





# Anti— Racism Toolkit

**This toolkit is one of several efforts we are taking at a national level to identify and recognize the barriers our members face and to support equity, diversity and inclusion commitments more explicitly in Clubs programs.**

The toolkit includes the following sections:

#### **Anti-Racism Key Concepts**

To help you explore and expand your understanding of the principles.

#### **Implementation Guidance**

To share tips and suggestions on ways to support anti-racist programming.

#### **Activities**

To provide you with stand-alone activities you can run as needed.

Whether you are just starting to learn about anti-racism or whether you have been incorporating anti-racism approaches in your programming for years, we hope you will find something new in this toolkit.

To guide you in your reading, here are a few places to start depending on your level of experience and understanding:

#### **If you are new to anti-racism programming:**

- Read through the anti-racism key concepts and implementation guidance in this toolkit first.
- Complete the **Self-Awareness** activities in this toolkit.
- Try out the **Staff Development** activities before incorporating activities into your programs.
- Pay special attention to the tips and Facilitator Guidance for activities.

#### **If you have some experience with anti-racism programming:**

- Skim through the anti-racism key concepts and implementation guidance in this toolkit.
- Review the **Self-Awareness** activities in this toolkit.
- Start with some **Icebreaker** activities to expand conversations in your programs.
- Please pay special attention to the tips and Facilitator Guidance for activities.

#### **If you have extensive experience with anti-racism programming:**

- Skim through the key concepts and implementation guidance in this toolkit to see what else you could be doing.
- Review the **Activities** section to see if there a new ideas/approaches you could use in your Club.
- Check out the **Additional Resources** section for some further ideas.



Together, these sections can help you think differently about differences; to celebrate the aspects that make our communities and members unique, while actively confronting the historical and systemic barriers that prevent all Canadians from being equal.

## Acknowledgements

We are pleased to introduce to you the Anti-Racism Toolkit and Activity Guide.

This Toolkit and Guide has been created to support BGC Canada members and enhance courageous conversations around anti-racism.

The content in this toolkit is designed to help Club staff and volunteers consider and confront racism and oppression in an active, empathetic and self-reflective way.

As leaders in the community and leaders of youth spaces, your understanding of the challenges historically marginalized members face is essential to your ability to be a supportive adult in the lives of these members.

We would like to acknowledge the generous support of **Hyundai Canada**.

We are grateful for the feedback and insight provided by the members of our Anti-Racism Advisory Committee:

Christy Morgan (*Calgary, Alberta*)

Darley Polony (*Dawson, Quebec*)

Howard Moriah (*Scarborough, Ontario*)

Rebekah Clause (*Hamilton, Ontario*)

Sarah Mackinnon (*Okanagan, British Columbia*)

Sentsetsa Pilane and Tokunbo Adegbuyi (*Edmonton, Alberta*)

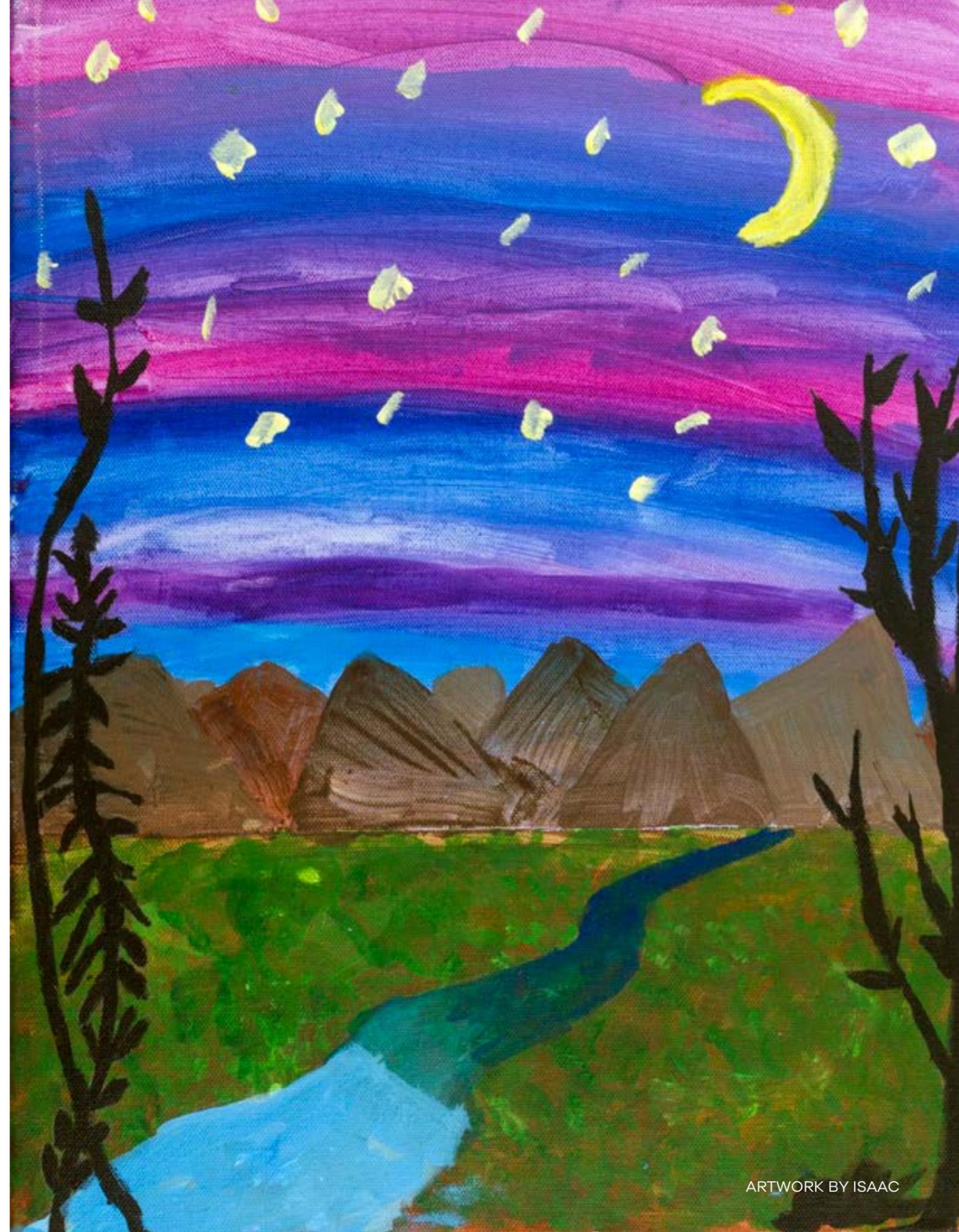
Deena Ropp-Reis (Manager, National Programs, BGC Canada)

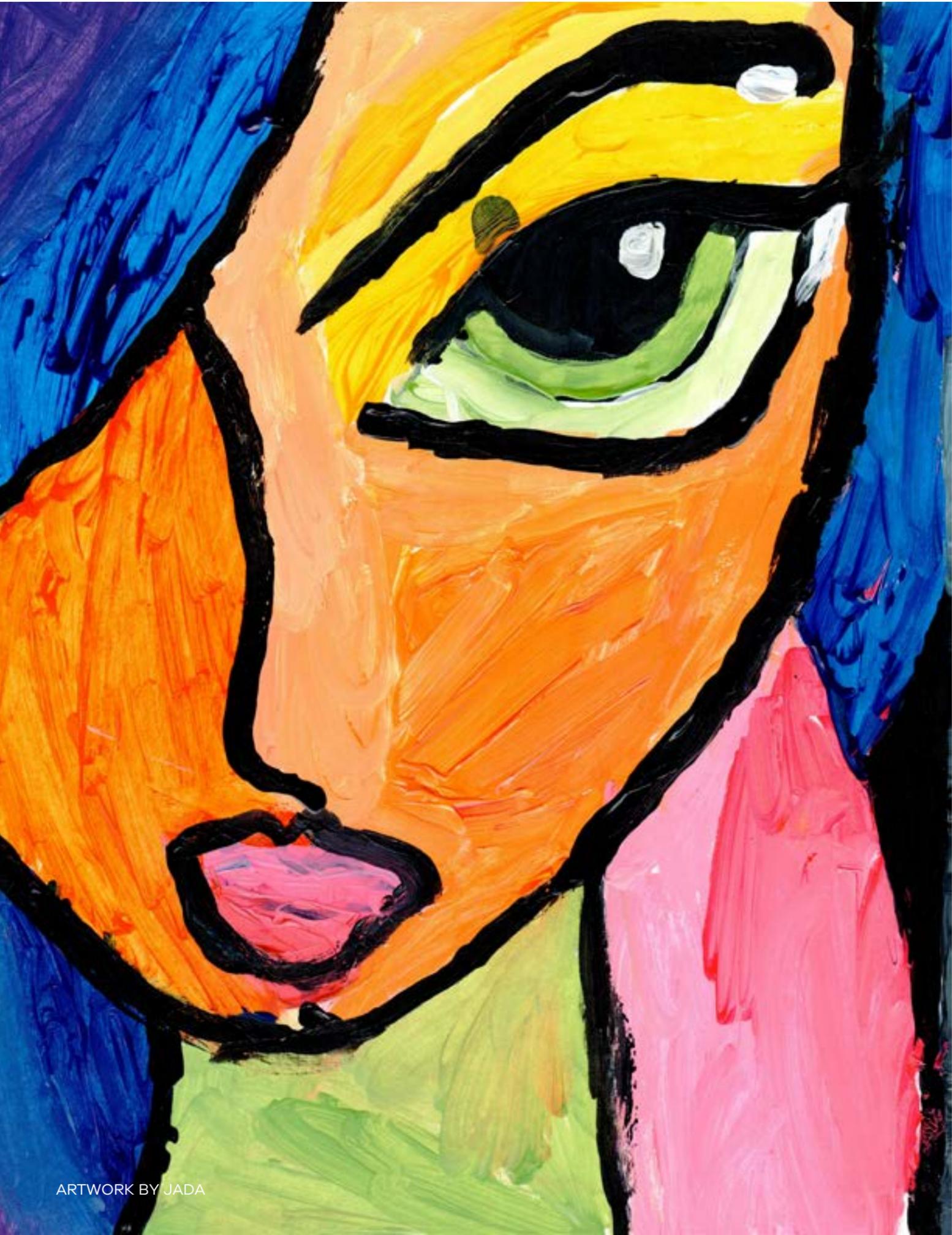
Vivian Trumblay (Manager, National Programs, BGC Canada)

Thank you also to Skill Market, Learning by Hand for their content development and design in this Toolkit. Cover Illustration by Tim Mossholder.

**Meccana Ali**  
**Manager,**  
**National Programs**

**Ian Edwards**  
**Director,**  
**National Programs**





ARTWORK BY JADA



ARTWORK BY R.D.



ARTWORK BY A.W.

# Table of Contents

## **08 Anti-Racism Key Concepts**

Building Self Awareness  
Recognize Oppressive Systems  
Historical Implications  
Small Changes You Can Make  
7 Steps to Being An Ally

## **24 Implementation Guidance**

Program Connections  
Create Safe and Brave Spaces  
Facilitation Tips

## **38 Activities**

Activity Guidance  
Beginner Activities  
Intermediate Activities  
Advanced Activities

## **94 Terms**

Common Terms and Limitations of Use

## **Additional Resources**

## **98**

Courageous Conversations  
Common Situations  
Conversation Structure  
Serial Testimony



# Anti-Racism Key Concepts

# Anti-Racism Key Concepts

**Anti-racism is generally defined as an active stance against racial hatred, bias or systemic oppression of marginalized groups. It is a deliberate use of strategies and practices that challenge and counter racism, inequities, prejudices and discrimination based on race. In any given moment, we are aware of and choosing how to proceed in a way that is inclusive to those around us.**

\*Note: The right circular graphic was created and made available by a US doctor, Dr. Andrew Ibrahim, as a visual mental model (based on Ibram X Kendi's work on anti-racism) to summarize his learning about anti-racism and to hold himself accountable.

This section provides tips to help you bring an anti-racism lens to your programming and includes some suggestions on how to use the activities provided in this toolkit as follows:

- **Identify and understand the systems of power and privilege around us**
- **Challenge the status quo by naming systemic inequities, racist policies and practices**
- **Implement strategies that recognize difference and promote the sharing of power and privilege around us**
- **Commit to evaluating your efforts over the long-term**
- **Amplify the voices of the unheard**



To do this, we may need to move from a **Fear Zone** where we are in denial of the existence and impacts of racism to a **Growth Zone** where we own our discomfort, speak out against injustice and educate ourselves and others about the perils of prejudice and discrimination.

**Reflection:**

Which zone do you think you are currently in?

