



Canadian  
Race Relations  
Foundation

Fondation  
canadienne des  
relations raciales

## Event Report for Youth Network Workshops

- 1. Number of workshops:** One, one-day *Doing the Right Thing* Conference
- 2. Date and Location(s) of workshop:** Friday, February 22, 2019 – Moncton, NB
- 3. Brief Description of the workshop(s):**

The day began with a local Indigenous storyteller, Debbie Warman, who spoke to students about what it means to be Indigenous in today's Canada. She took students on a journey through her childhood and her conscious decision to reclaim of her cultural identity. She discussed actions that members of her community have taken against fracking in New Brunswick, highlighting the ways in which Indigenous and non-Indigenous allies have worked together to accomplish a common goal.

Subsequently, students broke into three large groups. Activities – guided by Harmony Movement facilitators – included the following (in order):

- *Iceberg activity:* Students answer the following questions in groups - How are identities constructed? What can we know about someone simply by looking at them? What can we *not* know? In what way is my personal identity like an iceberg?
- *Debate – Is Race Real?* Students engage in a guided debate surrounding the construction of race.
- *Trivia – Racism in Canadian History:* Students break into groups and participate in trivia that tests their knowledge of race relations – in both historical and contemporary contexts. Groups earn points for correct answers. This is an entry point into deeper discussions on race and racism in Canada. Conversations include the difference between allyship and advocacy.
- *Who's Who? Discovering bias:* This activity, developed by Harmony Movement facilitators, allows students to explore personal stereotypes and biases. Groups of 5 students are given photographs of 5 different (real) people along with 20 traits/identities. Students are to match the traits with the photographs. Through guided discussions, students are able to tangibly see the stereotypes they've engaged in and are able to consciously begin deconstructing personal biases.
- *School Climate:* In school groups, students "rate" their school's social climate. How is the school doing when it comes to racism, faithism, and Indigenous reconciliation? Where is there the most room for improvement?
- *Action Planning:* Based on the results of the school climate survey, students break into groups and begin planning actions that they will take to address inequities in their schools.

- 4. Speakers & Moderators:**

Ryan Singh, Rima Dib, Danait Mehreteab, *Harmony Movement Program Facilitators*  
Debbie Warman *Indigenous Representative*

## 5. Audience:

### a. Number of the attendees:

100

### b. Who were the main audience? (e.g. students, teachers, educators)

Students in Grades 9-12

### c. What generic demographic information can be provided about the audience (geographic location, age cohort)

The Anglophone East District School Board sent 25 students from four different Moncton city high schools to attend in the conference (for a total of 100 participants). All students were in grades 9-12.

## 6. Strategic Impact

*Recognizing the agency, power, and passion youth bring to working on issues of diversity and inclusion, the CRRF's National Youth Network seeks to work with high school students across the country to empower them to take action on issues of diversity and social inclusion within their local communities.*

*These workshops are meant to provide youth with the skills and knowledge to understand and address issues of diversity and inclusion in their community. Participants will learn about:*

- *What do terms like race, racism, bias, and prejudice mean*
- *A general history of issues of race and racism in Canada*
- *What and how do we take action*

### a. How well were these objectives met in the workshop series?

The objectives set by CRRF were all well met during the conference. A series of activities were facilitated in order to encourage critical thinking and collaboration. The activities described above were delivered with CRRF's objectives in mind; students explored terms related to race and racism (*including bias, prejudice, allyship, advocacy*). Participants reviewed "trivia" related to race relations in Canada, including events outlined in CRRF's *Doing the Right Thing* resource. The day ended with action planning for inclusive social change.

Activities corresponded directly with CRRF objectives, resulting in significant change (see below).

### b. Do you consider the events to be successful, and why?

Based on responses to 50 pre-program and 87 post-program surveys, the program can safely be considered successful. Survey comparison indicated the following:

- 28% of students increased their knowledge of key concepts related to race and racism
- 24% of students reported a greater ability to recognize racism in Canada
- 64% of students learned something new about the history of racism in Canada
- 98% of students know how to make their school more inclusive

