather, use these activities as complementary materials to your core programming and encourage students to reflect on the work that they do as they progress through the workshops.

- **If you choose to run See Different as an extracurricular club,** be aware these workshops are a lengthy commitment for students (average 1.5 - 2 hours each). We recommend offering an incentive (e.g. food, swag) so that you have regular participation and attendance.

3 **Customize the curriculum content** From our experience, we know that no two schools are alike. Schools each have specific challenges when it comes to building a safe climate. Regardless of which mode of delivery you choose, we invite teachers to customize activities in this toolkit to ensure the curriculum highlights **local** diversity and inclusion issues that pertain to your specific school communities[2]. Taking the extra step to customize the curriculum will allow you to create an optimal learning experience that resonates with your students. See below for an example of curriculum customization:

- **See Different Toolkit** "We now know that our invisible dimensions of identity can impact our interactions with others. Can someone provide an example of what this can look like in school?"

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1 If you plan to assess the program content in some capacity, we recommend using activities and goals from Toolkit 5, as this workshop aims to support students in planning a school-wide project.

2 To better understand the local needs of your school, consult your school/school board for any data they may have about student perceptions of equity, inclusion and safety. If not available, consider developing and distributing an exploratory survey to your staff and students to identify specific needs in your school community. See this link from the Ontario Ministry of Education to access a template of a Safe Schools Survey: http://www.edu.gov.on.ca/eng/teachers/climate.html

- **Customization** "We now know that invisible dimensions of identity impact our interactions with others. When thinking about our school, how does mental health (local relevant issue), an invisible dimension of identity, impact students' interactions with others?"

To make this easier for you, throughout our Toolkit we have flagged the activities in which we recommend customization. You will see this icon beside the activity:

In addition to content, we encourage educators to customize structure wherever possible, to be inclusive of different learning needs.

4 **Facilitate** This toolkit has been designed with user-friendliness in mind. The facilitator manual outlines step-by-step instructions on how to facilitate each activity. Each activity outlines the objective, duration and corresponding PowerPoint slides.

We also use this icon to flag activities that may generate a sensitive or controversial discussion amongst your students:

We invite teachers to be extra mindful and attentive during these activities, as a skilled facilitator will be needed to maintain a safe space and generate critical discussion.

Finally, the following colour-coded prompts are intended to express various components of the activity:

PREAMBLE

This is the introduction to the activity. It explains the purpose of the subsequent activity.

SET-UP

Some activities require a specific setup. This section will tell you how you might wish to arrange desks, chairs, group your students, etc.

INSTRUCT

Written in the first-person narrative these are the instructions you can use to communicate the activity to your students.

DEBRIEF

This section highlights the key take-aways from the activity.

Toolkit 1
Getting Started | Diversity and Identity

DESCRIPTION

Participants' diversity and inclusion journey will begin with the opportunity to explore how diversity in Canada is both a challenge and an asset. Then, students will explore their own identity by asking themselves: What are the visible and invisible components of my identity? How do I feel about the things that identify me? What are the forces that shape the way I perceive myself (and others)? By the end of the workshop, participants will feel motivated to dig deeper into their own identity and work towards positive change.

DURATION

Approximately 1.5 hours.

MATERIALS

- Laptop, speakers and projector
- Name tags and markers
- Smartphones (ask participants to bring them in advance)

LEARNING OBJECTIVES

By the end of Workshop 1 students will:

1 **Acknowledge** the significance of recognizing Indigenous lands in Canada

2 **Establish** the intention of creating a safe and inclusive learning community by identifying shared working agreements

3 **Identify** the challenges and assets diversity brings to your school and Canadian society at large

4 **Identify** and describe the multiple aspects of our identities, drawing on social constructions and categories

STUDENT HANDOUTS/ FACILITATOR GUIDES INCLUDED

- Student Handout 1 – Human Bingo
- Student Handout 2 – My Identity Iceberg
- Facilitator Guide 1 – Kahoot Quiz Answer Key

Preliminary Readings: Build your Knowledge

Below is a list of resources on key topics in this workshop. The 'Key Questions' section gives you an idea of what the resources cover. In many cases, these are questions that students have asked during workshop delivery in the past.

After reviewing these resources, you will feel more confident in leading this workshop, and be better equipped to generate critical class discussion, answer students' questions and support them on their diversity and inclusion journey.

