

Resources for the Skills for Success Program

Discrimination against minorities
Target audience: Visible minorities

OALCF Alignment

Competency	Task Group	Level
Competency A — Find and Use Information	A1. Read continuous text	2
Competency A — Find and Use Information	A2. Interpret documents	2
Competency B — Communicate Ideas and Information et de l'information	B3. Complete and create documents	2
Competency B — Communicate Ideas and Information et de l'information	B2. Write continuous text	2
Competency D — Use Digital Technology	D1	1

Goal Paths *(check all that apply)*

- | | |
|---|---|
| ☒ Employment | ☒ Postsecondary |
| ☒ Apprenticeship | ☒ Independence |
| ☒ Secondary School Credit | |

Embedded Skills for Success *(check all that apply)*

- | | |
|---|---|
| ☒ Adaptability | ☒ Numeracy |
| ☒ Collaboration | ☒ Problem solving |
| ☒ Communication | ☒ Reading |
| ☒ Creativity and innovation | ☒ Writing |
| ☒ Digital | |

Notes:

PRACTITIONER'S HANDBOOK

Discrimination Against Minorities



COALITION ONTARIENNE DE FORMATION DES ADULTES

Developed as part of the Skills for Success resources.

Canada 



Ontario 

Funding made available by the Government of Canada through the Canada Job Grant.
Program delivery is provided by the Government of Ontario.

Level 2 ☐ Employment ☐ Independence ☐ Secondary School ☐ Postsecondary ☐ Apprenticeship

Discrimination Against Minorities Practitioner's Handbook

Objectives: Raise awareness to the discrimination experienced by visible minorities, sensitize learners to the challenges encountered by visible minorities and to the laws that protect them.

Support materials

- Learner's workbook
- Online videos and articles

Activities can be completed individually, in teams or in groups.

A. Stereotypes and prejudices

1. What is the difference between a stereotype and a prejudice?
Using Section A.1 of the Learner's Workbook, explain the difference between a stereotype and a prejudice.
2. Lead a discussion on stereotypes and prejudices that learners have experienced or witnessed.
 - **Discussion ideas on stereotypes**
 - The only people who speak French live in Quebec.
 - Tall people are good at basketball.
 - Girls talk more than boys.
 - **Discussion ideas on prejudices**
 - Mohamed is Muslim because he comes from Tunisia.
 - Blandine has a strong accent when she speaks English because she comes from Quebec.
 - Marc is good at tennis because he's tall.
3. Ask learners to answer questions 1 and 2 in the Learner's Workbook.
4. Explain that it is important to acknowledge our own prejudices and to never make assumptions.

5. Explain to learners that discrimination is often based on stereotypes and prejudices. Addressing stereotypes and prejudices can help combat discrimination.
6. To learn more about the difference between stereotypes and prejudices, watch the following videos:
(Stereotypes vs. Prejudices vs. Discrimination)
https://www.youtube.com/watch?v=6Hr2XpBc_B4 (10:55)

(Freedom from discrimination in two minutes):
https://www.youtube.com/watch?v=ERoDG_-kLps (1:55)

What is racial discrimination?

1. Using Section A.2 of the Learner's Workbook, explain the concepts of racial discrimination, race and racism.

Definition of racism

Racial discrimination occurs when we treat people differently because of their race.

Watch the video "What is racism": https://www.youtube.com/watch?v=A9r_DdL9YEw (2:34)

2. Using the example of racial profiling explain the concept of racial discrimination.

Read the brochure "*Racial harassment: know your rights*" <https://www.ohrc.on.ca/en/racial-harassment-know-your-rights-brochure>

To learn more about racial profiling

Watch the video "Racial profiling, a daily reality in Montreal-North services":
<https://www.youtube.com/watch?v=cKPyPD4LyEA> (2:51)

B. Systemic racism

B.1 What is systemic racism?

1. Using Section B.1 of the Learner's Workbook, explain the concept of systemic racism.

Definition of systemic racism

For a definition of systemic racism, watch the video "What systemic racism in Canada looks like":
<https://www.youtube.com/watch?v=7GmX5stT9rU> (9:55)

For further discussion on systemic racism today

Watch excerpts from the video “A discussion on racism and the N word in Quebec”:
<https://www.youtube.com/watch?v=6GjX6bpw3ZI> (4:18)

WARNING: The video contains coarse language, and learners should be cautioned. Select appropriate excerpts.