**Reflection:**

What is one step you can take to start or to continue practicing anti-racism?

**BECOMING ANTI-RACIST**

As Club staff and volunteers, here are some further ways you can actively demonstrate anti-racism:

- **Build self-awareness of your beliefs and experiences**
- **Recognize oppressive systems**
- **Identify small changes you can make**

**Build Self-Awareness**

The first step towards creating equitable and inclusive learning environments is to examine the various lenses through which we see the world.

Our experiences, beliefs, identities, values and histories come together to shape our personal lenses—the filters through which we perceive our surroundings, the people around us and the world at large.

Our personal lenses have focal points that make some things more visible than others.

Your personal lens can be shaped by a combination of the following filters:

- Race & ethnicities
- Cultural affiliation (cultural practices you identify with)
- Mental health
- Gender identities
- Faith
- Socio-economic status
- Body size
- Sex
- Abilities
- Language
- Sexual orientation
- Western cultural and social norms



### SELF-AWARENESS ACTIVITY 1: POWER FLOWER

Complete the Power flower activity (see the Activity section of this toolkit) to reflect on where you have privilege and where you are outside of your community's 'norms'.

By reflecting on who we are and how we move through the world around us we can begin to understand what we take for granted or the assumptions we carry with us.

What are your observations about your flower? What feelings emerge?

What differences do you think your flower has compared to the members you work with?

Do these differences bring up any feelings or discomfort?



### SELF-AWARENESS ACTIVITY 2: INVISIBLE KNAPSACK

**What do you take for granted in your daily life?**

**Can you do any or all of the following:**

- Walk through your community without being judged?
- Shop without being followed by security guards or treated suspiciously?
- Drink water from the tap?

In 1988, Peggy McIntosh, an American Senior Research Scientist at Wellesley published an article on her exploration of white privilege, which she described as an invisible knapsack that allowed her to move through the world with unearned advantages based solely on the colour of her skin.

Her article, which included a list of over 50 statements like the ones above, encourages individuals to reflect on and recognize their own unearned advantages and disadvantages as parts of immense and overlapping systems of power.

To learn more, review the condensed list on the next page to see which ones apply (or don't apply) to you and then reflect on the questions below.

**Systemic social privilege is the power that is not earned, and that often is invisible to the holder. It might be based on one's gender, race, faith, socio-economic status, sexual orientation, ability or other parts of one's identity.**

We may have systemic social privilege based on some parts of our identities but not on others. This privilege gives us an unfair and unearned advantage over others. It is often easier to remember times when we have felt disempowered and more challenging to recall occasions when our own social privilege has allowed us to exercise power over others. However, to create a more equitable and inclusive environment for learning, we must address issues of power and privilege.

#### **Reflection:**

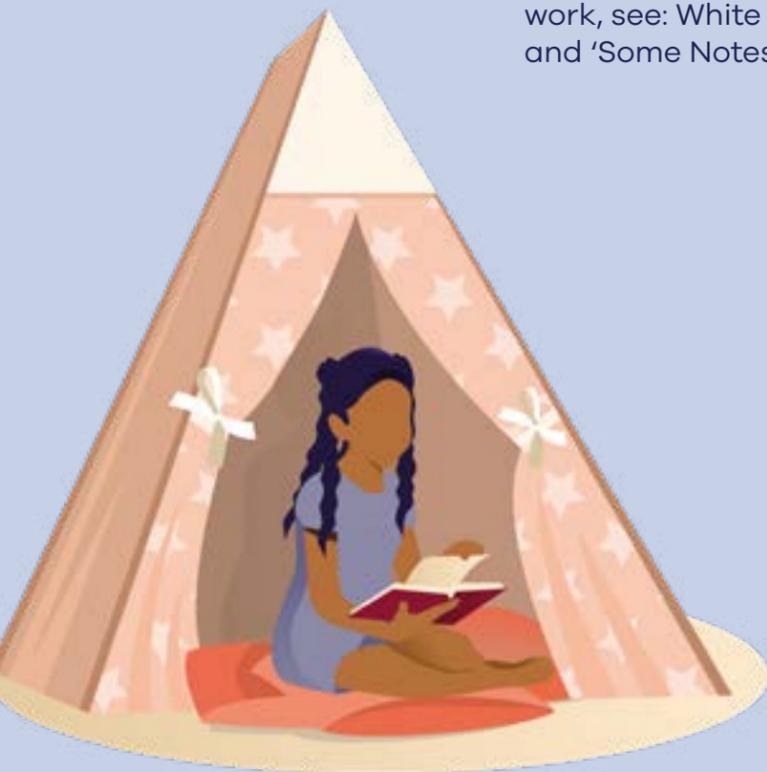
How does this list help you reflect on your experience in your community?

What was in your invisible backpack that you were unaware of?

White privilege is defined as the unquestioned and unearned set of advantages and choices white people experience on a daily experience, often without recognizing it, because they are not subjected to racism.

These benefits are not always recognized because they feel like things everyone experiences and may be taken for granted.

For the full list of statements and more on Peggy McIntosh's work, see: 'White Privilege: Unpacking the Invisible Knapsack' and 'Some Notes for Facilitators', National SEED Project



### White Privilege Examples (condensed based on Peggy McIntosh's work)

1. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
2. I can speak in public to a powerful male group without putting my race on trial.
3. I can do well in a challenging situation without being called a credit to my race.
4. I am never asked to speak for all the people of my racial group.
5. When I am told about our national heritage or about "civilization," I am shown that people of my colour made it what it is.
6. I can watch videos, television shows and movies in mainstream media and see people of my race widely represented.
7. I can be sure that my children will be given curricular materials that testify to the existence of their race.
8. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods that fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
9. Whether I use credit cards or cash, I can count on my skin colour not working against the appearance of financial reliability.
10. I can arrange to protect my children most of the time from people who might not like them.
11. I can swear, or dress in second-hand clothes without having people attribute these choices to the bad morals or the poverty of my race.
12. I can criticize our government and talk about how much I fear its policies and behaviour without being seen as a cultural outsider.
13. I can be pretty sure that if I ask to talk to "the person in charge," I will be facing a person of my race.
14. If a police officer pulls me over, I can be sure I haven't been singled out because of my race.
15. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.

**SELF-AWARENESS ACTIVITY 3: UNCOVERING ASSUMPTIONS**

Based on the above reading and activities:

What assumptions do you make about Club members?

Where do you think these assumptions come from?



Are you relying on stereotypes or unconscious bias? The answer is yes!

What about Club leadership or other staff and volunteers?

We all use biases as shortcuts. To practice anti-racism means we make a choice to pause and reflect on those assumptions when it come to people who are different from us.

Our culture plays a role in how we view the world and what we ultimately value. By understanding our own value systems, it will translate into how we acknowledge the cultural differences in youth and how we work with them. Culture is “the totality of ideas, beliefs, values, activities and knowledge of a group or individuals who share historical, geographical, religious, racial, linguistic, ethnic, or social traditions, and who transmit, reinforce, and modify those traditions”.

In essence, culture is the combination of things learned that is cultivated by a particular context and resulting in a set of assumptions or expectations for particular behaviours in similar contexts.

## Recognize oppressive systems

As noted above, depending on your various lenses, it may be harder for you to see the oppressive systems still in place in **Canada**. You may think that racism is more of a historical problem or an issue more pervasive in America.

Here are some recent statistics to consider:

- In 2016, census data shows that Black Canadians are far more likely to be unemployed (12.5%) than other non-racialized Canadians (7.3%) and other visible minorities\* (5.7%). It also showed that racialized women earn 33% less than non-racialized men<sup>1</sup>.
- In 2017, Alexandre Bissonnette killed six worshippers and injured nineteen others at the Quebec City Mosque. He was convinced that there was at least one religious fanatic or terrorist in the mosque and that he could save lives.
- Also in 2017 Quebec’s Bill 62, the religious neutrality law, banned face coverings for public workers and anyone receiving public services.
- In a 2018 survey, Canadians responded that they are least comfortable with an authority figure who wears a hijab, versus any other type of religious garb. For example, Canadians are more than twice as likely to be uncomfortable with a prime minister who wears a hijab (44%), than with a prime minister who wears a cross (21%)<sup>2</sup>.
- In 2020, an Angus Reid poll on racism during COVID found that 80% of respondents who self-identify as ethnically Chinese said they felt strongly that Canadians blame people of Chinese ethnicity for COVID-19<sup>3</sup>.

\*Note: This statistic shows another racist stereotype: some racialized groups are seen as more productive or harder working, smarter. For more information, see this useful overview: <https://www.ctvnews.ca/canada/five-charts-that-show-what-systemic-racism-looks-like-in-canada-1.497035>

<sup>1</sup> Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016360

<sup>2</sup> Source: <https://www.cjpme.org/islamophobia>

<sup>3</sup> Source: CBC News article: [New poll reveals Chinese-Canadians’ experiences with racism | CBC News](#)

## HISTORICAL IMPLICATIONS

While recent statistics show us that racism persists across Canada, it is also important to reflect on some historical facts. The following facts highlight how many racialized groups in Canada have inherited a legacy of disadvantages that creates generational trauma and systemic oppression:

- In the early 1600's, slavery was established by colonists in New France and continued with Indigenous and Black slaves until 1863.
- In 1876, The Indian Act and residential schools are established by the government. The last residential school closed in 1996.
- In 1904, an anti-immigration sentiment in BC led to a head tax of \$500. The government collected \$33 million over the course of six years.
- In 1911, Black Oklahoman farmers developed an interest in moving to Canada to flee increased racism at home. An order in council was drafted prohibiting the landing of "any immigrant belonging to the Negro race."
- In 1953, as part of a northern sovereignty agenda, the government forced the settlement of eight Inuit families to the northernmost settlement in Canada on Ellesmere Island.
- In 2001, Bill C-36, the Canadian Anti-terrorism Act, was passed. One impact of the act was the racial profiling of specific individuals at Canadian borders.
- In 2009, Tamil refugees arrived by ship to Vancouver Island. They were detained by the government that claimed they might be terrorists or criminals.
- In 2012, the Omnibus Budget Bill C-38 forced changes to the environmental assessment review process that violates the federal government's obligation to consult with First Nations on projects that affect their land, water, and treaty and Aboriginal rights.

### Reflection:

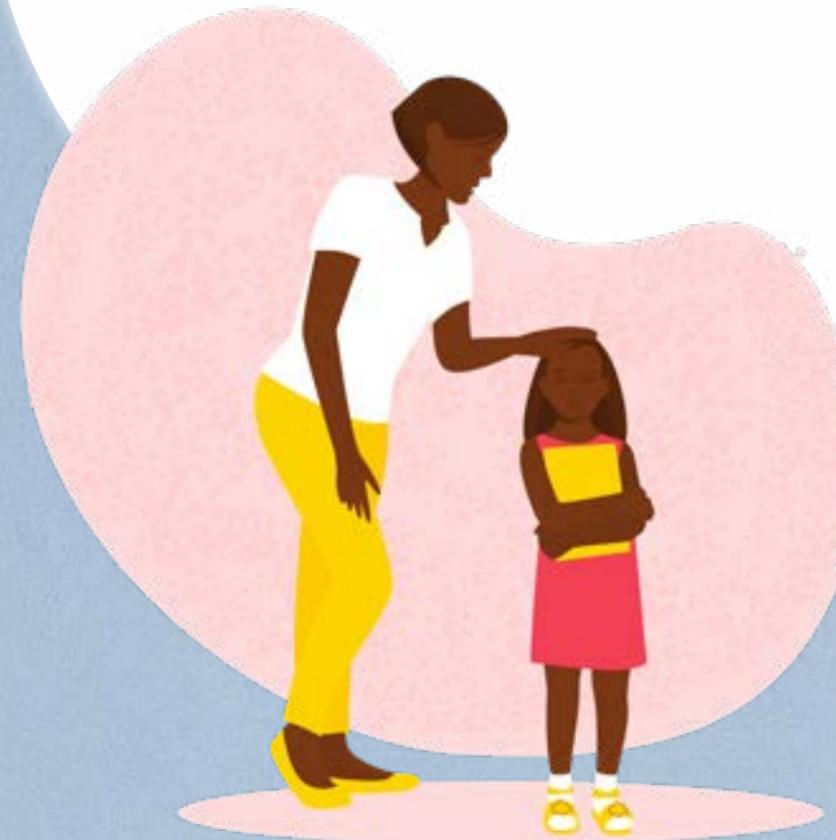
What are your reactions to the facts above?

Which ones were new or surprising to you?

What do you know of the history of racism in your province/territory?

What does racism look/feel/sound like in your Club's region today?