INDIGENOUS EDUCATION

KEY QUESTIONS

- Why do schools conduct land acknowledgments?
- What significance does land have for Indigenous Peoples in Canada?
- What is the Truth and Reconciliation Commission (TRC) and why should schools today be involved in the Calls for Action?

RESOURCES

âpihtawikosisân. (2012, September 23). Beyond territorial acknowledgements. [web log comment]. Retrieved from http://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/

Gauthier, F. (2013). *What is the Aboriginal worldview?* [Video file]. Retrieved from https://vimeo.com/113924147

Truth and Reconciliation Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada.* Retrieved from http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

LGBTQ IDENTITY AND PRONOUN CHECKS

KEY QUESTIONS

- What is gender identity?
- What are pronoun checks?
- What are the current challenges in building LGBTQ-inclusive schools?

RESOURCES

Clifford, A. (2017). *Gender Identity & Expression Map* [Prezi]. Retrieved from http://www.impactprogram.org/lgbtq-youth/gendermap/#sthash.EintGqDH.dpbs

Gender Spectrum. (n.d.). *Understanding Gender.* Retrieved from https://www.genderspectrum.org/quick-links/understanding-gender/

GLSEN. (2017). *Pronouns: A Resource Supporting Transgender and Gender Nonconforming (GNC) Educators and Students.* Retrieved from https://www.glsen.org/sites/default/files/GLSEN%20Pronouns%20Resource.pdf

Jakubowski, Kaylee. (2014, March 4). Too Queer for your Binary: Everything You Need to Know and More About Non-Binary Identities [Web log comment]. Retrieved from http://everydayfeminism.com/2014/03/too-queer-for-your-binary/

National Center for Transgender Equality. (2016). *Understanding Non-Binary People: How to be Respectful and Supportive.* Retrieved from http://www.transequality.org/issues/resources/understanding-non-binary-people-how-to-be-respectful-and-supportive

Taylor, C., Peter, T., Campbell, C., Meyer, E., Ristock, J., & Short, D. (2015). *The Every Teacher Project on LGBTQ-inclusive education in Canada's K-12 schools: Final report.* Retrieved from http://egale.ca/wp-content/uploads/2016/01/Every-Teacher-Project-Final-Report-WEB.pdf

DIVERSITY IN CANADA AND CANADIAN SCHOOLS

KEY QUESTIONS

- What does Canada's demographic diversity look like?
- Who are the targets of bullying in Canadian schools?

RESOURCES

Canadian Institutes of Health Research. (2012). *Canadian Bullying Statistics.* Retrieved from http://www.cihr-irsc.gc.ca/e/45838.html

Statistics Canada. (2016). *Ethnic diversity and immigration.* Retrieved from http://www.statcan.gc.ca/pub/11-402-x/2011000/chap/imm/imm-eng.htm

Overview of Toolkit 1 Activities

Introductions | 13

Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) that they can use in the future

Community Commitments | 14

Objective To set up intention of safe space and determine the steps each group member and the facilitator can take to keep the space safe throughout the workshop(s)

Icebreaker: Human Bingo | 16

Objective To enable students to become comfortable interacting with their peers by recognizing the diversity of skills, talents and experiences present within the group/class; Students will reflect on how this diversity can serve as an advantage to the group

Diversity Kahoot Quiz | 17

Objective To highlight contemporary challenges and assets of demographic diversity in Canada

Identity Iceberg | 18

Objective To explore the visible and invisible dimensions of one's identity and to understand how one feels about each of these dimensions
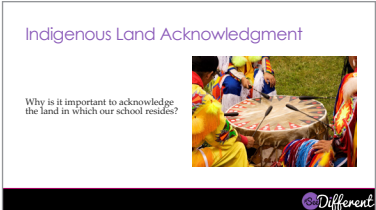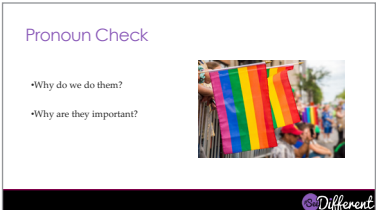
Wrap-Up | 19

Objective Review key concepts from Workshop 1, clarify any pending concerns or questions in regards to the content covered; If applicable, prepare students for Workshop 2

