



RISE UP, CANADA, AND REVOKE THE LICENSE TO HATE

ELEMENTARY RESOURCES



Spread love, not hate: An anonymous employee at WE spread kindness with surprise messages of appreciation. (Photo: Kendra Harrison, WE Archives)

BACKGROUND INFORMATION

- The 2011 Census found that 19 percent of Canadians identified as members of a visible minority, up from 16 percent in 2006. ([Statistics Canada](#))
- There were 1,167 hate crimes reported to police in 2013, according to a detailed report on hate crime released by Statistics Canada in 2015. Half of these—51 percent—were based on the victim's race (Indigenous, Arabic, Asian or African-Canadian); 28 percent were because of the victim's religion; and 16 percent were motivated by the victim's sexual orientation. ([Statistics Canada](#))
- Canadian police forces and governments still do not include attacks motivated by gender identity—transphobia—in hate crime statistics. ([Global News](#))
- Sixty percent of hate crimes in 2013 were non-violent crimes like vandalism. The other 40 percent were violent crimes like assault. Crimes motivated by sexual orientation were more likely to be violent than crimes based on race or religion. ([Statistics Canada](#))

- From 2012 to 2014, hate crimes against Muslim Canadians more than doubled, from 45 in 2012 to 99 in 2014. ([Global News](#))
- Article 20 of the International Covenant on Civil and Political Rights prohibits hate speech—promoting discrimination or violence based on nationality, race or religion. As a signatory to that international treaty, Canada is required to make hate speech a crime under our own laws. ([Article19.org](#))
- Under Section 13 of the Canadian Human Rights Act, there is a penalty of up to \$10,000 for any communication by telephone, radio, television or internet, “that is likely to expose a person or persons to hatred or contempt” based on race, religion, gender or sexual orientation. ([Justice Canada](#))
- In 2013, the Conservative federal government repealed section 13, claiming it violated freedom of expression, even though the Federal Court of Appeal has issued a ruling saying that the law did not violate freedom of expression. ([National Post](#))

NOTE TO EDUCATORS

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects.

Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. The activity is structured to introduce students to the issues, then allow them to explore and apply their learnings. Students are encouraged to further reflect on the issues.

Core Skill Sets:



These icons identify the most relevant core skills students will develop using this resource. Learn more about the WE Learning Framework at www.we.org/we-at-school/we-schools/learning-framework/.

KEY TERMS

- Hate crime**—Any criminal act, from vandalism to acts of violence, that is motivated by prejudice against the victim's race, orientation or sexual identity
- Racism**—Prejudice or discrimination against other people because of their race
- White supremacist**—A person who believes that all non-caucasians are inferior to and less deserving of rights than caucasians
- Anti-semitism**—Prejudice or discrimination against Jews
- Islamophobia**—Prejudice or discrimination against Muslims
- Homophobia**—Prejudice or discrimination against gays and lesbians
- Transphobia**—Prejudice or discrimination specifically against people who have transition genders, or have non-traditional gender identities

THEMES AND COURSE CONNECTIONS

- **Themes:** Human Rights, Local Issues, Values and Ethics
- **Course Connections:** Language, Social Studies

MATERIALS

- Front board
- Paper and writing utensils

SPECIFIC EXPECTATIONS AND LEARNING GOALS

Students will:

- Develop empathy skills
- Understand how one small interaction can make a large impact
- Create positive connections with peers and community members

DISCUSS

1. After reading the *Global Voices* article "Rise up, Canada, and revoke the license to hate," what are your initial reactions? Are you shocked, surprised, angered, frustrated, saddened, indifferent, etc.?
2. What is racism? What is hate? How can hate and racism be stopped or prevented?
3. Have you ever said or heard someone say "this kind of thing doesn't happen here" (or a similar phrase)? Is this true? Why do we believe that hate and racism doesn't happen here? Do the examples provided in the article change your opinion on whether those kinds of things happen here?
4. What can we do as individuals to fight hate and racism? What can we do as groups (e.g., families, friends, classes, schools, communities, etc.)?
5. Is it better to promote love, kindness and acceptance or end hate and racism (or equally as important)?

DIVE DEEPER

Help students take action against hate. Select one or more of the options listed in the article (and below):

- **Intervene.** If someone is hurling racist insults, step in. Ignore the attacker and chat with the victim, [creating a safe space](#). Escort the victim to a place of safety if need be.
- **Report hateful posts. Repeat until they're removed.** Show the tech companies running your feeds that you won't tolerate racism, sexism or homophobia.
- **File a report at [StopRacism.ca](#)** if you witness online or in-person attacks. This empowers experts to track hate crime, identify offenders and push authorities to take action.

- **Support anti-racist groups.** There are many groups fighting hate in Canada like the [Canadian Race Relations Foundation](#) and [B'nai Brith](#). You can support by donating or volunteering.
- **Stand Up.** Organize an anti-hate march or rally. Make a loud, public statement that hate is not welcome in Canada.
- **Write your Member of Parliament** to take concrete action with legislation. Start a conversation about reinstating hate speech laws.

Or have students focus on the positive side and promote love, kindness and acceptance with one of the following activities:

- **Random acts of kindness.** Look for ways to spontaneously show kindness to others.
- **Messages of love.** Create notes with short, generic messages of love then deliver them to another class or around the neighbourhood.
- **Learning together.** Take a field trip to a cultural centre to learn about the different people that make up your community.
- **Sit together.** Designate a "unity" or "friendship" bench on the playground where students can meet if they are in need of a friend.
- **My Story.** Celebrate the uniqueness of every student by designating a day where students share stories about their culture and traditions.

ADDITIONAL RESOURCES

WE Schools WE Are Love campaign helps young people share gratitude and appreciation within the many communities they find themselves a part of. Check out the lesson package at cdn.we.org/wp-content/uploads/2016/07/US-WAL-Elementary.pdf.