What would you do if you witnessed an act of racism in your Club?



## Identify small changes you can make

To begin to actively challenge the systemic racism that may be present in your thinking or environment, you can start with small changes to make sure everyone feels seen and validated.

### Consider these questions as a starting place:

#### Club Images/Branding

- What images are on our Clubs' walls, in staff offices, and in open spaces?
- Who is represented?  
How are they represented?
- Do images tend to rely on stereotypes or show one image for diversity?
- Who is missing?
- What impact can negative representations or invisibility within the space or programming materials have on youth?
- How can I empower all youth?

#### Programming

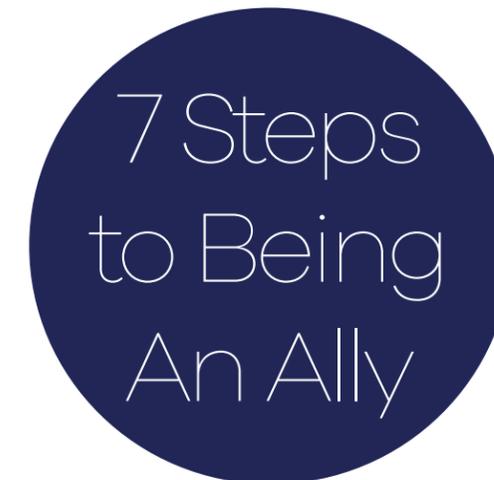
- Who has power to make decisions about programming or what spaces look like?
- What kind(s) of power do they have (e.g. the power to hire, the power to dictate language preferences, the power to determine who gets access)?
- How accessible are our existing spaces (e.g. wheelchair ramps, gender neutral bathroom signage; ASL / braille signs on various places, multipurpose room for prayer/ meditation)
- What conversations are we having with community members and Club caregivers to stay connected and ensure everyone feels seen and validated?
- What suggestions can we share with National Office to better support our Club programming?

**1 Use your programs as a space to educate youth and community members of racism happening in the community and beyond.**

**2 Create space for staff members or volunteers from historically marginalized communities to take lead in programs and projects that will give them increased visibility.**

**3 Give youth in your programs the opportunity to voice their concerns to people who will make the changes that they want to see.**

**4 Prioritize listening to the feelings and experiences of youth and your racialized colleagues.**



**5 Speak up every time you hear inappropriate language.**

**6 Own your mistakes and apologize when you get it wrong.**

**7 Understand that your education is up to you, and no one else.**

Creating an anti-racist environment is an act of community building. We know that to have successful programs in the community, it is essential to build community support, credibility and legitimacy intentionally. You can work towards becoming a meaningful ally for all Club members by advocating for equity in programming. This means going beyond allyship when it aligns with popular culture and committing to actively engage in ways to support and stand with members.



POSTER OF PEACE, BGC PEEL



TOBACCO OFFERING, BGC SOUTH BC



BGC OTTAWA YOUTH ART WORKSHOP



BGC OTTAWA YOUTH ART WORKSHOP



# Implementation Guidance

# Implementation Guidance

**A high-quality program has the potential to create spaces for ideation, collaboration and motivation. With intentional planning, this can be achieved in a way that promotes anti-racism and provides opportunities for all members to participate authentically.**

**All Clubs aim to create an inclusive space that honours all of our members' realities. This is how we live the values of Belonging, Respect, Encourage and Support, Working Together and Speaking Out—all fundamental aspects of practicing anti-racism.**

This section provides tips to help you bring an anti-racism lens to your programming and includes some suggestions on how to use the activities provided in this toolkit as follows:

## Program Connections

## Facilitation Tips

## Activity Guidance



## Program Connections

Running a program through an anti-racism lens requires some advanced planning and preparation. Think about the goals of the program and the role anti-racism has in the program. You will also need to consider your Club community and if there are any specific issues related to race that could be present in Club events.

### Before running a program, it is helpful to consider the following questions:

- How are we promoting the program? Where are we spreading the word about the program?
- Who will be able to access this program and who won't?
- How will our program be responsive, relevant and have an impact on the lives of our members?
- How can we create a space that is inclusive and accessible for a diverse range of Club members?
- How can we create a program that is grounded in our members' realities?
- How are we connecting with and including local leaders, artists, activists, women mentors, community service providers/agencies, faith communities, caregivers, teachers, school administration in our programs?
- What do Club members need from our programs? What else can we do to respond to the needs of our members?

### Reflection:

What can you do to make sure your programming is open and accessible to all members?

## CREATE SAFE AND BRAVE SPACES

The physical, emotional and social safety of members always comes first. When safe environments are created, participation is always enhanced as a result. In planning your programs from an anti-racist perspective, consider how you can create an environment where members are able to recognize their own and explore different interests, racial and cultural backgrounds, family relationships, special needs, and unique abilities.

### Use Activity #17: Serial Testimony in the Activity section as a starter step!



#### Tips for creating more inclusive spaces:

- Be aware of the power and privilege you hold.
- Provide a variety of ways (in-person, virtually, with multi-lingual staff) for members, families and community members to voice any concerns regarding discrimination.
- Bring a variety of reliable First Nations, Metis and Inuit perspectives into your Clubs.
- Screen videos and materials for bias and stereotypes based on race, status, beliefs, gender or varying abilities etc.
- Identify and challenge any patterns of discrimination in access to Club resources.
- Have resources that reflect diverse communities (i.e. children books, toys, games, sports and activities that reflect various cultures, gender identities, abilities, etc.)
- Invite families/caregivers to the Club and seek their input on ways to make it more inclusive.
- Ask members and their families/caregivers how they would like to be reflected in Club programs and spaces.



#### Tips for building inclusive programming:

- Include honourable ways to become aware and celebrate member's backgrounds
- Develop group guidelines that are co-designed with members, including considerations for all aspects of safe participation in the program
- Recognize the impact of the space where learning is occurring and how that impacts what and how learning is taught
- Integrate diverse program deliver strategies and tools to create a space where members voices are recognized and valued
- Consider having a youth leadership council that is reflective of members of diverse lived experiences to inform these inclusive programming and practices at the Club
- Discover ways to promote inclusive behaviours from both leaders and members
- Recognize diverse learning styles by using different strategies to meet member's needs

#### Tips for virtual safe spaces:

- Start with guidelines around privacy and offer choices for how members participate (phone, internet-audio, video, chat)
- Recognize that members may not have a private space to participate from
- Create interactions that do not require help from a caregiver or specific resources
- Remember that you may see a glimpse of the members' home and that there is more to them than their background! Don't make assumptions about images on walls or background noises, languages etc.

## Facilitation Tips

**The first step to eliminating racism and inequity is to talk about it openly and honestly. Yet, talking about racial inequality can be challenging. Being uncomfortable isn't always a bad thing, especially if you're used to feeling comfortable.**

This section provides some tips for facilitating sessions from an anti-racism lens. To go further, see the **Additional Resources** section to learn about **Courageous Conversations**.

### 1. SET THE FOUNDATION

#### Start with names & gender pronouns

Ask members to start by saying their names, gender pronouns and any identities they want to share that will be important for the conversation (race, gender, class, religion, ethnicity, etc.). Clarify how to pronounce names and work to get it right!

Remember that everyone is learning, so encourage members and staff to correct each other when mistakes are made – that way everyone learns!

#### Don't make assumptions

Never assume that everyone in the session has the same abilities and level of engagement. For example, don't assume that everyone in the session can read or is comfortable doing so aloud. When asking for members to read or role play, ask for volunteers. Always read instructions out loud.

Try not to direct questions towards members based on assumed identities (such as asking a Black member to speak for all Black members). Recognize that even within assumed groups there are further groups and personal histories.

Ask and learn about individual identities first!

#### Set community agreements

Lead your group in creating (or agreeing on) guidelines for how you will interact with each other over the course of the discussion. Hold the group accountable and call out any group norms or agreements that are not being respected by stopping the discussion and reminding members of the agreements.

#### Use inclusive language

Language is important. Even with the best intentions, we may inadvertently exclude or hurt people with our language. In particular, be thoughtful about how you are using "we." By using "we" to describe a group that actually does not include all participants, the conversation will feel uncomfortable for some. When using inclusive language, try not to use generalizing statements that assume the same

#### Reflection:

What is one new technique you can use to set the foundation for an anti-racist approach?

## 2. MANAGE THE CONVERSATION

### Show vulnerability

One way to encourage members to be vulnerable is to show your own vulnerability. Acknowledge that it's okay to falter a bit as you try to get a new idea out or to admit to mistakes. Sharing your own mistakes opens the door for people to reflect on their own missteps without retreating into guilt.

### Name challenges & disagreements

Your members may very well have different opinions about social justice issues and have different experiences with history, institutions, and the law. Those differences will not be resolved over the course of a single conversation. Rather than trying to gloss over those differences, name those multiple perspectives without judgement.

### Avoid "right" and "wrong"

While some opinions are commonly accepted as "right," it is unproductive for conversations like these to cast someone's statements or beliefs as "wrong." Instead, refer back to speaking from one's personal experience.

### Use facts graciously – not to shut down a conversation

Remind members that this is a conversation. Everyone's personal experience matters. Recommend that members share information to deepen the discussion, not to shut down the conversation.

### If it helps, take a breath (or two) before responding

It is critical to allow yourself time to process your reactions to a statement or a text and get to the root of what caused those reactions. Deep breaths release endorphins in the brain and can help people to centre themselves.

### Keep power dynamics in mind

Remember, power dynamics change based on an individual's identities. Members may see staff as having all the power and that may change how they interact with you depending on their experiences with authority figures. Remember that some voices and identities have been given privilege while other voices and identities have been discriminated against.

### Allow for a lack of knowledge and room for mistakes

As everyone is on their own paths of anti-racism and equity, diversity and inclusion it is important to remember that we may make mistakes along the way. Correcting language and providing information and learning opportunities versus shutting someone down will yield greater results and more active participation in anti-racist efforts.

### Reflection:

What is one new technique you can use to manage conversations from an anti-racist approach?

What will you do if the conversations do not go as planned?



### 3. DEAL WITH THE CHALLENGES

If any members are intentionally harming each other through their actions or using hateful language, it's not a productive environment to continue the conversation.

As a Club leader, you can ask the person to leave the conversation and/or space. The bottom line is that racist, anti-Semitic, homophobic, Islamophobic and other hateful speech is not tolerated in these spaces (and hateful speech is determined by the community to whom it is directed).

If you feel comfortable, give members time to reflect on and process any harm caused and how you can move forward as a community. It may be helpful to have a community leader, Elder, and/or professional support you in this reflection conversation.

Also, be informed on your Club's policy regarding hate speech and racism and what process you may need to follow (i.e. is this taken to your supervisor, is a report written and submitted into the member/ Club staff's file) as well as what the repercussions are for all involved.

#### If something offensive is said, consider some options:

- Call people "in" not "out." When you are holding someone accountable for an offensive or ignorant statement, think about how to address the hurt they caused and still engage them in the conversation. Instead of removing them from the discussion, keep the group intact and use the moment to role model how to respond to the comments.
- Pause the discussion to give everyone space to reflect and step back from any tension. Use the time to check in with members, especially members who may have been directly impacted and consider how you will approach the situation.
- Move back and listen. Take on the role of an active listener. Challenge yourself to concentrate completely on what the other people are saying without interrupting and instead of crafting a response.
- Remove yourself from the conversation. Do what you need to do to take care of yourself. If you do not feel like you can continue to engage in the conversation, step away.

#### Remember, we all make mistakes.

If you hear something offensive, say "ouch" to demonstrate its impact. Explain why a comment is offensive. Then the person who said the comment has the opportunity to say "oops," sharing that they made a mistake.

Demonstrating and using this framework is an opportunity to acknowledge and learn from that mistake and then continue the conversation.

#### Reflection:

What is one new technique you can use to manage conversations from an anti-racist approach?



## Responding to Emotion Worksheet

**Use this worksheet to review strategies that can help you deal with the various emotions you may encounter.**

EMOTIONS	SUGGESTED STRATEGIES	ADDITIONAL NOTES/IDEAS
Pain/Suffering/ Anger	Check-in with the member. Model the tone of voice you expect from them. If the crying or angry member wants to share what they are feeling, allow them to do so. If they are unable to contribute to the discussion, respectfully acknowledge their emotions and continue with the session.	
Blame	Remind members that racism is like smog. We all breathe it in and are harmed by it. They did not create the system, but they can contribute to its end.	
Guilt	Have members specify what they feel responsible for. Make sure that they are realistic in accepting responsibility primarily for their own actions and future efforts, even while considering the broader past actions of their identity groups. How can we refocus feelings of guilt towards actionable anti-racism steps to keep this from happening?	
Shame	Create a way for members to share what is humiliating or dishonourable in a safe and anonymous way. Ask questions that offer them an opportunity to identify a solution to the action, thought or behaviour perpetuating their belief.	
Confusion or Denial	When members appear to be operating from a place of misinformation or ignorance about a particular group of people, ask questions to introduce accurate and objective facts for consideration.	