Facilitator Guides/Handouts | 20

1 Introductions

OBJECTIVE To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) that they can use in the future

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
5	**WELCOME** **SET-UP** Welcome students and have them sit in a circle (ideally) or in an arrangement where everyone can see each other. Pass around name tags and markers. **INSTRUCT** Write your name on a name tag. Please add a pronunciation guide so that others can pronounce your name correctly.	 **Slide 1**
5 - 10	**INDIGENOUS LAND ACKNOWLEDGMENT** **INSTRUCT** Acknowledge Indigenous land that the school is on. *Note: You can determine this information in advance by using this resource:* http://native-land.ca/ Ask students: • Why is it important for schools to practise land acknowledgments? **DEBRIEF** Once students share their ideas, explain the significance of this acknowledgment (e.g. recognition of Indigenous heritage and presence; TRC recommendations). Remind participants that land acknowledgments are only one step in cultivating greater respect for and inclusion of Indigenous Peoples.	 **Slide 2**
15	**PRONOUN CHECK** **INSTRUCT** We will be doing a quick roundtable of introductions. In addition to stating your name and why you are here (i.e. why you joined this club or why you enrolled in the course if it was an elective), you will be asked to state your preferred pronoun. Before commencing the roundtable, ask students: *(continued next page)*	 **Slide 3**

(continued from previous page)

- What is a pronoun check?
- Why is it respectful to conduct a pronoun check before meeting new people?
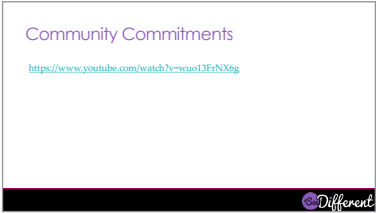
DEBRIEF

Once students volunteer some answers, provide a brief explanation if not already stated: By doing a pronoun check, we avoid making assumptions about one's gender identity. Doing a pronoun check ensures that individuals can be addressed with the pronoun they identify with. *If your group needs more information on this concept, consult the GLSEN resource (listed in the Preliminary Readings Section) to provide more detail. Consider adding another PowerPoint slide to reinforce the concept.*

Start the roundtable.

Once the roundtable is concluded, ask all students to write down their preferred pronoun on their name tag so that their peers can remember.

2 Community Commitments

OBJECTIVE To set up intention of safe space and determine the steps each group member and the facilitator can take to keep the space safe throughout the workshop(s)

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	**PREAMBLE** Before we dive into activities and discussion, we need to agree on some ground rules in order to work effectively. **INSTRUCT** Show this brief video on group interactions: https://www.youtube.com/watch?v=wuo13FrNX6g After watching, ask the group: • What are some key messages from this video? • What are the agreements we want to adopt for our class/group? *(continued next page)*	Community Commitments https://www.youtube.com/watch?v=wuo13FrNX6g ⓒDifferent **Slide 4**

(continued from previous page)

You may suggest some of the following agreements if you think they may help the group work together:

- Attentive listening
- Right to pass/participate
- Appreciation/no put-downs
- Confidentiality
- Speak only for yourself
- Right to "ouch" (Students can say 'ouch' if they feel something negative or threatening has been said or suggested in the space. It is a way that students can voice that they are feeling unsafe. It is the responsibility of the facilitator to gauge the tension or conflict in the room and resolve what may be causing the space to become unsafe.)

Through dialogue with your students, spend a few minutes to establish agreements or expectations of the facilitator as part of the Community Commitments. Prompt students to reflect on what they should expect from you throughout the duration of the workshop. Listed below are some examples you can suggest:

- Listening to all group members
- Allowing diverse viewpoints to be voiced and heard respectfully
- Taking action when an 'ouch' is voiced
- Answering questions honestly and admitting when you may not know the answer to a question
- Committing to do followup research or work when you are unable to answer a question

DEBRIEF

Make sure that everyone is comfortable with the final list. Clarify that the commitments can be revisited and modified during the subsequent workshops if that is necessary.
Your role as a facilitator will be to help your students work together by providing them some guidance and bringing their attention to the Community Commitments every time someone does not respect them.
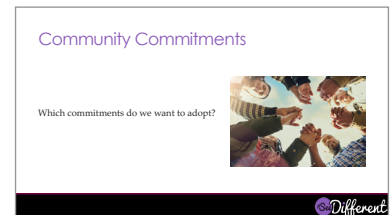
Slide 5
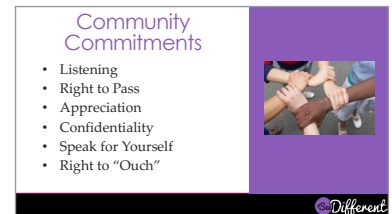
Slide 6