B.2 Privilege

Learn more about the concept of privilege

- Ask learners to acknowledge their own privileges by asking questions inspired by the following test: **Insérer le questionnaire** : Check tes privilèges (*Check Your Privileges* disponible sur Sharepoint)
- Watch the video “Privilege Race.”
https://www.youtube.com/watch?v=yz5mPSt_gqY (3:52)
- If this is an in-person training, complete the “Privilege Race” with learners using the examples of the video.

Explain to learners that being Caucasian or part of the dominant culture in Canada is a form of privilege.

C.1 Four historical examples of systemic racism in Canada

Using Section C of the Learner's Workbook, introduce learners to four historical examples of systemic racism in Canada.

- Residential Schools
 - Watch the video “*Residential Schools in Canada: A Timeline*”:
<https://www.youtube.com/watch?v=VFgNI1lfe0A> (5:39)
 - Listen to the testimony of a residential school survivor:
<https://www.youtube.com/watch?v=UGSWla5vCH0> (1:42)
- Chinese Immigration Tax
- Canadian Immigration Laws (South Asian immigration)
 - Watch the video “*The Sikh migrants who challenged Canadian immigration law*”:
https://www.youtube.com/watch?v=eZyvg_87e6o (7:01)
- Internment of Japanese Canadians

- **These events took place before the *Canadian Charter of Rights and Freedoms* was adopted in 1982.**

Lead a discussion with learners based on the following questions:

- Why did the government pass these laws?
- What was the impact of these laws on racial discrimination in Canada?
- Could such legislation be passed today?

C.2 Does systemic racism still exist today?

Lead a discussion with learners based on the following question:

- Does systemic racism still exist today?

Watch the video “*Systemic racism: let’s talk about it!*” and answer the questions below:

<https://www.youtube.com/watch?v=qvu5SFdsDRk> (4:27)

Did you know that in 2020, Justin Trudeau and Doug Ford both said that systemic racism still exists in Canada today?

For more information, read the article “*Almost two-thirds of Canadians believe systemic racism exists in the country*”: <https://toronto.citynews.ca/2020/06/11/racism-discrimination-canada-poll/>

Advocating against systemic racism

Watch the video “*How can racial discrimination be eliminated in Sudbury?*” :

https://www.youtube.com/watch?v=katTfH_wHIY (2:12)

D. Protection under law

D.1 Discrimination is prohibited

1. Using Section D.1 of the Learner’s Workbook, explain to learners that discrimination based on race or culture is prohibited.

***To learn more about other prohibited grounds of discrimination**

2. Read the article “What is Discrimination: <https://www.chrc-ccdp.gc.ca/en/about-human-rights/what-discrimination>”
3. Explain that there are laws protecting against discrimination.
4. Explain to learners that they can file a claim if they believe they are being discriminated against.

Learn more about filing a discrimination claim

- Read these articles, “How to file a discrimination claim in Canada”:
<https://www.chrc-ccdp.gc.ca/en/complaints/how-file-a-complaint>
 - <https://www.chrc-ccdp.gc.ca/en/complaints/about-the-process>
- Read the article, “Am I in the right place”: <https://www.chrc-ccdp.gc.ca/en/complaints/am-i-the-right-place>

D.2 Positive discrimination

1. Using Section D.2 of the Learner's Workbook, explain to learners what the concept of positive discrimination is.
2. Watch the video, "What is Positive Discrimination?":
<https://www.youtube.com/watch?v=bHjXrXgnBtE> (2:44)
 - Read the article, "What is the Duty to Accommodate?" :
<https://www.chrc-ccdp.gc.ca/en/about-human-rights/what-the-duty-accommodate>
 - Visit the page "Why are special programs protected?": <https://www.ohrc.on.ca/en/your-guide-special-programs-and-human-rights-code/why-are-special-programs-protected>
 - Read the article, "How to improve workplace equity: Evidence-based actions for employers":
<https://www.canada.ca/en/employment-social-development/corporate/portfolio/labour/programs/employment-equity/reports/employers-improve-workplace.html>

Assessment questions

- What can the government do to limit systemic racism?
- What can you do to limit stereotyping and prejudice in your community?
- How does the law help address systemic discrimination?

Potential answers

A.2 Give two examples of inequalities based on race that exist today.