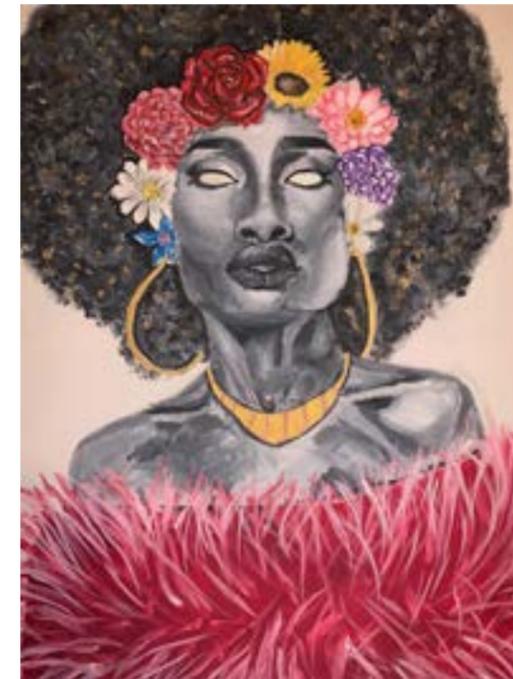
### Reflection:

What is one new technique you can use to manage conversations from an anti-racist approach?

What will you do if the conversations do not go as planned?



BY ANGEL, ONE



BY ANGEL, TWO



BY HAN

# Activities

# Activity Guidance

**The activities provided in the next section are stand-alone activities that you can use as necessary in your programming. While most of the activities can be adapted to different age groups, we have also noted if there is a target age range for a particular activity and provided tips and suggestions on how to adapt if you want to use the activity for a different age group.**

Here are some ways you can use the activities:

## **Program Icebreakers**

## **Awareness Days**

## **External Events**

## **Club-related Events**

## **Staff Development**



## Program Icebreakers

To help start off a program and to help members connect with each other, you can use the activities in this toolkit as icebreakers. This will help to create an inclusive environment based on honest discussions and respect.

When running these activities as icebreakers it is important to be explicit about the purpose of the activity and to clearly discuss how members will participate so that everyone feels safe and able to share.

The activities below are effective as icebreakers as they do not require members to disclose personal information or opinions about themselves and allow you to discuss issues related to assumptions and stereotypes that can open the door to more in-depth conversations around group norms.

### **Suggested Activities:**

- #3 – Once upon a time
- #4 – Media stereotypes
- #9 - Be the change
- #17 - Serial testimony

## Awareness Days

If you are running awareness day activities, such as Orange Shirt day, or as part of your Black History month plan, use the toolkit activities to help you get started.

You can modify the activities for a specific focus or use the theme of the activity to lead into a specific discussion around your event.

The activities below deal with prejudices or assumptions we make. For example, in the Paper tower activity you can debrief about generational privilege and how this impacts our ability to get ahead in life.

### **Suggested Activities:**

- # 8 – Matching faces
- #10 – Airplane trip
- #16 – Paper tower

## External Events

When there are either local, national or international events that occur and you want to discuss them with members are part of your programs, look through the toolkit activities for ideas on how to connect issues around racism and the event.

Holding space to discuss world events and how they can impact us in Canada is also an important part of examining our own biases and assumptions (“that doesn’t happen here” etc.).

The following activities can be used to open up the discussion around a specific event as they all deal with deepening our individual understanding of how we perceive and respond to world or local events.

### Suggested Activities:

- #18 – What do you know and what have you heard?
- #19 – Power Flower

## Club-related Events

If there is a specific situation that happens within the Club or within a group that you are working with, look to the activities to see if there is one that will help you either explore the root cause or find ways to move forward in a respectful way with the group.

In these situations, plan carefully how you will address the situation and which activity will help you discuss the incident in a safe way for everyone. You may need to have individual conversations first.

The following activities may be helpful to create a neutral discussion around issues related to judgements and prejudices before directly discussing any situations.

### Suggested Activities:

- #1 – I Have a Gift for Uou
- #11 – Mission to Mars
- #12 – Labels on the back

## Staff Development

The activities in the toolkit work well for adults as well as for youth!

If you want to test out an activity try running it with a few Club staff or volunteers. You can also use the activities if you think it could help create a more inclusive and anti-racist work environment. The activities could be included as part of a team meeting, during a retreat or as an ad hoc event that you organize with the Club’s Executive Director.

### Suggested Activities:

- #7 – Six agreements to courageous conversations
- #15 – Relating stories
- #19 – Power Flower



# Activities

The following section includes activities grouped by level of 'difficulty', which refers to your experience facilitating discussions and activities that explore stereotypes and prejudices with members as well as the degree of trust your group has.

## Beginner Activities

If you haven't done any specific activities related to anti-racism or if you have a new group, start with the activities in this section.

## Intermediate Activities

If you have some experience facilitating activities that deal with prejudice or stereotypes **and** if you have some degree of trust in your group, try these activities to help members learn how they can practice anti-racism.

## Advanced Activities

Use the activities in this section if you have already had discussions around anti-racism and want to go further with an established group.



The goal of this activity is to encourage everyone to think before they act.

### PROGRAM CONNECTIONS

Internal events, program topics related to prejudice and stereotyping.

TARGET AGE: 8+ Years

TIMING: 20-30 Minutes

## I HAVE A GIFT FOR YOU!

### ACTIVITY GUIDE BOYS & GIRLS CLUB OF CANADA

#### ACTIVITY ONE

Note: If you modify the gifts or identities, make sure to pick stereotypical gifts that would be automatically given to one of the identities.

### ACTIVITY PREPARATION:

- Review and modify\* the handout as appropriate (review the gift list and add images if you would like)
- Share the handout with members
- Consider how members will share their responses (one group at a time or a general discussion depending on your timing)

### FACILITATION NOTES:

- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

### ACTIVITY INSTRUCTIONS:

1. Distribute the handout to members.
2. Explain that the purpose of this activity is to select a gift to give each person on the list.
3. Divide members into small groups and give them 5-10 minutes to complete the list.
4. Tell the group a little bit more about the people on their list:
  - Jack drives a cab during the day, but at night goes to the community college to study the violin.
  - Alex has always loved all kinds of music.
  - Yuri works as a construction worker during the day, but also dedicates time to the local hospital to dress up like a clown and visits sick children.
  - Adele is a retired P.E. teacher and was also on the 1976 Olympic Ski Team.
5. Ask the groups to consider if they need to make any changes to their list.
6. Ask groups to share their selections and then debrief.

**DEBRIEF QUESTIONS:**

- From what you learned today, how would you feel if your neighbours gave you something you did not necessarily want, based on your job or physical features?
- If you have ever done this to someone, how do you think they feel?
- What can we do to ensure that we are not making judgements about people?
- Point out that we don't know the gender of Alex! How many people assumed Alex was a woman because the description is 'stay-at-home parent'?

Tip: If you are running this activity after an incident within the Club or the group, connect to how people feel when others make judgements without checking-in first. Refer back to any group norms previously discussed.



# I HAVE A GIFT FOR YOU! HANDOUT

**NAME:**

**DATE:**

It's gift-giving time!

Your task is to decide what gifts to give to the people on your list.

As a group discuss each gift and who you think would appreciate it the most.

**LIST OF GIFTS:**

- Set of tools
- Skis
- Make-up kit
- Gardening tools
- Rocking chair
- Hip-hop music magazine
- Sunglasses
- Symphony tickets

<b>People On Your List:</b>	<b>Gift:</b>
Jack, 24, cab driver	
Alex, 26, stay at home parent	
Yuri, 30, construction worker	
Adele, 72, retired teacher	



The goal of this activity is to help members look past first impressions and learn more about individual diversity.

PROGRAM CONNECTIONS  
Program topics related to prejudice and stereotyping

TARGET AGE: 12+ Years    TIMING: 20 Minutes

## CATEGORY GAME

ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 2

### ACTIVITY PREPARATION:

- Review the categories below and adjust as necessary for your group
- Create cards (or slides) with your categories

### FACILITATION NOTES:

- Be sure to tell members that they will not be sharing their answers to this activity.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

### ACTIVITY INSTRUCTIONS:

1. Ask members to get a piece of paper and pen.
2. Explain that you are going to read out a category and you want them to write down the sub-category they identify with (give an example for the category "Gender" for yourself).
3. Read out the categories as follows (adjust and give examples as necessary):  
  
RACE (Black, White, Asian, South Asian, Indigenous, Latinx, etc.)  
GENDER IDENTITY (Girl, boy, non-binary, etc.)  
RELIGION (Christian, Jewish, Buddhist, Hindu, Atheist etc.)  
ABILITY (Able-bodied, invisible disability, speech impediment, deaf, etc.)  
STATUS (Popular, smart, nerdy, working class, middle class, upper class etc.)  
APPEARANCE (Short, fat skinny, braces, glasses, gothic, shy, confident, athletic etc.)
4. Ask members to write down the words they would use to describe themselves for each of the categories.
5. Debrief by talking about the multiple aspects of our identities and which ones are externally visible (do not ask members to share their answers).

### DEBRIEF

- Talk about the activity and how everyone fits into more than one category and how everyone possesses more than one characteristic. Introduce the term intersectionality.
- Discuss which characteristics are identifiable externally versus internally.
- Relate to everyday life and stereotypes, prejudice that are made on one category alone.
- Discuss how it feels to have only one part of your identity acknowledged.



The goal of this activity is to help members understand stereotypes and that media representations are not always accurate. .

PROGRAM CONNECTIONS  
Program icebreaker, program topics related to prejudice and stereotyping.

TARGET AGE: 6-10 Years    TIMING: 30 Minutes

## ONCE UPON A TIME

ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 3

### ACTIVITY PREPARATION:

- Gather examples or images to help support your discussion

### FACILITATION NOTES:

- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Do an energizer after the activity to release any tensions and to get members moving after this 'thinking' activity.

### ACTIVITY INSTRUCTIONS:

1. Introduce the activity by asking members to describe what they picture when they hear the word "princess" (expect: young, pretty, beautifully dressed, wealthy and possibly: precious, helpless depending on your age group)
2. Capture key words from the group and define 'stereotype' together.
3. Discuss how Disney films have portrayed various princesses over time (Snow White, Cinderella, Pocahontas, Belle, Merida from Brave, Elsa from Frozen).
4. Discuss other stereotypes that come to mind for stepmothers, villains, mothers and fathers.
5. See if you can come up with examples that don't follow the stereotypes.
6. Ask members about animals next. Are there stories you can think of where one type of animal is always bad? (Wolves – The Three Little Pigs, Red Riding Hood)
7. Discuss why wolves might be seen as 'bad' (animals that we fear etc.) and other interpretations of wolves (seen as loyal and a leader in some indigenous cultures).

### DEBRIEF

- Why do you think we create stereotypes?.



The goal of this activity is to help members recognize the use of stereotypes in media and that representations made by the media are not always realistic and can affect our own perceptions of various stereotypes.

**PROGRAM CONNECTIONS**

Program icebreaker, program topics related to stereotypes.

**TARGET AGE:** 10+ Years    **TIMING:** 15 Minutes

## MEDIA STEREOTYPES

ACTIVITY GUIDE  
BGC CANADA

### ACTIVITY 4

**ACTIVITY PREPARATION:**



Find some examples of popular stereotypes to share and discuss (see Suggestions).

**FACILATION NOTES:**

- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Set up the activity by asking members what shows they are watching right now.
2. Ask members to describe one of the main characters.
3. Explain that you are going to discuss stereotypes today and how they influence us. (Define stereotype if needed: Applying one characteristic to an entire group. For example: all men are strong.)
4. Ask members to share the first thing that comes to mind when they think of the following characters (or modify to fit one of the shows members mentioned):
  - Bully (big and tough looking, is always mean, most often is male)
  - Cop most likely male, always chasing criminals, involved in lots of car chases and shoot-outs)
  - Kid (usually cute, smarter than their parents, sassy to their parents and teachers)
  - Grandmother (old-looking, wears her hair in a bun, wears glasses, is a homebody, lives with relatives)
5. Play a video or show an image that you selected and have small groups discuss stereotypes that might be present.
6. Bring everyone back and discuss what stereotypes were present and then debrief why stereotypes are used.