3 Icebreaker: Human Bingo

OBJECTIVE To enable students to become comfortable interacting with their peers by recognizing the diversity of skills, talents and experiences present within the group/class; Students will reflect on how this diversity can serve as an advantage to the group
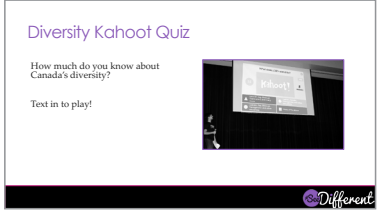
TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10 *CUSTOMIZE* >	**PREAMBLE** We are going to do a short icebreaker to get to know everyone in the room. **SET-UP** Distribute Human Bingo handout. See Student Handout 1. **INSTRUCT** When you meet someone who matches the characteristic (e.g. knows how to play an instrument) written in a box, you must ask the matching student to sign their name. Remember, your peers can only sign once. You must ask the actual question (e.g. "Do you play an instrument?"). You cannot simply hand your bingo card to someone and ask them to sign the box that applies to them. The purpose of this game is to mingle with each other. When you get four boxes in a row/column signed, you must yell 'Bingo!' *(to make this game longer if it is a small group, bingo could mean having one column AND one row filled out).* When the first three students yell Bingo, the game will be over. **DEBRIEF** Get students to gather in a circle again. Select a few boxes and ask students to share their experiences. The objective here is to encourage students to open up and get to know one another. For example, you can ask: • Raise your hand if you have travelled abroad. Does anyone want to share an exciting travel story? Lead students to reflect on the diversity present in the room: the incredible amount of skills, talents and experiences that everyone brings to the group. You can ask questions such as: • What is the advantage of having such diverse skills, talents and experiences in one room? Wrap up the activity by stating that we will draw from the diversity in this room throughout the duration of this course/club.	Icebreaker: Human Bingo ©Different **Slide 7**

4 Diversity Kahoot Quiz

OBJECTIVE To highlight contemporary challenges and assets of demographic diversity in Canada

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15		

CUSTOMIZE >

SENSITIVE DISCUSSION >

PREAMBLE

We are going to do a quiz that will help us understand the current demographic diversity present in Canada.

SET-UP

Load the Diversity Kahoot Quiz on your computer. See Facilitator Guide 1.

INSTRUCT

Please take out your phones and log into Kahoot by texting the code displayed on the screen. If you do not have a smartphone, please team up with someone who does.

Run the game once everyone is logged in.

After the game is over, ask students:

- Did any of those facts or statistics surprise you?
- Do we generally think of diversity in Canada as a positive or negative aspect? Why?
- When is diversity a challenge?
- When is diversity an advantage or asset?

Get students to draw from the examples in the quiz (hate crime, bullying, immigration) to affirm the idea of diversity as both a challenge and as an asset.

- Thinking beyond the topics introduced in the quiz, what are some of the challenges diversity brings to our school or local community? What are some advantages that diversity brings to our school and local community?

DEBRIEF

Conclude with reaffirming that Canada is a very diverse country and this diversity brings both challenges and advantages. Based on the information discussed earlier, it should be clear that:

- Diversity is a fact, but inclusion is a choice and action.
- Just because there is diversity, does not mean everyone feels included or valued equally by society.

Diversity Kahoot Quiz

How much do you know about Canada's diversity?

Text in to play!

Slide 8

5 Identity Iceberg

OBJECTIVE To explore the visible and invisible dimensions of one's identity and to understand how one feels about each of these dimensions

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
20	**PREAMBLE** Drawing on the previous activity, we know that diversity in Canada is not always visible and this is part of the challenge of cultivating an inclusive society. We can explore this idea by first understanding the visible and invisible aspects of our own identities.	

INSTRUCT

Distribute the 'Identity Iceberg' handout. See Student Handout 2 .

