

My Home is Manitoba
Diversity Awareness for Newcomers

Facilitators' Guide

Segment 1: Many Cultures,
One Neighbourhood

ABOUT THE VIDEO

This 4-part video series, commissioned by the Manitoba government, introduces newcomers to their new home and to the many cultures that exist here. It shows Manitobans as a multicultural blend. It teaches that new neighbours may be indigenous, descendants of immigrants or immigrants themselves.

Segment 1. Many Cultures, One Neighbourhood

Manitoba's population includes people from many different countries, cultures, races and religions. Manitobans welcome and celebrate these different cultures and explore the benefits of diversity.

Segment 2. Sharing our Cultures

Although the residents of Manitoba enjoy maintaining their own cultures, they also enjoy blending in, sharing and learning from each other's cultures.

Segment 3. The First People of Manitoba

Diversity has always existed here. Aboriginal people were the first inhabitants of the land known today as Manitoba. First Nations, Métis and Inuit developed unique languages, cultures and spiritual beliefs. However, reserves and residential schools changed Aboriginal culture and ways of life. Although faced with challenges, Aboriginal people today are celebrating their culture and re-defining their role in society.

Segment 4. Values We Cherish in Manitoba

Manitoba has laws which protect your human rights. Those laws give everyone equal opportunity and equal protection. Being aware of your rights and speaking up if you face discrimination helps make our people and our province stronger.

ABOUT THE GUIDE AND PRESENTATION ACTIVITIES

Welcome and thank you for sharing this video with Manitoba's newcomers. These activities can be used before, during and after viewing each segment. Since each group will have its own language ability, historical background and needs, please feel free to select parts that will work for your audience.

Details to consider

- *time available*
- *segments you will show*
- *purpose of the viewing*
- *size and make-up of the audience*
- *physical arrangement of the venue*
- *interests and comfort level of participants*
- *your comfort level with potentially controversial topics*
- *your skills as a facilitator*

Guide to planning your presentation

1. Preview the segment(s) you plan to show.

- *estimated time provided as a guide only*
- *actual time required will depend on number of participants, level of enthusiasm, language abilities, etc.*

2. Be sensitive to the possibility that deeply personal issues may arise.

- *prepare the audience by introducing the context and vocabulary for each segment*
- *provide time after viewing for any discussion required to provide support and closure*

3. Set boundaries for a respectful discussion environment.

- *be clear that although free discussion is desired, everyone is expected to speak with respect*
- *ensure all discussion takes place in an environment of learning and growth*
- *if necessary, pull back discussion and re-direct potentially hurtful conversations*

4. Please consider the environment. Print only what you plan to use.

- *make back-to-back copies and print on recycled paper*
- *set your printer to the quick print option to save ink*

Enjoy the materials and good luck with your presentation.

BEFORE VIEWING (See Participant Worksheet 1)

Make introductions (2-10 minutes)

Introduce yourself and any guests in attendance. Establish and maintain a relaxed, comfortable atmosphere to promote sharing and stimulate discussion. Depending on the size of your audience, you may wish to have people introduce themselves to the group. If the group is very large, have them introduce themselves to people sitting near them.

Establish objectives (5 minutes)

Provide the context for the gathering. Who is hosting this video presentation and why? Explain the goal for segment one is to encourage you to:

- *meet some of your new neighbours*
- *learn how they are keeping their cultures alive in Manitoba*

Preview definitions (5-10 minutes)

Ask participants what they think these words mean. Instruct them to observe how the concepts are demonstrated through the people featured in the video.

Diversity: *People from different countries, cultures, races and religions living in one place.*

Multiculturalism: *Welcoming and celebrating many different cultures and exploring the benefits of diversity.*

Preview discussion questions (10-30 minutes) (See Participant Worksheet 1)

You may wish to discuss some or all of these questions. The objective is to stimulate discussion and activate prior knowledge. There are no right or wrong answers.

- *How do you define your own heritage? Is it by country? By language? Or something else?*
- *How long do you think someone has to be here before they say "I am Canadian?"*
- *How does retaining parts of your old culture help you feel at home in your new country?*

Discuss culture shock (5-10 minutes)

You may wish to spend time discussing the stages of culture shock (see Worksheet 3). Consider assigning each of the stages to participants and ask them to observe which characters seem to be in that stage.

- *Did you experience culture shock? Did you want to go back home? How long did that last?*

Allow for personal reflection (3-10 minutes)

Participants may or may not wish to share their thoughts.