**DEBRIEF**

- Why do you think we create stereotypes?
- What is the downside of stereotypes?
- Explain that television/movies/media tends to be dominated by white talent, despite the fact that we live in a society made up of many ethnic groups and cultures. So although stereotypes present viewers with easily recognizable characters, stereotypes often present a one-sided image (for example: all women want to have a family). We have to be careful about forming opinions about groups or individuals based on what they see in fictional shows/movies.
- Ask members to describe someone they know in real life who is a grandmother. Does she fit the same stereotype? What about themselves? Are they a stereotypical kid?

**SUGGESTIONS**

- Why do you think we create stereotypes?
- Google “media stereotypes examples” and look at the image results
- Check out: Magazine Covers Hew to Stereotypes, But Also Surprise | Research Blog (duke.edu)
- Bring in a few magazines to discuss the cover art (white versus people of colour, stereotypes around age, body type, emotion)
- Google “villains” or “Disney villains” and look at the image results
- Google “fictional heroes” — how many are people of colour?



The goal of this activity is to help members recognize the diversity in their community and its positive impact.

**PROGRAM CONNECTIONS**

Program topics that relate to leadership/taking a stand. Use this activity to further previous discussions on diversity and inclusion.

TARGET AGE: 8 Years

TIMING: 20 Minutes

## POSITIVE SPA

**ACTIVITY PREPARATION:**

- Find a public service announcement (PSA) example to show members (such as “house hippos” —“House Hippo - YouTube”)
- Share the handout with members

ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 5

**FACILITATION NOTES:**

- Discuss ways that we can all work to create and support diverse spaces in the debrief.

**ACTIVITY INSTRUCTIONS:**

1. Set up the activity by showing members the PSA you found. Discuss the purpose of PSA's (to promote important information in a short and easy to understand format).
2. Remind members of previous discussions and activities around why diversity, equity and inclusion are important aspects of creating a positive experience for all members within the Club setting.
3. Tell members that today they will get a chance to create a PSA for our Club community on the benefits of diversity. (Discuss what diversity means if necessary)
4. Explain the process and the framework for members to follow (adapt as necessary depending on your age groups).
5. Divide members into small groups and give them 10-15 mins to prepare their 1-minute announcement.
6. Have each group deliver their PSA and celebrate each one!

**DEBRIEF**

- How did you come up with your final product?
- Did group members have different ideas about diversity?
- How did you find a way to work together?



## POSITIVE SPA: HANDOUT

**NAME:**

**DATE:**

In your group, come up with a one-minute public service announcement on how diversity makes our Club a better place for all.

- **Brainstorm three examples of diversity within our Club:**
  
- **What is something positive that you have seen because of diversity at our Club?**
  
  
- **Pick one example to talk about in your PSA:**



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 6

**FACILATION NOTES:**

- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions.

**ACTIVITY INSTRUCTIONS:**

1. Set up the activity by showing members the PSA you found. Discuss the purpose of PSA's (to promote important information in a short and easy to understand format).
2. Remind members of previous discussions and activities around why diversity, equity and inclusion are important aspects of creating a positive experience for all members within the Club setting.
3. Tell members that today they will get a chance to create a PSA for our Club community on the benefits of diversity. (Discuss what diversity means if necessary)
4. Explain the process and the framework for members to follow (adapt as necessary depending on your age groups).
5. Divide members into small groups and give them 10-15 mins to prepare their 1-minute announcement.
6. Have each group deliver their PSA and celebrate each one!

**DEBRIEF**

- Ask the cargo ship how it felt to rely on their teammates during this activity
- Ask the lighthouses how did felt to be responsible for the cargo ship
- If there was no treasure would you have still helped the cargo ship?
- Explain how this activity demonstrates the process of advocacy. The cargo ship represents the marginalized group that is trying to get heard and the lighthouses represent the advocates who support the marginalized group along the way and overcome the obstacle course—which are challenges that one may face when trying to get their voice heard. Being an advocate is not just rooting and supporting other groups but also being a good leader to support others in the face adversity.
- Discuss ways the group can advocate for each other and help support each going forward

The goal of this activity is to help members recognize the diversity in their community and its positive impact.

PROGRAM CONNECTIONS

Program topics that relate to leadership and advocacy.

TARGET AGE: 12+ Years      TIMING: 20-30 Minutes

## LIGHTHOUSE (IN-PERSON)

**ACTIVITY PREPARATION:**

- Prepare a space to run the activity (large room)
- Gather up various obstacles, blindfold, something that represents treasure (candy).



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 7

**ACTIVITY PREPARATION:**

- Prepare a flipchart or slide to display the agreements
- Consider examples you can use to illustrate and explain each as necessary
- Decide if you will discuss as a group or break up into small groups to work on specific agreements

**FACILATION NOTES:**

- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions.

**ACTIVITY INSTRUCTIONS:**

1. Set up the activity by explaining that you'd like to discuss some ways the group can have open and safe discussions together, even when we disagree or feel uncomfortable.
2. Share the six agreements and explain as necessary:
  - Stay engaged (paying attention, focused)
  - Speak your truth
  - Listen for understanding
  - Experience discomfort
  - Honour confidentiality (keeping things private and within the group)
  - Expect and accept non-closure (not always reaching an end point)
3. Ask members to come up with specifics ways to respect each agreement ("What are some ways we can stay engaged?") and capture them. (You can split into small groups or discuss together)
4. Review the examples (see next page) for any other ideas.
5. Save the results and keep it somewhere to refer to in future discussions.

The goal of this activity is to discuss group norms for meaningful discussions and empathetic listening.

PROGRAM CONNECTIONS

Program icebreaker, staff development, program topics that relate to empathy, advocacy.

TARGET AGE: 12+ Years      TIMING: 30 Minutes

## SIX AGREEMENTS TO COURAGEOUS CONVERSATIONS (IN-PERSON)



**DEBRIEF**

- When will it be hard to keep these agreements? (When we disagree with each other. etc.)
- How can we make sure we use these agreements? (Review them at the beginning of a discussion or when we are having a difficult conversation)

**SUGGESTIONS**

- Stay engaged
  - Give yourself permission to focus fully on the conversation topic or exercise at hand.
  - Put away or silence your cell phone.
  - Share a story, state your opinion, ask a question—risk and grow!
- Speak your truth
  - Speak from your own experience.
  - Think about what you want others to know before speaking.
  - Keep in mind that people are in different places in this work.;
  - To grow, people need to be able to share thoughts in a way that’s comfortable for them.
  - Know that mistakes are part of success
  - Don’t be overly cautious about being politically correct — this is a learning process.
- Listen for understanding
  - Listen without thinking about how you are going to respond.
  - Be careful not to compare your experiences with another person.
  - This often invalidates or minimizes a person’s experiences.
  - Try not to explain or rationalize what you said when someone is pointing out how it left them feeling.
  - Sometimes positive intent is not enough. Sometimes it’s necessary to just say, “What I said was inappropriate... or hurtful, I am truly sorry,” etc.
- Experience discomfort
  - Be comfortable with being uncomfortable and reflect on what is causing this feeling.
  - Be comfortable with the different emotions that others will be experiencing.
  - Be okay to let others see the emotions that you are feeling.
- Honour confidentiality
  - Keep other member’s words confidential. What is shared here stays here.
- Expect and accept non-closure
  - Know that engaging in race conversations is ongoing work that does not necessarily leave a person walking away feeling that everything turned out the way they hoped.
  - Accept that much of this is about changing yourself, not others?



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 8

**FACILITATION NOTES:**

- Watch for non-verbal reactions to this activity and reinforce that this activity is about assumptions.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Distribute the handout to members.
2. Ask them to complete this activity quickly without thinking too much about their choices. The purpose of this activity to explore our gut reactions to faces.
3. Tell members to match the faces the descriptions on the handout as best and as quickly as they can.
4. Give them 3 minutes to do this.
5. Debrief by going through each face and asking for which description members chose.

Note which descriptions had the most common answers and which ones had the most disagreement!

**DEBRIEF:**

- Debrief by discussing the assumptions we make based on one point of information alone.
- Can anyone define the word assumption? (Something that is accepted as true without proof.)
- Why could it be harmful to make an assumption about a person based on what they look like?
- Does anyone know what prejudice means? (A pre-judgement about a person or a group of people based on stereotypes)
- Can anyone give some examples of pre-judgements that they have seen in the community or on TV?
- What is the problem with making pre-judgements about people? What can we do instead?

The goal of this activity is to help members think about the unconscious bias we have and how we see other people.

PROGRAM CONNECTIONS

Program topics that relate to leadership and advocacy.

TARGET AGE: 6-10 Years      TIMING: 10 Minutes

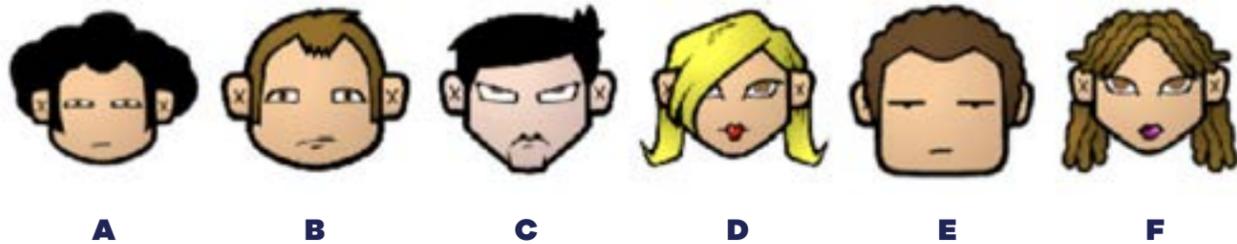
**MATCHING FACES**

**ACTIVITY PREPARATION:**

Print or share the handout below



## MATCHING FACES: HANDOUT



- a. I love to eat Indian Food \_\_\_\_\_
- b. I live on the streets \_\_\_\_\_
- c. I get straight "A's" in school \_\_\_\_\_
- d. I speak very little English \_\_\_\_\_
- e. I am very good at sports \_\_\_\_\_
- f. I was born in Nigeria \_\_\_\_\_
- g. I am a Hip-Hop dancer \_\_\_\_\_
- h. I work as a yoga instructor \_\_\_\_\_
- i. I have a learning disability \_\_\_\_\_
- j. I am rich \_\_\_\_\_
- k. I am a police officer \_\_\_\_\_
- l. My mother is Chinese \_\_\_\_\_



ACTIVITY GUIDE  
BGC CANADA

### ACTIVITY 9

#### FACILATION NOTES:

- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Do an energizer after the activity to release any tension and provide a break after a 'thinking' activity.

#### ACTIVITY INSTRUCTIONS:

1. Set up the activity by asking members to think about the things they would like to see change to make sure that all members feel welcome and respected in each category.
2. Ask members to come up with at least one answer for each category.
3. Review the suggestions together and note the common answers.
4. Reinforce how we may be different but we often have lots of common wishes, especially when it comes to feeling welcomed.

Discuss specific actions you can do as a group to make the Club suggestions come true.

#### CATEGORIES:

- Our Club
- My school
- The media (tv, magazines, websites etc.)
- My community

#### DEBRIEF QUESTIONS:

- What did you notice about the changes that everyone wanted to see?
- Why is envisioning change important to making change?
- Why would it be difficult to change some things more than others?

The goal of this activity is to help members reflect on their lives and different things that they would like to see change and to encourage activism.

#### PROGRAM CONNECTIONS

Program icebreaker, program topics that relate to leadership.

TARGET AGE: 8+ Years      TIMING: 15-20 Minutes

## BE THE CHANGE

#### ACTIVITY PREPARATION:

- Review the categories and adjust as necessary
- Gather supplies if in-person (flipchart paper, markers) or create a whiteboard/PowerPoint slide or google doc if doing the activity online
- Consider if you will run anonymously or as a group and whether you need to adjust the categories for your group



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 10

**FACILITATION NOTES:**

- If you have members who might feel uncomfortable with some of the labels below, swap them out for something more neutral (political activist – Gretta Thunberg).
- For younger groups you may want to swap out the famous people (Nelson Mandela, Michaëlle Jean) with current examples (K’Naan or Regina Spektor could be the refugee).
- Watch for non-verbal reactions to this activity and reinforce that this activity is about assumptions.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Set up the activity by explaining we are going to work through a scenario to explore the gut responses we all have.
2. Tell members the scenario: We are taking a flight to Australia! The flight is 23 hours long. When we arrive at the airport to check-in for the flight, we are told there are only five seats left.
3. Set up the activity by explaining we are going to work through a scenario to explore the gut responses we all have.
4. Tell members the scenario: We are taking a flight to Australia! The flight is 23 hours long. When we arrive at the airport to check-in for the flight, we are told there are only five seats left.