- Racialized people are four to five times more likely to be questioned by the police.
- Aboriginal people make up 23% of federal inmates, compared to 4% of the Canadian population.
- People with a French-Canadian surname are 60% more likely to be called for an interview than those with an African, Arab, Latin American or Asian surname.
- The most racialized neighbourhoods are the poorest.
- Racialized people are generally excluded from cultural and artistic productions.

D.2 List two ways of combating systemic racism.

- Acknowledge the existence of systemic racism.
- Listen to those who experienced it and put forward their experiences.
- Become aware of your own privilege and prejudice.
- Denounce racist comments and acts.
- Support the struggles of anti-racist groups.

Further information on systemic racism

- The **Indian Act** : an attempt at assimilating Indigenous Peoples:
 - “The *Indian Act*” :
<https://www.thecanadianencyclopedia.ca/en/timeline/the-indian-act#:~:text=The%20Indian%20Act%20is%20the,reserve%20land%20and%20communal%20monies>.
- The death of **Joyce Echaquan** in a Quebec hospital in 2020
 - The coroner’s inquest into Joyce Echaquan’s death: “Racism, prejudice contributed to Joyce Echaquan’s death in hospital, Quebec coroner’s inquiry concludes” says former CEO of CISSS de Lanaudière:
<https://www.cbc.ca/news/canada/montreal/joyce-echaquan-systemic-racism-quebec-government-1.6196038>
- **Slavery in Canada**
 - “Black Enslavement in Canada (Plain-Language Summary)”:
<https://www.thecanadianencyclopedia.ca/en/article/black-enslavement-in-canada-plain-language-summary>
 - “Enslavement of Indigenous People in Canada”:
<https://www.thecanadianencyclopedia.ca/en/article/slavery-of-indigenous-people-in-canada#:~:text=Conditions%20of%20Enslavement,-Enslaved%20people%20had&text=In%20general%2C%20enslaved%20Indigenous%20people,were%20girls%20or%20young%20women>.
- **Viola Desmond**, civil rights activist:
 - “Heritage Minutes: Viola Desmond”: <https://www.youtube.com/watch?v=ie0xWYRSX7Y> (1:00)
- **Africville** and discrimination against black communities in Canada:
 - The story of Africville: <https://humanrights.ca/story/story-africville#:~:text=Africville%20was%20a%20close%E2%80%90knit,%2C%20you're%20not%20alone>
- The **death of George Floyd** in the United States and the emergence of the “Black Lives Matter” movement:
 - “One year later: How George Floyd’s death changed us”:
<https://www.colorado.edu/today/2021/05/24/one-year-later-how-george-floyds-death-changed-us>
- **Segregation in South Africa**:
 - “Apartheid: Definition & South Africa”:
<https://www.history.com/topics/africa/apartheid>

Would you like to do further research?

Pay attention to your sources! The law may vary from one province or territory to another. To find out more about common law in Canada by <https://laws-lois.justice.gc.ca/eng/>.

For simple definitions of legal terms, visit <https://laws-lois.justice.gc.ca/eng/Glossary/>.

Ontario Human Rights Commission, "Racial discrimination, race and racism (fact sheet)." Online: <https://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet>

Government of Ontario, "Ontario's anti-racism strategic plan."

Online: <https://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet>

Kids Help Phone, "Understanding stereotypes, prejudice and discrimination."

Online: https://kidshelpphone.ca/get-info/understanding-stereotypes-prejudice-and-discrimination/?_ga=2.120682696.1971113510.1701282052-687398787.1701282052

Reference: Ontario Human Rights Commission. (n.d.). Activity 6: Debriefing Answers – Human Rights Quiz. Ontario Human Rights Commission. <https://www.ohrc.on.ca/en/teachers%E2%80%99-package/activity-6-debriefing-answers-human-rights-quiz>.

Check Your Privileges

Please check all that apply.

