

My Home is Manitoba
Diversity Awareness for Newcomers

Facilitators' Guide

Segment 4: Values We Cherish
in Manitoba

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)

If the group is meeting for the first time, introduce them to each other. If the group is large, have them introduce themselves to the people next to them. Establish and maintain a relaxed, comfortable atmosphere to promote sharing and stimulate discussion.

Establish objectives (5 minutes)

Provide the context for the gathering. Who is hosting this video presentation and why? Explain to your group of newcomers that the goals of segment four of this video created by the Manitoba government are:

- to describe values Manitobans aspire to and work to protect
- to describe the society Manitoba hopes to become

Preview definitions (5-10 minutes)

Ask participants what they think these words mean before referring to the worksheet handout for definitions.

Multiculturalism: *welcoming and celebrating many different cultures and exploring the benefits of diversity (video time 16:10)*

Human Rights: *all people having equal opportunity and protection (video time 3:55)*

Equality: *all people having the same rights and benefits (video time 4:06)*

Preview the glossary game (5-10 minutes)

Introduce the group to the following vocabulary: **diversity, recourse, assumption, democratic, culture, stereotype, racism, discrimination, human rights and equality.** Make predictions together in pencil about the correct definitions for the words that will be heard in the video.

Preview discussion questions (10-30 minutes)

If you deliver these questions as an oral discussion, you might provide time for participants to think about their answers before speaking. Alternatively, partners or small groups could discuss different questions (provided in written form), with a short time afterwards to debrief with the whole group. The object is to stimulate discussion and activate prior knowledge. There are no right or wrong answers.

- *What do you know already about how Canada (and specifically Manitoba) deals with its many cultures?*
- *How is your culture connected to other cultures?*
- *What have you heard about Louis Riel, known as the Father of Manitoba?*
- *What is different about policing here in Canada compared to other places?*
- *What do you know about Canada's reputation for protecting human rights?*

Allow for Personal Reflection (5-10 minutes)

- *Do you remember your first winter here? Was snow a new experience for you?*
- *Have you learned how to adjust to the different seasons? Consider sharing what you've learned about living in Manitoba's climate.*

Provide Instructions (5-10 minutes)

Before viewing the video, provide the instructions for the activities below. These are for completing during or after viewing. Consider pausing the video at various points or replaying certain scenes following the viewing.

Activity 1 – Find out who’s who

Before the viewing, distribute the names of the video’s characters among individual participants, pairs or groups, depending on your numbers. Tell viewers they will learn about different immigrants who have chosen Manitoba as their new home. Ask them to listen carefully so they will each be able to introduce a character after the video and report what they found interesting.

Use the following information to help participants identify their character:

- **Derek** – values Manitoba because he can practice his religion, language and sport here.
- **Wab** – felt embraced and welcomed as a new Manitoban by the Aboriginal community and “all the other communities that are attached to it.” *reference the web activity*
- **Rochelle** – was denied employment because of pregnancy.
- **Serge** – was denied housing with no explanation.
- **Danica** – was treated disrespectfully by a colleague who called her “housekeeping.”
- **Ismalia** – drove away wondering, “exactly who should be driving this vehicle?”

Activity 2 – Ask participants to find the missing words in these quotes (see worksheet 2)

Devon Clunis, the policeman (became Winnipeg’s Chief of Police after this video was created)

“What I really enjoy about Manitoba is the fact that we **value** diversity. We actually see that as a strong foundation on which we can continue to build a province or a city. (video time 2:21)

“You can come to the police station with absolutely **zero** fear because you will be well received.” (video time 6:12)

Professor Lori Wilkinson

“Canada is a leader in diversity, in policy development and in program development around helping groups of people get along with one another. Not only just tolerate one another, but to really understand and work **together** so that we’re a cohesive society. So other countries look to us for ideas around policies and programming that deal with diversity and we seem to be a leader that others look to.” (video time 4:16)

“Change takes time. Eventually, as we come to know each other **better**, things will get better in terms of racism and discrimination in our society. (video time 14:05)

“We all contribute to the development of **laws** and programs to make our **society** a better place. So certainly newcomers would play a significant role in helping us make our laws and our programs even better, because we certainly know we are **not** perfect.” (video time 14:52)

Beatrice Watson, Manitoba Human Rights Commission

*"Once you are here in Manitoba, human rights apply to everybody. And **anyone** can file a complaint."* (video time 7:36)

Professor Parvin Gorashi

*"This is definitely discrimination and I think she has handled it quite well. And what is really important for her is to acknowledge her experience, **share** it with other people that she knows, with her family, teachers, co-workers that she can **trust**."*
(video time 10:40)

*"It is really important for her to realize that the **young** people in Canada are setting the agenda for a much more democratic Canada. In fact, polls show that youth are much more receptive of newcomers than the older generation and they are creating waves of democratic changes."*(video time 12:00)

AFTER VIEWING (See Participant Worksheet 3)

Debrief activity 1 (5-10 minutes)

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

- *What did you like about your character?*
- *What did they say that stands out for you the most?*

Review definitions (5-30 minutes)

- *Confirm/correct the answers to Activity 2, the missing words puzzle.*
- *Return to the definitions and confirm or correct the predictions made before viewing the video. Encourage translation of key words if required and possible.*
- *Confirm the predictions to the glossary game. Correct answers are in alphabetical order.*

Discussion topics (10-15 minutes)