We are offered a choice to sit beside:

- A former high-security prisoner
- A refugee
- A basketball player
- A woman from Iran
- A person with a bald head and multiple piercings

5. Go over each category to make sure that everyone understands who their options are. (Example: a refugee is someone seeking safety or shelter in another country due to fear of persecution in their home country.)
6. Ask members to reflect individually and choose who they would want to sit beside on the plane. (You can have members move to a certain spot in the room if you are in-person.)
7. Ask members to either write down or think about what that person looks like.
8. Group members together by choice and have them share their descriptions.
9. Ask each group to share the common elements of their description and where they differed.
10. Reveal who each choice is in real life by showing a photo and giving a brief biography of each person.

The goal of this activity is to encourage members to think about people differently and realize some of the prejudices they may have.

**PROGRAM CONNECTIONS**

Awareness days, program topics related to prejudice and stereotypes.

**TARGET AGE:** 8+ Years      **TIMING:** 20-30 Minutes

**AIRPLANE TRIP**

**ACTIVITY PREPARATION:**

- Gather images of the real individuals to reveal in the debrief
- Review the choices in step 2 below and adjust based on your group as necessary
- Prepare a flipchart or a virtual whiteboard/slide with your list of choices



**DEBRIEF QUESTIONS:**

- Why did we make assumptions about who these people were without knowing anything about them?
- Is it fair to judge someone by their label? Is that label the only category that a person holds? (i.e. are they more than just their label?)
- What could happen if we were to only look at someone’s label and not get to know the person on the inside?
- How does this activity demonstrate the terms (Prejudice – judging someone before you know them; Stereotypes - taking an idea or quality and making it true for an entire group, Discrimination - not treating people the same way...the act on not sitting with someone on the plane)
- What can we do when we find ourselves?

**Tip:** In the discussion, be aware of the labels we place on others and ensure that the group feels safe and supported. Some members may have labels that make them feel uncomfortable.

**Modification:** For a shorter version, call out each choice and ask members either raise their hand or anonymously vote for which one they would choose. Discuss the most popular choice and why members think that was more desirable than the least popular choice.

**THE PASSENGERS:**

- Former high security prisoner – Nelson Mandela  
Jailed for 27 years for speaking out against the separation of black and white people in South Africa. He later became the President of South Africa
- Refugee – Michaëlle Jean  
Former Governor General of Canada was a refugee from Haiti coming to Canada in 1968.
- Basketball Player – Kendra O’Hama  
Basketball player on the Canadian Paralympic team. She has won three Paralympic gold medals, in 1992, 1996 and 2000. She is of aboriginal descent.
- Woman from Iran – Anousheh Ansari  
World’s first female space tourist, the first female Muslim and first Iranian in space. She paid a reported \$20 million to become the world’s first female space tourist.
- Person with a Bald Head and Multiple Piercings - Enas el-Atrash  
5-year-old cancer patient from Israel.



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 11

**FACILATION NOTES:**

- Watch for non-verbal reactions to this activity and reinforce that this activity is about assumptions.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up..

**ACTIVITY INSTRUCTIONS:**

1. Distribute the handout to members.
2. Read out the activity.
3. Divide up members into small groups.
4. Ask the groups to discuss who they would select for the mission to Mars and be prepared to explain their choices.
5. Give the groups 5-7 minutes to discuss.
6. Ask groups to share their selection and then debrief.

**DEBRIEF QUESTIONS:**

- What criteria did you use to make the choices that you made? (Create a list of the criteria)
- What does it say about society and who is valued in society, and who is not?
  - o For example, how many people chose to save the teenager because she was young?
  - o What about the female doctor who is "sterile"? Would people hesitate to choose her because of her lack of ability to have children?
- How would our choices change based on the communities that we live in? What communities would tend to choose/not choose the police officer or the priest?
- What does this activity tell you about our values? Review the list of criteria that was created.
- How can our values impact how we look at and treat others?

**Modification:** Ask members to create a list of criteria for mission candidates before showing them the list of candidates. Discuss if they focused only on skills or qualifications. Would they recruit from one country only? Would they want people to speak more than one language? Debrief by discussing issues around diversity, recruitment and colonialism (as appropriate).

Connect to a specific incident (between groups or members being left out) and explore whether values or the communities that members are part of may have impacted the situation.

The goal of this activity is to examine values related to stereotypes and preconceived notions of people based on vague descriptions.

PROGRAM CONNECTIONS

Internal events, program topics related to prejudice; stereotypes.

TARGET AGE: 10+ years      TIMING: 20-30 Minutes

## MISSION TO MARS

**ACTIVITY PREPARATION:**

- Print or share the handout below
- Consider how you will have members share their responses (one group at a time or a general discussion depending on your timing)



## MISSION TO MARS: HANDOUT

**NAME:**

**DATE:**

**You are part of the Exploration Committee preparing for a new settlement on Mars. This will be a ten-year experiment to determine whether life can exist on Mars.**

In addition to scientists and experts, several civilians will be chosen to make this historical trip as well. The list of potential candidates has been narrowed down to ten people. However, the spaceship only has room for six people.

As a committee, you need to decide who will be chosen for this mission. Your committee receives the following information about the candidates:

1. Female, 16 years old, high school drop-out who is pregnant
2. Police officer decorated for dedication, 35 years old, female
3. Priest, 50 years old, male
4. Female doctor, 36 years old, sterile (cannot have children)
5. Violinist; male 46 years old, former drug dealer released from prison 6 months ago
6. Canadian Armed Forces veteran, male, 32 years old
7. Architect; male; 29 years old; brother of Armed Forces Vet
8. Law student, female; 26 years old, married
9. Husband of law student; 28 years old, has spent nine months in Center for Mental Health and Addiction (CAMH), still takes heavy doses of sedatives, they both love each other very much.
10. Transgender biology student, 21 years old

In your groups, discuss the choices and the criteria you will use to determine who gets to participate in this mission. Before your time is up select your six candidates to share with the group.



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 12

The goal of this activity is to help members recognize the widespread use of stereotypes.

PROGRAM CONNECTIONS

Internal situations, program topics related to prejudice and stereotyping.

TARGET AGE: 8+ years      TIMING: 10-15 Minutes

## LABELS ON THE BACK

**ACTIVITY PREPARATION:**

- Print or share the handout below
- Consider how you will have members share their responses (one group at a time or a general discussion depending on your timing)

**FACILITATION NOTES:**

- Watch for non-verbal reactions to this activity and reinforce that this activity is about assumptions.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Introduce the activity by explaining that we are going to discuss labels that we sometimes rely too heavily on.
2. Ask members why they think we use labels like weird, lazy, mean etc.
3. Create a list of all the labels the group can think of for their age group (young, silly, grumpy, lazy etc.).
4. Ask for a volunteer and tell the volunteer to step out of the room (or send them to the virtual lobby) while you pick a label for them to guess.
5. Select a label randomly from the list and tell members to talk to the volunteer based on this label. Encourage them to really exaggerate how they treat the volunteer.
6. Bring the volunteer back in and have the group interact with them.
7. Stop the activity and ask the volunteer if they know which label was selected.
8. Debrief with the questions below.

**DEBRIEF QUESTIONS:**

- Ask the volunteer first how it felt.
- Note if the majority of the group said negative things or treated the volunteer poorly. Remind them that you never told them to treat the volunteer poorly, that they did that on their own
- Where do we get labels? Why do we use them?



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 13

The goal of this activity is to help members examine the role of power and inequalities that exist around us.

PROGRAM CONNECTIONS

External events, program topics related to power and privilege

TARGET AGE: 12+ years      TIMING: 30 Minutes

## GAME OF POWER

**ACTIVITY PREPARATION:**

- Gather up a variety of objects (enough for each member to have one object) if in-person
- Create a digital wheel\* or a way to randomly assign an object/shape to each member if running virtually
- Create your list of questions based on the objects you select (see next page)

\*Note: See [www.wheeldecide.com](http://www.wheeldecide.com) for a customizable wheel that you can use online.

**FACILITATION NOTES:**

- Make sure you can explain how power and privilege connect (privilege often gives us unearned and unacknowledged power! See the Anti-racism key concepts section for tips!).
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Give each member a random object (you can repeat objects).
2. Tell members that the object of this game is to see who has the most power.
3. Explain that they can only move their object if they answer yes to your questions.
4. Read out a series of questions and have members advance their object (or annotate the slide).
5. End the game and see which object(s) is the furthest along (or has the most number of check marks).
6. Ask the group, "Who is the most powerful in the game and why?"



## GAME OF POWER

### DEBRIEF:

- Discuss how power was given in this game and connect to power and privilege
- Expand the discussion by asking who had the most power ultimately in the game? (You did – as you came up with the questions, picked the objects and decided how to distribute!)
- Ask members if this reminds them of places or practices where power is used or abused. Give examples — school, job market etc.
- What is the impact on people when this happens? What can they do when it happens? What are the typical responses from people in power?

### ACTIVITY INSTRUCTIONS:

Modify the list of questions based on whether you are in person (using real objectives like dice, cubes, arts and craft supplies) or virtual and using random shapes.

- In-person questions:
  - Is your object soft?
  - Does your object roll?
  - Can you fold your object in half?
  - Can I use your object to write?
  - Does your object have multiple uses (everyone should answer yes – they are using it to play a game plus its original purpose)
  - Is your object heavy?
- Virtual questions (use random shapes or icons):
  - Is your shape easy to draw?
  - Does your shape have more than two sides?
  - Do you know the name of your shape?
  - Is your shape also used in traffic signs?



The goal of this activity is to raise awareness of the different forms of oppression that exists.

### PROGRAM CONNECTIONS

Program topics that relate to prejudice, stereotyping and discrimination.

TARGET AGE: 10+ years      TIMING: 20-30 Minutes

## VOCABULARY QUIZ

### ACTIVITY PREPARATION:

- Review and adjust the handout as necessary for your group
- Share the handout with members

ACTIVITY GUIDE  
BGC CANADA

### ACTIVITY 14

### FACILITATION NOTES:

Modify so that members keep their answers to themselves if you think this will make a more successful and inclusive experience for all members.

- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

### ACTIVITY INSTRUCTIONS:

1. Start by explaining the four terms:
  - Stereotype: Applying one characteristic to an entire group (E.g. All cops eat donuts)
  - Prejudice: Judging someone before we get to know them  
Did you see that new girl at school today?  
She looks rich. I bet she is SUPER Spoiled and MEAN!"
  - Discrimination: When someone is treated unfairly based on a negative opinion (E.g. Not asking boys to answer questions)
  - Racism: Treating someone differently because they belong to a different racial or cultural group. It is a type of discrimination.
2. Ask members to complete the quiz handout. You can have them work in pairs or small groups or do this individually as appropriate.
3. Share the answers and emphasize that we all have different stereotypes and prejudices based on our personal experiences.
4. Conclude by reminding members that the point of this discussion is to try and keep an open mind to build awareness about the assumptions we can make. If we don't raise our own awareness we might act on stereotypes or prejudices. Being open to courageous conversations and to recognizing our mistakes about a person is key.



## VOCABULARY QUIZ: HANDOUT

**NAME:**

**DATE:**

Match the situation with the word that best describes it and fill in the word below:

**Stereotype   Prejudice   Racism   Discrimination**

- A. All kids who wear glasses must be nerds. \_\_\_\_\_
- B. The belief that Asian people are more qualified for jobs in technology because they are “good at math”.  
\_\_\_\_\_
- C. You meet a new student at school. They look very sporty so you assume you would not get along.  
\_\_\_\_\_
- D. The history of indigenous peoples is not included in your history lesson. \_\_\_\_\_
- E. Your parents/guardians meet your friend and on first impression think that this person is bad and do not want you to be friends. \_\_\_\_\_
- F. The belief that people who are overweight do not exercise. \_\_\_\_\_
- G. The belief that all Canadians are friendly, eh? \_\_\_\_\_



## [ANSWERS] VOCABULARY QUIZ: HANDOUT

**NAME:**

**DATE:**

Match the situation with the word that best describes it and fill in the word below:

**Stereotype   Prejudice   Racism   Discrimination**

- A. All kids who wear glasses must be nerds. \_\_\_\_\_ (S)
- B. The belief that Asian people are more qualified for jobs in technology because they are “good at math”.  
\_\_\_\_\_ (S)
- C. You meet a new student at school. They look very sporty so you assume you would not get along.  
\_\_\_\_\_ (P)
- D. The history of indigenous peoples is not included in your history lesson. \_\_\_\_\_ (D/R)
- E. Your parents/guardians meet your friend and on first impression think that this person is bad and do not want you to be friends. \_\_\_\_\_ (P)
- F. The belief that people who are overweight do not exercise. \_\_\_\_\_ (S)
- G. The belief that all Canadians are friendly, eh? \_\_\_\_\_ (S)



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 15

#### FACILITATION NOTES:

- If your group is too small to keep stories anonymous or if you are worried about members trying to guess who wrote specific stories, see Modifications below.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

#### ACTIVITY INSTRUCTIONS:

1. Start by discussing and defining 'discrimination' (when someone is treated unfairly based on a negative opinion of a group or individual).
2. Ask members to think of a time when someone treated them unfairly based on things they cannot change about themselves.
3. Tell them to capture the situation visually or by writing a short description. Ask members to keep their descriptions/image anonymous so they should not include specific references or identifying features as we will be sharing these within the group.
4. Collect the stories from members and then select written examples for small groups to discuss. Give each group a visual example as well (if applicable).
5. Ask the groups to review the examples and discuss the questions below.
6. Bring everyone back and have each group share their key points.