- *What were your plans for your new life when you left for Canada?*
- *Where do you want to be in 10 years?*
- *How will you find balance between retaining your own culture and fitting into the new one?*

Make predictions (3-10 minutes)

You may wish to record answers before viewing and confirm or correct responses after viewing.

- *What do you think you will learn about Manitoba? (answers will vary)*
- *How many languages do you think are spoken here? (over 200)*
- *How many cultural associations do you think there are in Manitoba? (over 500)*

DURING VIEWING (See Participant Worksheet 2)

Provide instructions (5-10 minutes)

Before starting the video provide instructions for the first 2 activities. The activities may be completed during and/or after viewing. Consider pausing the video at certain points. Or replay certain scenes after viewing a segment.

Suggested instructions

You will be introduced to different immigrants who have chosen Manitoba as their new home. Listen carefully because after the video you will introduce a character and answer these questions:

- *How did the immigrants learn to feel at home in their new country?*
- *What parts of their own culture did they choose to retain?*
- *How did they do that?*

Activity 1. Find out who's who

Before starting the video, distribute names of the characters among the participants. The names could be written on index cards. Distribute the character names to individuals, or to groups or pairs of viewers. Ask participants to observe and prepare to introduce that character after viewing the video. Ask what they found interesting about their character(s).

- *Jane Kim*
- *Allum Jesum*
- *Theresa Dukes*
- *Kampta Singh*
- *Titi Janie*
- *Cora Hew*
- *Mamadu Ka*

Activity 2. Identify who did what

While watching the video, have participants insert the names on their worksheet as they learn "Who Did What?" (see Worksheet 2)

1. *Cora Hew organized a language school and is involved with special cultural celebrations, especially the Chinese New Year.*
2. *Kampta Singh created an organization that teaches cricket, Guyana's favourite national pastime (and he discussed culture shock).*
3. *Titi Janie was one of the first in Manitoba to wear her traditional Nigerian dress and her baby on her back. She brought many African communities together into a larger organization to better represent their needs across the province.*
4. *Allum Jesum wears a hijab (hair cover) as part of her identity as a Muslim woman.*
5. *Mamadu Ka feels blessed to meet people from his own country and takes opportunities to meet, celebrate, and have parties with others who come from Senegal or Ivory Coast.*
6. *Jane Kim goes to school once a week to learn the Korean language, culture and customs.*
7. *Theresa Dukes came to Canada to promote her culture by entertaining people as a yodeller.*

AFTER VIEWING

Debrief – Activity 1 (5-15 minutes)

Debrief the “Find out who’s who” activity with questions such as:

1. What did you like about your characters?
2. What did they say that stands out for you the most?
3. How did they learn to feel at home?
4. What parts of their culture did they choose to retain? How did they do that?

Debrief – Activity 2 (5 minutes)

Ensure that all participants have the correct names matching the statements.

Discuss topics (5-15 minutes)

- Cora said, “Understanding your own culture not only broadens your outlook, but also helps you to understand other people’s culture.” Discuss how this has happened in your experience.
- What are some steps that can be taken over time to help connect with other cultures? What are some challenges and benefits of doing this?
- What did you see Kampta do at the very end of the video that is evidence of how much he has adapted to the new western culture? (checked his watch)

Confirm predictions (5 minutes)

Confirm or correct the predictions made prior to viewing.

Follow up on definitions (5 minutes)

Discuss how the definitions were demonstrated in the video. Ask how they exist in participants’ lives. (Ex. Here you might discuss cultural events people have attended.)

Follow up on culture shock (10 minutes)

Discuss culture shock. Ask participants what they understand about it. Explain that not everyone experiences all stages, and not necessarily in this order. Discuss which stage of culture shock some of the video’s characters might be in. (Ex. Kampta is in the acceptance phase.)

- **Honeymoon phase** *Everything is new and exciting.*
- **Transition phase** *The person realizes it is hard work to adjust to the new culture.*
- **Integration phase** *One starts to deal with the differences between the old and new cultures.*
- **Acceptance phase** *Newcomers are now able to enter and prosper in the mainstream culture. They accept both cultures and combine them into their lives.*

Follow up on reflection (5 minutes)

Return to personal reflection topics to determine if anyone wants to share.