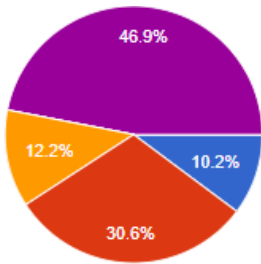
*See the following page for more data.*

**Data Comparisons between pre- and post-program Evaluation**

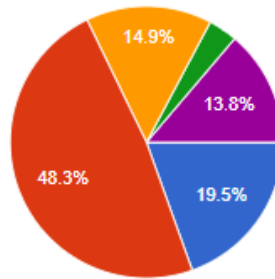
- 1 - Strongly Agree
- 2 - Agree
- 3 - Disagree
- 4 - Strongly Disagree
- 5 - I don't know
- [No response]

*Race is a social construct.*

Pre Survey:

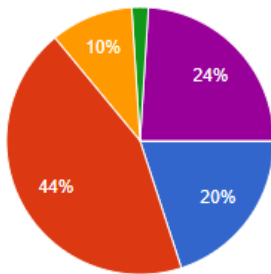


Post Survey:

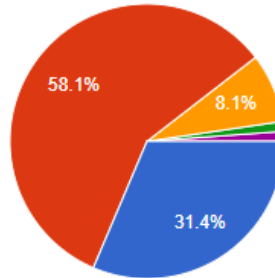


*Racism is an issue in Canada.*

Pre Survey:

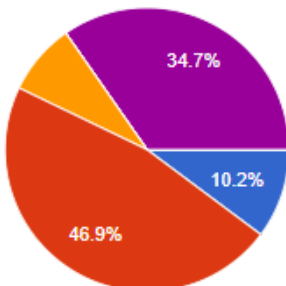


Post Survey:

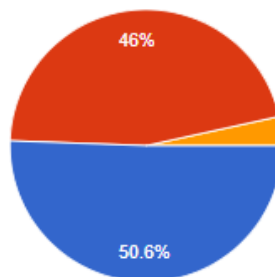


*I understand the difference between an ally and an advocate.*

Pre Survey:

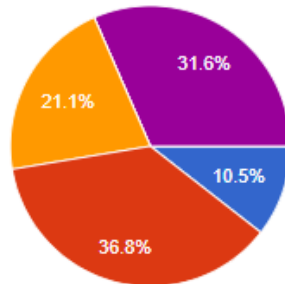


Post Survey:

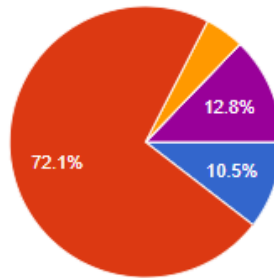


*I know how to make my school more inclusive for everyone.*

Pre Survey:

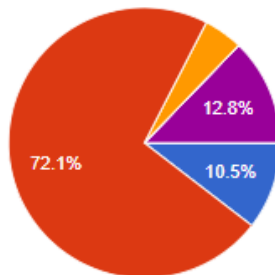


Post Survey:



*I have learned something new today about the history of racism in Canada.*

Post Survey:



### **c. How can this initiative be improved in the future?**

Feedback from students was largely positive. Students did indicate that the room was hot and noted slight dissatisfaction with the school board's lunch. This is out largely out of CRRF's control however; with regards to program content, students were satisfied.

From the perspective of the Harmony facilitators and coordinators, the content was effective, but was, at times, rushed. In order to fully unpack each of CRRF's objectives, we would recommend a minimum of 1.5 days with participants. This would give students a full day of content and a half-day of action planning.

## **7. What feedback from participants has been received to date?**

Harmony Movement uses student feedback to reflect on which areas of its programming had the greatest impact. Many students shared that they learned many things about race and racism from the conference and expressed that the program was very educational. They enjoyed the group work and networking with other students.

*"This program was awesome, very educational. This is information I will use every day. Nothing needs to change. I am very appreciative for this conference."*

*"I liked the small groups and hearing others experiences."*

*"I liked that everything was covered in a respectful manner."*

*"I very much enjoyed hearing about race and religion but I think there should be more mention of stories to bring context into the knowledge."*

*"[I liked] that we got to talk freely about our experiences."*

*"I liked everything about today, I learnt a lot of things I probably wouldn't have otherwise."*

*"I really liked how we were open to speaking and talking about these things and it would be cool to have more opportunities like this."*

When asked, "What is one concrete action that you plan to take in order to make your school more inclusive?" student responses included: poster campaigns, culture fairs, creating new clubs, challenging racist jokes, and taking a larger leadership role and assemblies, among other awareness-building activities.

**8. Is there anything else that you would like to share?**

Harmony Movement is very grateful for the opportunity to work with Canadian Race Relations Foundation!