Ask students:

- What are visible aspects of identity?
- What are invisible aspects of identity?

Slide 9

Once discussed, provide definitions:

- visible aspects are what we can see, such as physical characteristics, dress, skin colour;
- invisible aspects are things we can't see, such as what we believe and what we value

On your handout, you will be asked to explore your visible and invisible dimensions of identity. You will be given five minutes to answer all the questions on this handout. You won't be asked to share your answers.
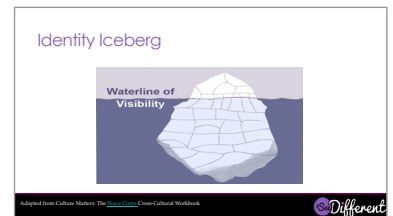
DEBRIEF

Use slide 10 to debrief. The goal of this activity was to explore the multiple dimensions of our identity, and to show the range of different aspects that make us unique and different from everybody else. Ask students:
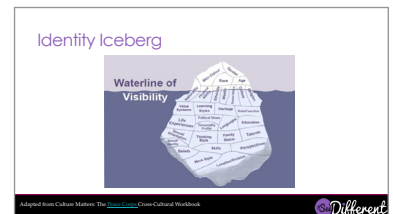
- Which types of differences are on top of the iceberg?
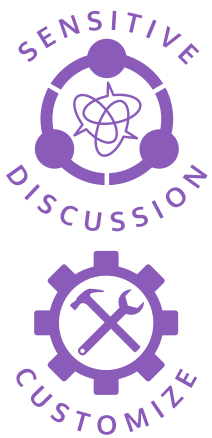
(continued next page)

Slide 10

Once discussed, explain that those differences are the visible ones, those that normally come to our mind when we think about "diversity": ethnic background, physical characteristics, age, gender, traditional food etc.

- Which types of differences are in the lower part of the iceberg? What can we say about these differences? How do they impact our interactions with other people?

Once discussed, explain that invisible dimensions often inform visible differences. For example, ideas about modesty (invisible) might affect styles of dress (visible); religious beliefs (invisible) might influence diet (visible).

Conclude with explaining that no two icebergs are the same – people are different. Our differences are not always valued equally by society and this raises many challenges, particularly for minority groups. We will explore this idea in the next workshop.

6 Wrap-Up

OBJECTIVE Review key concepts from Workshop 1, clarify any pending concerns or questions about the content covered; If applicable, prepare students for Workshop 2

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
5	**INSTRUCT** Summarize key concepts: • We all have diverse talents, skills and experiences. • Canada is a diverse country. This diversity brings numerous challenges and assets to society. • Diversity is a fact. Inclusion is a choice/action. • We all have complex identities, consisting of visible and invisible components. If applicable, prepare students for Workshop 2 by informing them that we will dig deeper next time by exploring how our visible and invisible dimensions of identity can generate sites of privilege and disadvantage (see Toolkit 2).	**Key concepts** • We all have diverse talents, skills and experiences. • Canada is a diverse country. This diversity brings numerous challenges and assets to society. • Diversity is a fact. Inclusion is a choice/action. • We all have complex identities, consisting of visible and invisible components. **Slide 11**

Facilitator Guides/Handouts | Toolkit 1

STUDENT HANDOUT 1: HUMAN BINGO

is fluent in two or more languages	volunteers in the local community	can play a musical instrument	has a pet
has travelled abroad	has tried food from at least three different parts of the world	has a favourite sport	has had at least one job
has more than two siblings	was born in the winter (Dec-March)	has lived in more than one city	is involved in more than one social justice activity/ cause/club at school or in the local community
has at least three social media accounts	enjoys the outdoors	has at least one parent born outside of Canada	has watched a film in a language other than English

FACILITATOR GUIDE 1: KAHOOT QUIZ ANSWER KEY

NOTE You can use this Guide to build your own Kahoot[1] at https://getkahoot.com/ (teachers must make an account).

1 According to the 2011 census, 1 in 5 of Canada's population is foreign-born.

    A **True**

    B False

Source: http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm

SPEAKING NOTES Among the G8 countries, Canada has the highest proportion of foreign-born population (20.6%), well above Germany and the U.S. Outside of the G8, Canada was behind Australia (26.8%).

