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/.

NOTE TO EDUCATORS

BACKGROUND INFORMATION

- 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)
- 60 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)
- The American hate group Ku Klux Klan, formed in the US after the Civil War, formed its first Canadian chapter in Montreal in 1921. By 1925, there were KKK groups across Canada. The KKK had 40,000 members in Canada by the end of the 1920s, but declined in the decades that followed. (Canadian Encyclopedia)
- The RCMP awareness guide to extremist groups lists nine major right-wing hate groups active in Canada: the KKK, Church of the Creator, Heritage Front, Blood & Honour, Combat 18, Golden Dawn, Hammerskins Nation, Aryan Guard and the Skinhead movement. (RCMP)
- A 2016 study by researchers at Simon Fraser University found more than 100 organized hate groups of different sizes currently active across Canada. (National Post)

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.
Neo-Nazi—A white supremacist who admires and uses the symbols and ideas of the German Nazis during World War II.
KKK—Short for an American white supremacist organization called the Ku Klux Klan. The Klan was formed after the American Civil War to oppose rights for African-Americans. They wear a distinctive uniform consisting of white robes and a white pointed hood.
THEMES AND COURSE CONNECTIONS

• Themes: Activism, Global Issues, Human Rights, Local Issues, Values and Ethics
• Course Connections: Language, Social Studies

MATERIALS

• Front board
• Paper and writing utensils
• Computer/tablet with Internet access and video capability

SPECIFIC EXPECTATIONS AND LEARNING GOALS

Students will:
• Understand that racism is an issue in our society
• Explore how small changes can affect positive change to create inclusive communities
• Create awareness about the issue of racism
• Celebrate differences and the value of inclusivity

DISCUSS

1. What is racism? What is prejudice?
2. Is racism an issue today in Canadian society?
3. What would you like to see reflected in Canadian society in the present and future?
4. Why is it important to educate young people in our communities to be inclusive members of society?
5. What small actions can you take to create a more inclusive community?

DIVE DEEPER

Share the video with students, “Prime Minister Trudeau addresses youth and educators at WE Day in Ottawa” www.youtube.com/watch?v=tt5AI28NLhU (7:08).

Working in pairs, instruct students to identify the key message of Prime Minister Trudeau’s speech on the WE Day stage.

In the video, Prime Minister Trudeau explores the idea of making the world a better place together. In small groups, have students identify, record and discuss some of the current local issues that they feel are important and need to be addressed to make our society a better place. Distribute markers and chart paper to all groups for recording ideas.

Read the Global Voices article as a class and discuss the questions above. As a class, discuss the concept of racism and how it can affect groups and communities who are directly targeted. Tell students that racism is the belief that all members of each race possess characteristics, abilities or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races. Ask students if they have ever heard about or experienced racism.

In pairs, ask students to find three similarities and differences about themselves and their partner. Encourage students to think about they can celebrate their uniqueness as people. Share these ideas in class. Remind students that all of us are human beings and that our differences are what distinguish each one from another.

With their partner or individually, ask students to create a YouTube video, Instagram image or tweet that celebrates each person’s differences and focuses on creating inclusive communities where each person is respected and valued. Students should consider the following:

• Written words—what is the message you want to share?
• Visual image—pictures are worth a thousand words. What do you want an image to say?
• Audience—who is the message for?
• Purpose—what is the goal in spreading the message?

Share the video, images and tweets with the school community to create awareness about creating inclusive environments.

RESOURCES

WE Are Canada www.WE.ca
WE Are One www.WE.org/we-schools/program/campaigns/we-are-one/