Do you know the proper terms for Canada's first people? (5-10 minutes)

You may need to explain this sentence:

"The correct reference to Canada's first peoples is Aboriginal People. Here, the word 'Aboriginal' is an adjective and not a noun as in 'Aboriginals'."

In addition to this broad term, many Aboriginal People prefer to self-identify by the particular First Nation they belong to such as Cree, Saultearux, Ojibwe, Anicinabe, Dene or other. Some will identify as Métis, a mix of European and Aboriginal background.

It's sometimes difficult for newcomers to discern between appropriate and inappropriate language. Depending on your own comfort level, you may wish to provide the opportunity for questions about terminology they might not fully understand and suggest terminology they may wish to avoid.

Follow-up Internet search (10-30 minutes)

If there is internet access onsite, or as a follow-up, have participants investigate some of these websites individually or with a partner or group.

- *Festival du Voyageur*
- *Winnipeg Chamber of Commerce*
- *Manitoba Event calendar*
- *Manitoba Multiculturalism Secretariat*

For a comprehensive list of Manitoba's many organizations, use a search engine to find: cultural associations Manitoba.

WORKSHEET 1

FOR SEGMENT 1: MANY CULTURES, ONE NEIGHBOURHOOD

Objectives for this segment

- to meet some of your new neighbours
- to learn how they are keeping their cultures alive in Manitoba

Definitions

Diversity People from different countries, cultures, races and religions living in one place.

Multiculturalism Welcoming and celebrating many different cultures, and exploring the benefits of diversity.

Discussion questions

1. How do you define your own heritage? Is it by country? By language? Or something else?

2. How long do you think someone has to be here before they say "I am Canadian?"

3. How does retaining parts of your old culture help you feel at home in your new country?

Personal reflection

1. What were your plans for your new life when you left for Canada?

2. How will your life be different 10 years from now?

3. How will you find balance between retaining your own culture and fitting into the new one?

WORKSHEET 1 (CONTINUED)

FOR SEGMENT 1: MANY CULTURES, ONE NEIGHBOURHOOD

Make Predictions

1. *What do you think you will learn about Manitoba?*

2. *How many languages do you think are spoken here?*

3. *How many cultural associations do you think there are in Manitoba?*

WORKSHEET 2

FOR SEGMENT 1: MANY CULTURES, ONE NEIGHBOURHOOD

Identify who did what

While watching the video, insert the names into the correct statements.

Jane Kim Allum Jesum Theresa Dukes Kampta Singh

Titi Janie Cora Hew Mamadu Ka

1. _____ organized a language school and is involved with special cultural celebrations, especially the Chinese New Year.
2. _____ created an organization that teaches cricket, Guyana's favourite national pastime (and discussed culture shock).
3. _____ was one of the first to wear her traditional Nigerian dress in Manitoba and her baby on her back. She brought many African communities together into a larger organization to better represent their needs across the province.
4. _____ wears a hijab (hair cover) as part of her identity as a Muslim woman.
5. _____ feels blessed to meet people from his own country and takes opportunities to meet, celebrate, and have parties with others who come from Senegal or Ivory Coast.
6. _____ goes to school once a week to learn the Korean language, culture and customs.
7. _____ came to Canada to promote her culture by entertaining people as a yodeller.

WORKSHEET 3

FOR SEGMENT 1: MANY CULTURES, ONE NEIGHBOURHOOD

Discussion questions after viewing

1. What is culture shock?

2. Who talked about culture shock in the video?

3. Discuss the stages of culture shock. Can you identify any of the video's characters in one of these stages?

a. Honeymoon phase: Everything is new and exciting.

b. Transition phase: The person realizes it is hard work to adjust to the new culture.

c. Integration phase: One starts to deal with the differences between the old and new cultures.

d. Acceptance phase: Newcomers are now able to enter and prosper in the mainstream culture. They accept both cultures and combine them into their lives.

Did You Know?

The correct reference to Canada's first peoples is Aboriginal People. Here the word 'Aboriginal' is an adjective and not a noun. What is the correct way to describe your cultural heritage?

Follow-up Internet Search

If there is internet access onsite, or as follow-up, you may want to investigate these websites:

Festival du Voyageur:	festivalvoyageur.mb.ca/wp/
Winnipeg Chamber of Commerce:	winnipeg-chamber.com/
Manitoba Event calendar:	canada.travelall.com/mb/eventcalendar.htm
Manitoba Multiculturalism Secretariat:	manitoba.ca/chc/multi_sec/index.html