2 Between 2006-2011, this area was Canada's largest source of immigrants:

    A Europe

    B Africa

    C Central and South America

    D **Asia (including Middle East)**

Source: https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm

3 Low income neighborhoods have a higher proportion of immigrants.

    A **True**

    B False

Source: http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-014-x/99-014-x2011003_3-eng.cfm

Speaking Notes Low-income for a single person was calculated to be $19,460; for a household with two members – $27,521; four members was $38,920. **Low-income neighbourhood** is defined where 30% or more of its residents have low income.

Be clear that there are multiple systemic barriers in explaining why low-income neighbourhoods have a higher proportion of immigrants. If time permits, ask students to generate some examples of what these barriers could be (e.g. lack of recognition of foreign credentials, ongoing workplace discrimination, etc.). See this article for discussion reference: http://canadaboundimmigrant.com/breakingnews/article.php?id=1065

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1 Kahoot is a game-based learning platform that is used in classrooms all over the world. Through structured multiple-choice questions, teachers can build quizzes that engage students through their smartphones. Learn more here: https://kahoot.com/

4 _____ of Canada's population identify as Christian.

    A   **Two thirds**

    B   One third

    C   One Half

    D   One fifth

Source: https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm

5 According to 2012 StatsCan data, the majority of individuals accused of hate crime were how old?

    A   **Under 25**

    B   Between 25 and 45

    C   Were over 45

    D   Ages of the accused are not recorded in hate crime investigations.

Source: http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14028-eng.htm

6 This demographic is the most common target of racially-motivated hate crime:

    A   Aboriginal population

    B   **Black population**

    C   South Asian population

    D   Arabs/West Asian population

Source: http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14028-eng.htm

Speaking Notes Hate crime targeting Black individuals comprise 42% of racial hate crimes or 21% of all hate crimes.

7 The rate of bullying experienced among students who identify as Lesbian, Gay, Bisexual, Trans-identified, Two-spirited, Queer or Questioning (LGBTQ+) is _____ times higher than heterosexual youth.

    A   Two times

    B   **Three times**

    C   Four times

    D   Five times

Source: http://www.cihr-irsc.gc.ca/e/45838.html

Definition of two-spirit: http://lgbtqhealth.ca/community/two-spirit.php

8 Research demonstrates that diversity in the workplace drives innovation.

    A   **True**

    B   False

Source: http://www.talentinnovation.org/assets/IDMG-ExecSummFINAL-CTI.pdf

Speaking Notes Research shows that when leadership lacks diversity, fewer ideas with market potential make it to market. Ideas from women, people of colour, LGBTs, and Gen-Ys are less likely to win the endorsement they need to go forward because leaders don't value ideas they don't personally see a need for—a veritable chokehold when an organization's leaders are predominantly Caucasian, male, and heterosexual, and come from similar educational and socioeconomic backgrounds. In short, the data strongly suggest that homogeneity stifles innovation.

**9** Maryam Monsef is a member of Trudeau's cabinet. Which of the following information is true?

    A   She is the oldest woman to ever serve on a cabinet.

    B   **She came to Canada as a refugee.**

    C   She holds dual American-Canadian citizenship.

    D   She completed high school only 6 years ago.

Source: http://www.theglobeandmail.com/news/politics/from-refugee-to-cabinet-minister-maryam-monsef-now-guiding-electoral-reform/article27985950/