- *As some of the characters noted, Manitoba is not a perfect place to live, but everyone has recourse if something unfortunate like racism does happen. You might ask participants, “Have you observed racism? Did you know what to do about it?” Guide the discussion to talk about interim steps by saying something like, “Going to the Human Rights Commission should be considered a final recourse after trying several other ways to resolve issues. How can issues be resolved before going to the Human Rights Commission?”*
- *Devon Clunis compares diversity to a beautiful flower garden that brings variety to our life. (video time 15:10) Ask participants, “What would you compare diversity to?”*

Follow-up Internet search (10-30 minutes)

Some of the characters referenced services accessed on the Internet. Have participants investigate some of these websites individually, with a partner or in a group, onsite or as follow up activity:

- *Canada’s Racism-Free Workplace Strategy*
- *Employment Equity Act*
- *Canadian Human Rights Commission*
- *Manitoba Human Rights Commission*
- *Royal Canadian Mounted Police Community Relations*

WORKSHEET 1

FOR SEGMENT 4: VALUES WE CHERISH IN MANITOBA

Objectives for this segment

- to describe values Manitobans aspire to, and work to protect
- to describe the society Manitoba hopes to become

Definitions

Multiculturalism: welcoming and celebrating many different cultures and exploring the benefits of diversity

Human Rights: all people having equal opportunity and protection

Equality: all people having the same rights and benefits.

Discussion questions

1. What do you know already about how Canada (and specifically Manitoba) deals with its many cultures?

2. How is your culture connected to other cultures?

3. What have you heard about Louis Riel, known as the Father of Manitoba?

4. What is different about policing here in Canada compared to other places?

5. What do you know about Canada's reputation for protecting human rights?

WORKSHEET 1 (CONTINUED)

FOR SEGMENT 4: VALUES WE CHERISH IN MANITOBA

Personal reflection

1. *Do you remember your first winter here? Was snow a new experience for you?*

2. *Have you learned how to adjust to the different seasons?*

WORKSHEET 2

FOR SEGMENT 4: VALUES WE CHERISH IN MANITOBA

Find the missing words puzzle

Write the missing words in the quotes below:

Devon Clunis, the policeman:

"What I really enjoy about Manitoba is the fact that we _____ diversity. We actually see that as a strong foundation on which we can continue to build a province or a city. You can come to the police station with absolutely _____ fear because you will be well received."

Professor Lori Wilkinson:

"Canada is a leader in diversity, in policy development and in program development around helping groups of people get along with one another. Not only just tolerate one another, but to really understand and work _____ so that we're a cohesive society. So other countries look to us for ideas around policies and programming that deal with diversity and we seem to be a leader that others look to."

"Change takes time ... eventually, as we come to know each other _____, things will get better in terms of racism and discrimination in our society."

"We all contribute to the development of _____ and programs to make our _____ a better place. So certainly newcomers would play a significant role in helping us make our laws and our programs even better because we certainly know we are _____ perfect."

Beatrice Watson, Manitoba Human Rights Commission

"Once you are here in Manitoba, human rights apply to everybody. And _____ can file a complaint."

Professor Parvin Gorashi

"This is definitely discrimination and I think she has handled it quite well. And what is really important for her is to acknowledge her experience, _____ it with other people that she knows, with her family, teachers, co-workers that she can _____."

"It is really important for her to realize that the _____ people in Canada are setting the agenda for a much more democratic Canada. In fact, polls show that youth are much more receptive of newcomers than the older generation and they are creating waves of democratic changes."(video time 12:00)

WORKSHEET 3

FOR SEGMENT 4: VALUES WE CHERISH IN MANITOBA

The glossary game

Match the following words to the definitions below.

Diversity	Assumption	Culture	Racism	Human Rights
Recourse	Democratic	Stereotype	Discrimination	Equality

- _____ *an idea that you think is true although you have no definite proof*
- _____ *all people having equal opportunity and protection*
- _____ *all people having the same rights and benefits*
- _____ *the beliefs, way of life, art, customs and norms that are shared and accepted by people in a particular society, and transmitted from one generation to another*
- _____ *organized according to the principle that everyone in a society is equally important and has the right to be involved, no matter how much money they have or what social class they come from*
- _____ *the practice of treating one person or group differently from another, in an unfair way, because of their race, gender, class, religion, etc*
- _____ *people from different countries, cultures, races and religions living in one place*
- _____ *unfair treatment of people, or violence against them, because they belong to a different race from your own*
- _____ *something that you can do to deal with a situation, including having access to a person or thing for help or protection*
- _____ *opinions or generalizations that people have about a person or group based on prior assumptions*

Discussion questions after viewing:

- *As some of the characters noted, Manitoba is not a perfect place to live, but everyone has recourse if something unfortunate like racism does happen. Have you observed racism? Did you know what to do about it? How could these issues be resolved before going to the Human Rights Commission?*

- *Devon Clunis compares diversity to a beautiful flower garden that brings variety to our life. (video time 15:10) Ask participants, "What would you compare diversity to?"*

Follow-up Internet search

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

Canada's Racism-free Workplace Strategy	rhdcc-hrsdc.gc.ca/eng/labour/equality/racism/index.shtml
Employment Equity Act	chrc-ccdp.ca/employment_equity/default-eng.aspx
Human Rights Commission of Canada	chrc-ccdp.ca/
Manitoba Human Rights Commission	manitobahumanrights.ca/
RCMP Police-Community-Relations	rcmp-grc.gc.ca/mb/districts/index-eng.htm