- ☐ I am Caucasian.
- ☐ I have never experienced discrimination because of the colour of my skin.
- ☐ I have never been the only person of my ethnic origin in a room.
- ☐ I have never been made fun of for my accent.
- ☐ I have never been told that I am attractive “despite my ethnic origin.”
- ☐ I have never been the victim of violence because of my origin.
- ☐ A stranger has never asked me to touch my hair or asked if it was real.
- ☐ My ethnic origin is not used to portray “bad guys” on television.
- ☐ My ancestors’ culture is taught at school.
- ☐ I am heterosexual.
- ☐ I have never lied about my sexuality to friends or family.
- ☐ I have never had to come out.
- ☐ I have never thought that my parents might not accept my sexuality.
- ☐ My sexual orientation has never been used as an insult.
- ☐ I have never tried to hide my sexuality from my friends.
- ☐ I am comfortable with my romantic partner in public.
- ☐ I have never pretended to be just friends with my romantic partner.
- ☐ I have never been rejected because of my religion or sexual orientation.
- ☐ I have never been told that my sexual orientation was “wrong” and/or unnatural.
- ☐ I have never been told that my sexual orientation and/or desires were just a “phase” or that it was “temporary”; that it would pass with time.
- ☐ I have never been physically attacked because of my sexuality.
- ☐ No one has ever questioned my mood based on the time of the month.
- ☐ I am a boy.
- ☐ I feel comfortable with my birth gender (male/female).
- ☐ I have never tried to change my birth gender (male/female).
- ☐ I have never missed an opportunity because of my birth gender (male/female).

- ☐ In the future, I will make more money in my profession than others, because of my gender.
- ☐ I have never felt in danger because of my gender (male/female).
- ☐ I have never been stopped on the street by a stranger.
- ☐ I have never been a victim of sexual misconduct or sexual assault.
- ☐ I have never been raped.
- ☐ Both my parents have stable jobs.
- ☐ My family has always had enough to eat.
- ☐ My parents have no debts.
- ☐ My parents have a car.
- ☐ I buy a new piece of clothing or accessory at least once a month.
- ☐ I have never felt poor.
- ☐ My parents have a job they love and/or have chosen.
- ☐ I have been to a summer camp out of town, where we sleep on site.
- ☐ I take art classes or sports lessons on weekends or evenings.
- ☐ I go to a private school.
- ☐ I already know that I will graduate from high school one day.
- ☐ I already know that I will go to university one day.
- ☐ I know my parents will pay for my education.
- ☐ I can save for a trip and/or a car.
- ☐ I have always had cable and/or the Internet at home.
- ☐ I have already visited a foreign country.
- ☐ I take a trip at least once a year.
- ☐ I have never benefited from the Breakfast Club of Canada, Sun Youth baskets, or other foundations that help families in need.
- ☐ I often take trips during spring break.
- ☐ My parents are heterosexual.
- ☐ Both my parents are alive and taking care of me.
- ☐ My parents are still together.
- ☐ I have no physical disabilities.

- ☐ I do not have a social disability (social phobia, mutism, autism, aphasia, stuttering, diagnosed anxiety, ADD, ADHD, etc.).
- ☐ I do not have any learning disabilities (dyslexia, dyscalculia, dysorthographia, dysphasia, etc.).
- ☐ I do not have an eating disorder.
- ☐ I have never experienced depression.
- ☐ I have never thought about suicide.
- ☐ I have never attempted suicide.
- ☐ I have never taken medication for a mental health disorder.
- ☐ I always have access to medication when I am sick.
- ☐ I have never been told that I am too fat or too thin.
- ☐ I have never felt too fat or too thin.
- ☐ I have never been bullied because of my body type.
- ☐ I do not consider myself unattractive.
- ☐ I could have access to a psychologist if I wished.
- ☐ I have never been addicted to drugs, gambling or alcohol.
- ☐ I have never been intimidated because of my religious beliefs.
- ☐ I have never been physically threatened because of my religious beliefs.
- ☐ I have never been physically attacked because of my religious beliefs.
- ☐ I can visit a place of worship for my religion in my town.
- ☐ I have never lied about my origins to protect myself.
- ☐ I have never lied about my religious beliefs to protect myself.
- ☐ My school is welcoming of my religious practices.
- ☐ I am not nervous when I go through customs or cross borders.
- ☐ I have never been stopped by the police without reason.
- ☐ I have never been bullied on social networks because of who I am.
- ☐ I have never been bullied in life because of who I am.
- ☐ I have never tried to become someone else.
- ☐ I feel privileged to be who I am.

ANSWER

Taking this test will make you think. You should know that it is possible to be both oppressed and privileged. In certain situations, different issues are at play.

Recognizing your privileges means becoming aware of a particular strength or opportunity. This strength can help others. For example, oppressed individuals often ask themselves: "Why is it harder for me?" As an ally, you can ask yourself: "What can I do to help in this context where I am privileged?"

(We would like to thank the Foundation [Ensemble pour le respect de la diversité](#) for helping us develop this test.)