Speaking Notes Maryam Monsef came to Canada as a child refugee from Afghanistan, at the age of 11, with a widowed mother and two sisters. She and her family resettled in Peterborough, Ontario before she was elected to the House of Commons. Her presence in our federal government is an international exemplar of refugees' contributions to their new countries.
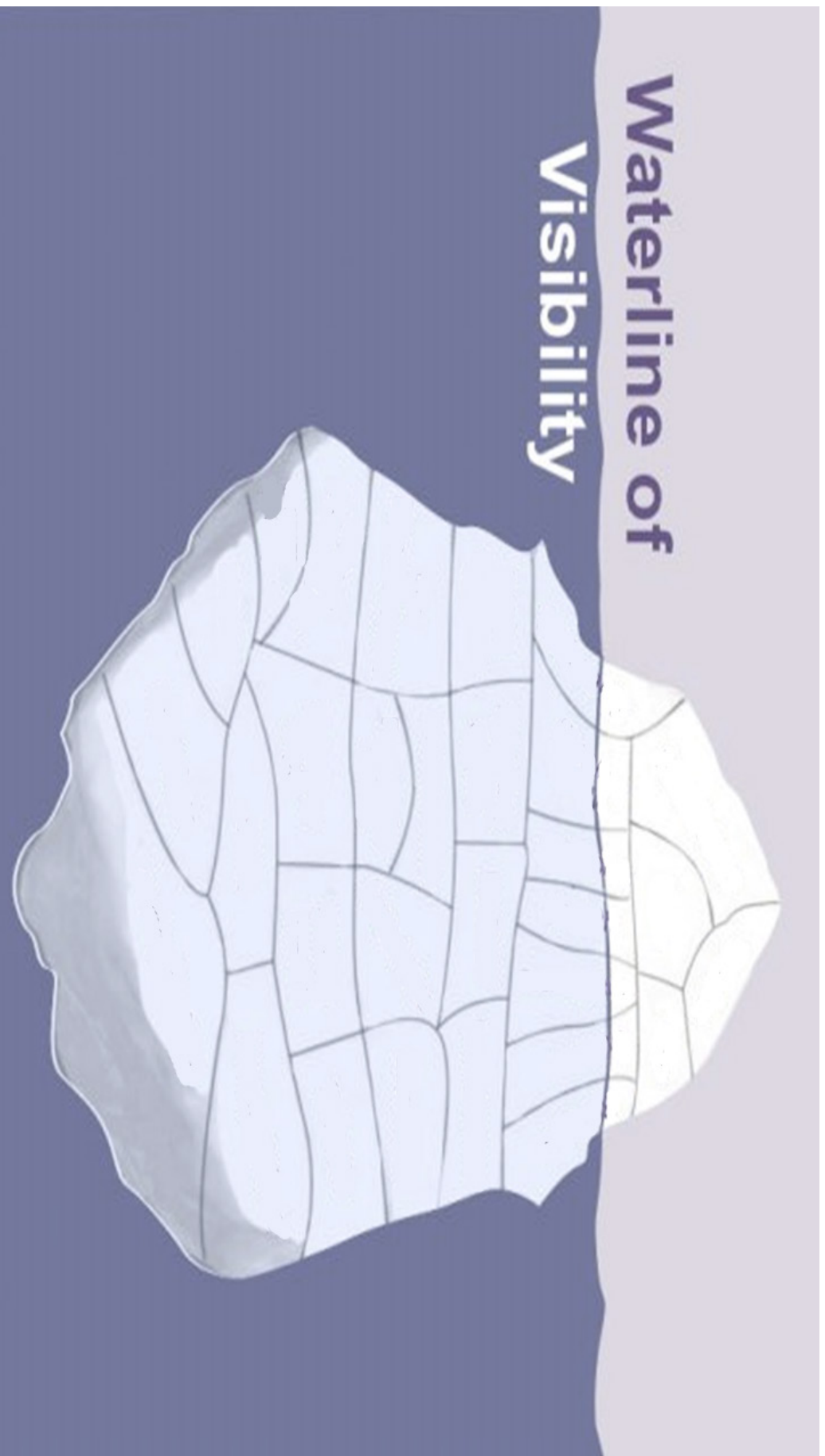
Waterline of
Visibility

1 Think about what defines you as a person. What makes you who you are? What makes you a person who is unique and different from every other person? For example, you can consider your race, your religion, etc. Be free to come up with as many words as possible and make a list here.

2 Now that you have listed all the main elements that define your identity, try to think about their visibility. How visible are they to the people around you? Are they visible to everyone or only to people that know you very well? Is there anything that you keep only for yourself? Is there anything that you intentionally hide – that you would be afraid even to write here?

Place the elements on the iceberg graph based on their "visibility" or "sharability":

- elements that are visible to everyone
    - » go above the waterline (e.g. skin colour)

- elements that are visible only to someone under certain circumstances
    - » go at the waterline level (e.g. religion)

- elements that are not visible to people around you
    - » go under the water (e.g. sexual orientation)

3 Once you have placed all your pieces of identity on the iceberg, take a moment to think about:

- a time/episode when you felt proud to identify yourself with one of the descriptive words that you have used in your iceberg

- a time/episode when it was painful to be identified with one of the descriptive words you have used in your iceberg