**SMALL GROUP DISCUSSION:** How do you think the person felt about the situation? What could make the situation better?

**DEBRIEF:** What types of discrimination were present in the examples? How could this scenario have been played out differently so that the person was not discriminated against? What similarities do you see across the examples? Did any of these stories cause you to reflect on a way that you might have unintentionally made someone feel discriminated against? After participating in this activity is there anything you might change about the way you interact with people?

**MODIFICATIONS:** Create enough scenarios to distribute to groups and have them use your scenarios to discuss the small group questions.

**SAMPLE SCENARIOS:** I get treated like I'm dumb because I'm pretty and my voice is high-pitched; I get followed around stores by security guards because I'm brown-skinned; People always ask me where I'm from even though I was born here; Kids used to make fun of my lunch just because it wasn't a ham & cheese sandwich, etc.

The goal of this activity is to help members understand the many forms of discrimination and to show that most people have experienced discrimination in some way.

#### PROGRAM CONNECTIONS

Staff development, program topics that relate to discrimination.

TARGET AGE: 10+ years      TIMING: 30-40 Minutes

## RELATING STORIES

#### ACTIVITY PREPARATION:

- Consider how members will create and share stories (visual or written)
- Create fictitious or find recent news events to use as the stories if you feel this is more appropriate for your group.

\*Note: If you modify the gifts or identities, make sure to pick stereotypical gifts that would be automatically given to one of the identities.



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 16

#### FACILITATION NOTES:

- Discuss ways that we can all work to support each other in the debrief
- Take a break after the activity for members to process the discussion and any emotions

#### ACTIVITY INSTRUCTIONS:

1. Set up the activity by telling members that you have set them a challenge to see how well they can work together
2. Divide members into two even groups and name them Group 1 and Group 2
3. Give each group a stack of paper
4. Tell the groups that their challenge is to build the tallest tower they can using only what was given to them
5. Tell them you will now randomly pick out of a hat which group gets a bonus
6. Draw from your hat and give the selected group some glue or sticky tack
7. Let them start working and give them a 5-minute warning before the end
8. Encourage the group with the glue/sticky tack to keep going
9. Ask the group with the glue/sticky tack if they would like to share any materials
10. Bring everyone back together to discuss what happened

**DEBRIEF:** What were some of the challenges in this activity? What points of this activity did you feel frustration or excitement? How did you and your group stay motivated? What strategies did your group use to complete the task? How does this activity relate to privilege?(One group was given a distinct advantage at one point)

What options were there at that point? The challenge of this activity represents the challenges that different people face based on things out of their control. The challenges others face can feel just as hard as the challenge of building a paper tower with no sticky materials to hold it together, but just like in this activity where you kept moving forward and finding ways to make the tower work, that process is also involved with advocacy work. To be a good advocate you have to keep fighting even when the odds are stacked against you or what you are fighting for, because eventually you will build that paper tower with no sticky material.

Discuss how the other team could have helped by sharing some of their resources.

The goal of this activity is to help members work together as a team to solve a problem or accomplish a difficult task.

#### PROGRAM CONNECTIONS

Staff development, program topics that relate to discrimination.

TARGET AGE: 8+ years      TIMING: 20-30 Minutes

## PAPER TOWEL (IN PERSON)

#### ACTIVITY PREPARATION:

- Prepare a space to run the activity (large room)
- Gather up a stack of pieces of paper (scrap paper is fine)
- Prepare the random draw by gathering a hat or bag and write "group 1" and "group 2" on two different pieces of paper



The goal of this activity is to help members talk about their own experiences. See topic suggestions below.

**PROGRAM CONNECTIONS**

Program icebreakers, internal incidents or to build up trust.

TARGET AGE: 8+ years      TIMING: 20 Minutes

## SERIAL TESTIMONY

**ACTIVITY PREPARATION:**

- Prepare the opening question you will ask and your follow-on activity

ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 17

**FACILITATION NOTES:**

- Make sure you help the group respect the ground rules (no interrupting, time limit etc.).
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break or do an energizer after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Ask members to sit in a circle (if in-person).
2. Introduce the theme or topic for discussion (see Topic suggestions below)
3. Explain you will go around the circle and each member will have three minutes to speak about their experience.
4. Emphasize that you want members to talk about their experience – how it felt for them. If they don't have an experience, they can share that.
5. Tell members that they can pass if they don't want to share.
6. Tell members they can repeat an idea but they should not refer to what others said or build off their story. Tell your own story.
7. Explain that while someone is talking there is no interrupting or vocal/visual reactions.
8. End the activity by asking members to reflect on what they heard and what they can take from this discussion. What did they learn about each other? What was it like to share?
9. Move on to another activity to build on the experience the group brings. You can refer back to examples shared but there is no formal debrief or discussion at the end of the round.

**DEBRIEF:**

Debrief Questions:

Topic Suggestions:

To introduce privilege: ask members to think of a time when it was hard for them to participate in a Club or school activity because they didn't have the right equipment or ability to participate fully. Invite each member to talk about an experience they've had.

To discuss stereotypes: ask members to share a time when they felt people treated them differently because of their age.

To discuss respect: ask members to share a time when they felt listened to and acknowledge.



The goal of this activity is to help members recognize the widespread use of stereotypes.

**PROGRAM CONNECTIONS**

Internal events, program topics related to prejudice; staff development

TARGET AGE: 10+ years      TIMING: 20 Minutes

## WHAT DO YOU KNOW, WHAT HAVE YOU HEARD?

**ACTIVITY PREPARATION:**

- Prepare the space and gather supplies if running in person:
  - Large sheets of chart paper, tape and markers
  - Find a wall or other surface where you can place the paper
  - Label the top of each sheet with a different identity group
- Create whiteboards if running virtually
- Select the identities you want to use for the activity. Try to include a number of dimensions of diversity (male, female, non-binary, teenagers, black people, people of colour, Jewish people, Indigenous people, Muslims, wealthy people, poor people, people with visible/invisible disabilities, people over the age of 75 years, newcomers etc.)

ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 18

**FACILITATION NOTES:**

- Make sure you do not use an identity that singles out a specific member.
- Watch for non-verbal reactions to this activity and reinforce that this activity is about assumptions.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Distribute the handout to members.
2. Read out the activity.
3. Divide up members into small groups.
4. Ask the groups to discuss who they would select for the mission to Mars and be prepared to explain their choices.
5. Give the groups 5-7 minutes to discuss.
6. Ask groups to share their selection and then debrief.

**DEBRIEF:**

What do many of the comments we have written on the list represent? Are they all true? Where did they come from? (Responses might include parents, friends, teachers, books, the media and others) Lead a discussion about stereotypes and how they impact how we see and interact with others.

**Tip:** if you are running this activity after a local, national or international incident connect to specific stereotypes that may have impacted the events leading up to or after the incident.



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 19

The goal of this activity is to help members recognize the widespread use of stereotypes.

PROGRAM CONNECTIONS

Internal events, program topics related to prejudice; staff development

TARGET AGE: 10+ years    TIMING: 20 Minutes

## POWER FLOWER

**ACTIVITY PREPARATION:**



Review the handout and decide if you will use it or have members draw a flower

**FACILITATION NOTES:**

- Make sure you can explain how power and privilege connect (See Toolkit for tips!).
- If you are in-person, find a way for members to complete this activity without anyone else seeing their flower (some may not want to disclose publicly aspects of their identity) Use the first two debrief questions as a self-reflection and then run a group discussion with the other questions
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Write the two words 'power' and 'privilege' on a flipchart or whiteboard and ask members to define each word and how they relate to each.
2. Share your definition of power and privilege:

Power is 'the ability to get what you want.' Groups and individuals both pursue and exert power. On an individual level, people find power within themselves in different ways; what makes one person feel powerful may not make someone else feel the same way.

Privilege is a special advantage or right that a person is born into or acquires during their lifetime. Privilege is not available to everyone in society. Privilege and power are closely related: Privilege often gives a person or group power over others.

3. Share the 'Power Flower' handout\* with members and explain that this is a tool to identify who we are (and who we aren't) as individuals compared to the community that we live in.
4. Review the flower and explain any category as necessary.
5. Tell members to now colour in the flower following the instructions on the handout.

**\*Note: You can also discuss which categories to include on the petals as a group and have members draw their own flower.**

**DEBRIEF QUESTIONS:**

Start with an individual reflection:

How many of your petals are considered part of the 'dominant' groups?  
How much of your inner petals/identity are know to your friends? Your family? Strangers?

Then lead a group discussion:

What does this activity reveal about the things seen and unseen when it comes to our identities?  
How does that relate to privilege and power? (When seen identities are part of a dominant group, it is easier to move through the world)

For in-person situations where you feel members may not feel comfortable doing this activity in case their flower is seen by others (and they are not ready to disclose an aspect of their identity) you can adapt to a general discussion around dominant groups.

**MODIFICATIONS:**

For in-person situations where you feel members may not feel comfortable doing this activity in case their flower is seen by others (and they are not ready to disclose an aspect of their identity) you can adapt to a general discussion around dominant groups:

- Review and adjust the categories of the flower
- Discuss what are considered the 'norms' for each category
- Assign small groups to discuss what privilege or power the dominant group has

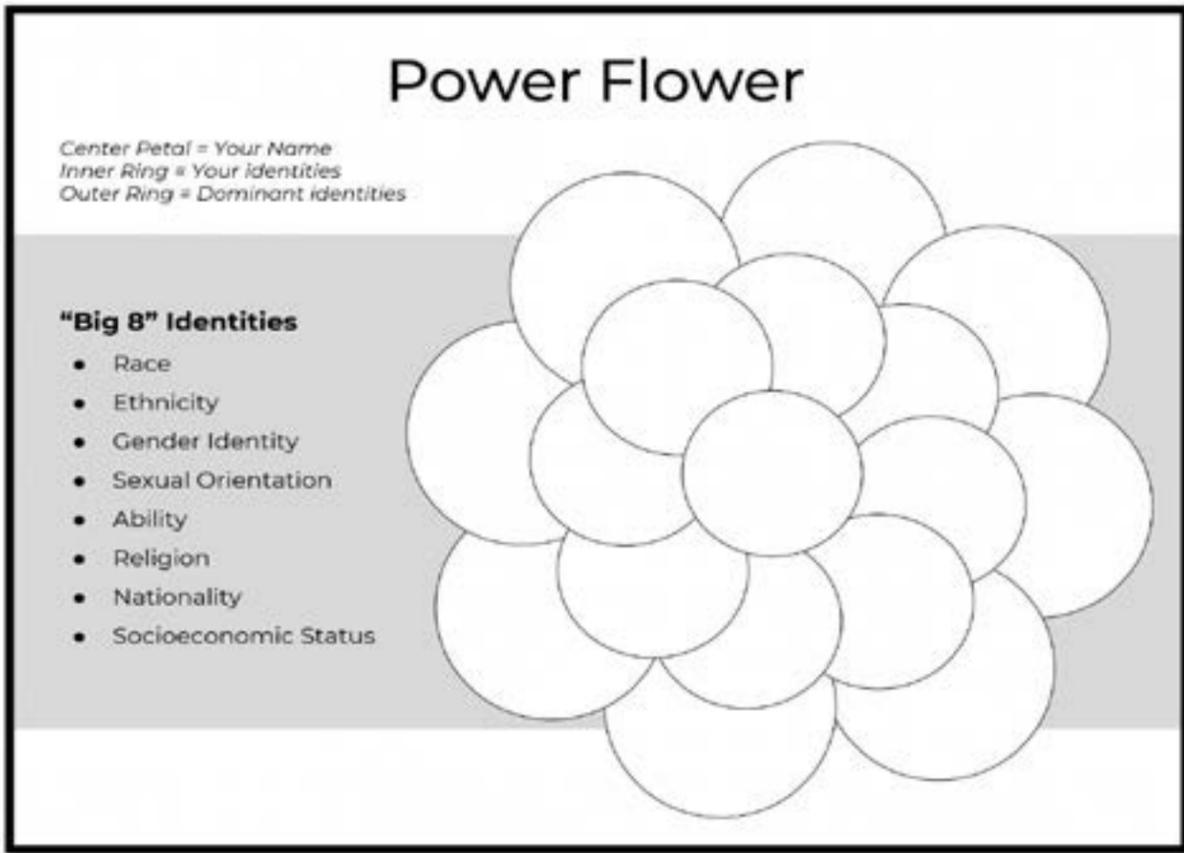
**EXTENSION ACTIVITY: ADVOCACY DISCUSSION**

1. Discuss the definition of advocacy (supporting someone else by taking an active stance)
2. Give five small pieces of paper to each member.
3. Ask members to write down five key words that define advocacy to them (one word per piece of paper).
4. Ask the members to meet in pairs, share their cards and together agree on five cards that they want to keep.
5. Ask the pairs to now meet with another pair and repeat the process (share their cards and agree on 5 cards as a group).
6. Keep repeating this until the whole group has agreed on five cards that explain solidarity for them.
7. Ask the group to think of examples of solidarity and write them down on a big flipchart.
8. Lead a discussion on an act of solidarity that the group can follow through on (what to do when someone uses racist language or when someone doesn't see their privilege etc.).
9. Plan the next steps. What do you need to make it happen?

# POWER FLOWER: HANDOUT

Name:

Date:



## Instructions:

1. Write your name in the middle circle.
2. Write how you identify with each of the "Big 8" social identities. (e.g. "white" for the race petal, or "able-bodied" for the ability petal) in the inner ring of petals around the middle circle.
3. Write what you consider to be the dominant group for each social identity in the outer ring of petals. For example, for sexual orientation, one might write "straight."
4. Choose one colour for the dominant identity groups and one other colour.
5. Colour in the petals of dominant identities-. If you have the dominant identity in your inner ring, colour that with your dominant colour as well.
6. Colour in the petals of non-dominant identities with your other colour.

## Answer the following questions about your reactions to drawing the power flower:

What identity category do you think about or reference the most?

What part of other people's identities do you notice first?

What part(s) of your identity do you feel you face oppression or discrimination most often?

What part of your identity do you feel you receive privilege or advantages for most often?



ACTIVITY GUIDE  
BGC CANADA

ACTIVITY 20

The goal of this activity is to help members understand racial discrimination and recognize that opinions and positions can change with increased awareness.

**PROGRAM CONNECTIONS**

External events, program topics that relate to racism.

**TARGET AGE:** 10+ years     **TIMING:** 10-30 Minutes

## TAKE A POSITION

**ACTIVITY PREPARATION:**

- Review the statements and determine if you need to adjust as appropriate
- Prepare a flipchart or a whiteboard slide with the statements
- Plan how you will ask members to take a position anonymously:
  - o For in-person ask members to close their eyes and raise their hands
  - o For virtual you can create polls for each statement

**FACILITATION NOTES:**

- Make sure you use this activity after you have established trust and some group norms!
- Review the Notes on the next page for tips around anti-racism perspectives.
- Discuss ways that we can all work to support welcoming spaces in the debrief.
- Take a break after the activity for members to process the discussion and any emotions that may have come up.

**ACTIVITY INSTRUCTIONS:**

1. Set up the activity by explaining that you are going to ask each member to take a position on several statements.
2. Tell members that they will first answer anonymously and then discuss in small groups how the majority of the group responded.
3. Emphasize that the purpose is to seek to understand differing opinions. For that to happen, we need to make sure we aren't judging each other. Ask members to be curious. Challenge them to learn more about each other and how our experiences create our opinions.
4. Read each statement and record the majority response.
5. Divide members into small groups and give them one statement to discuss along with the majority response.
6. Bring everyone back and have each group present what they discussed and what opposing views came up in their discussion.
7. Discuss each statement and the different perspectives. End with the debrief questions.

**STATEMENTS:**

- People are born racist
- I'm not racist, my friends are from all different backgrounds
- Racist jokes are sometimes funny
- I have seen or experienced racism in my school
- Black people can't be racist
- There is no racism in our Club because it is multicultural
- Racism is unacceptable in this Club

**OTHER STATEMENTS THAT CAN ALSO BE USED:**

- I can write or draw things that offend someone else's language because I believe in freedom of speech
- I'm not destroying someone's place of worship, I am adding my own art to it
- Boys don't wear dresses or make up because its not manly
- People under 18 shouldn't vote because they don't know enough or haven't lived long enough
- People who wear pink are girly
- It's okay to call my friends crazy because they know I'm joking
- If you can't afford something, its okay for others to make fun of you

**DEBRIEF QUESTIONS:**

- What statements were difficult to respond to? Why?
- How did you feel towards those who took a different position from yours?
- Did you learn anything new about the issues?
- Did you change your opinion during the discussion of the statements?
- Ask members to consider what would make them change their answer. Discuss some situations.

**NOTES:**

The purpose of this activity is to explore experiences and opinions around racism. Race is a "social construct"; meaning that it is something humans created to distinguish groups from one another.

We can be either racist or anti-racist in any given moment depending on how we either rely on or take an active stance against using groups to make judgements about others around us.

Becoming anti-racist is a process that we actively take by being open to challenge our assumptions and to have courageous conversations that can help us see the humanity in other people.

For more information on anti-racism, please refer to the Anti-racism key concepts section.

# Terms

## Common terms and limitations of use

**Although these terms are frequently used interchangeably, it is important to start off by defining these terms and the limitations that they bring so that we can effectively dismantle racism in a tangible way.**

**The following terms are commonly misused:**

**Accessibility** Accessibility is about the extent to which any individual or group can reach, use, enter, obtain, attain resources or spaces. It involves making sure no one is excluded from using the tools, products and services we create.

*What is the limitation to Accessibility?*

It often only deals with wheelchair accessibility and not the other aspects of visible and invisible disabilities such as blindness, deafness, linguistic / cultural accessibility, financial accessibility.

**Diversity** Diversity is the presence of differences within a given setting. It is about a collective or a group and can only exist in relationship to others. For example, a young person is not diverse — they are a unique, individual unit. Once you put them together in a group, they become diverse.

*What is the limitation to Diversity?*

It is typically horizontal, superficial and used as a euphemism.

**Equity** Equity is an approach that ensures everyone has access to the same opportunities. It recognizes that advantages and barriers exist and that, as a result, we all don't all start from the same place. It is a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance.

*What is the limitation to Equity?*

It is often confused with equality. Equality is giving everyone the exact same resources or treatment. It fails to recognize the barriers that individuals might be facing.

**Inclusion** The integration and consideration of different identities within places and spaces to increase participation, visibility and value.

*What is the limitation to Inclusion?*

It often excludes the person that is the object of the inclusion efforts from the process or development.

**Multiculturalism** The co-existence of different cultures within a particular community or society.

*What is the limitation to Multiculturalism?*

It does not foster acceptance or respect. Just putting people from different cultures into the same room does not mean that they will get to know one another or get along.



## Other commonly used terms

**Intersectionality** The belief that oppressions are interlinked and cannot be solved alone. In this theory, various social identities, as race, gender, sexuality, and class, overlap and adds layers to the specific type of systemic oppression and discrimination experienced by an individual. It identifies people as a multitude of different identities and recognizes the various aspects they bring to any space.

**Oppression** Unjust use of power to enforce an unequal relationship and deny someone's rights, values or freedoms.

**Power** The capacity or ability to direct or influence the behaviour of others or to alter the course of events based on the perceived superior position of power.

**Privilege** Unearned access to social power based on membership in a dominant social group. If you don't have to think about it, it's a privilege. Privilege does not inherently mean the person is "bad", or that they haven't worked hard or struggled but instead privilege focuses on the circumstances of a person's life that give benefits and ease of access to services one did not have to ask for or receive with any barriers.

**Systems of Oppression** Cultural values which support the oppression of some persons and groups of people by maintaining a structure of assumed norms and assigning advantages and disadvantages based on your membership within these groups. Systems of oppression are usually maintained through a variety of different mechanism such as: societal institutions, stereotypes and social norms.



# Additional Resources

## Courageous Conversations

**Courageous conversations are dialogues where participants commit to engage with each other in an honest and open-minded way and to listen deeply to better understand each other's perspective.**

**The goal for these conversations is to be able to discuss race without fear of being labeled racist or biased, to avoid blaming or being blamed and to avoid discounting or invalidating the experiences and feelings of others.**

**To help you have courageous conversations in your Clubs, here are a few best practices to keep in mind:**

- Use this approach once you have already established trust with a group and have already discussed and used ground rules for respect and confidentiality in other activities or discussions.
- Go through the six agreements (see Activity #7).
- Remind the group that you will be taking notes and share that the purpose of taking notes is to ensure that the information is shared anonymously with Club leaders.
- Affirm or summarize what has been said.
- De-escalate conflict by reminding them of the agreements made at the beginning of the discussion.
- Remember your role is to question questions and create a space for sharing. The conversation is not about you.
- Be mindful of time; remind individuals to not take up too much space by oversharing.
- Thank your participants for sharing so thoughtfully.

### COMMON SITUATIONS

**You can use this approach whenever you feel it would help address an issue or allow members to safely explore a recent event.**

**Common examples include:**

- Viewpoints related to current movements (Black Lives Matter, Idle No More etc.)
- Reactions to specific issues (racial profiling/carding by police, language and its power etc.)
- Debrief of a specific situation or incident within the group
- Discussion on privilege and power

Tip: Check out the Courageous Conversation Compass (Glenn Singleton) for a useful model that can also help you plan and orient your discussions: [Courageous conversation: Compass - Yow | Infographic \(visme.co\)](#)



# Conversation Structure

During the conversation, use the following model to create a discussion that enables everyone to feel heard.



**Clarity** Be clear on the reason for the conversation and the desired outcome. Most courageous conversations falter because there is a lack of clarity about the real issue.

**Curiosity** Cultivate an attitude of discovery and curiosity. Pretend you don't know anything and learn as much as you can about the other person's point of view. Watch their body language and listen to what they are not saying as well as what they are saying. For example, someone bouncing their knee, tapping their pencil, or biting their lip may be the signs of someone that is uncomfortable. Ask them if they have something to share. Don't interrupt unless to clarify and let the person talk until they are finished.

**Coherent** Make sure that you have heard and understood everything that has been said by repeating back to them what they said. This will ensure the team member feels that they have been listened to.

**Congruent** When the team member has said everything, then share with them how you see things from your perspective. Help them see your position without undermining their own. Seek clarity on how the team member came to that conclusion and how it differs from your own stance.

**Co-create** Now you understand everyone's point of view it's time to co-create a solution. Brainstorm and come up with ideas that you both think might work. Find something the team member says that resonates with the solution you desire and build on this. The more the team member feels listened to the more they will engage in co-creating a solution with you.



## SUMMARY

Courageous Conversations is a great tool that enables people to talk about tough issues and tangible solutions. However, it doesn't have to always be so formal. Having courageous conversations can happen with a small group or in large group discussions. It can be held in programming, or in informal conversations with Club members. It can happen anywhere! Remember to use the guidelines and agreements to ensure that everyone in the conversation can leave feeling like progress has been made.

# Serial Testimony

**Serial testimony is a facilitation approach developed by Peggy McIntosh, author of “White privilege: Unpacking the Invisible knapsack” and Senior Research Scientist at Wellesley Centers for Women.**

Through her personal exploration of privilege, McIntosh challenged her approach to teaching and the underlying biases that exist within the traditional education model and developed an approach based on questions and prompts that focuses on students’ life experiences.

The idea is to get members talking about their everyday life and stories to honour their personal knowledge. When others listen to our knowledge, we feel seen and heard.

To use this approach, follow these steps:

**1. Introduce a theme or topic for discussion.**

**2. Explain the approach:**

- Each member will have a limited amount of time (3 minutes etc.) to speak about their experience based on the question you will ask.
- Each member should speak from experience – not opinion. If you have no experience with the situation then you share that!
- There is no interrupting others.
- You can repeat an idea but do not refer to what others said or build off their story. Tell your own story.
- There is no debrief or discussion at the end of the round. No one will be questioned or challenged about their experiences while sharing.

**3. Give members the question or prompt to respond to and each member to respond in turn.**

**4. Move into another activity to build on the reflection and experience the groups brings to the situation. (You can refer back to examples shared, as long as you don’t call them into question.)**



