



Canadian
Race Relations
Foundation

Fondation
canadienne des
relations raciales

Event Report

1. **Name of the Event:** "Ethics fair", a workshop with high school students in Montreal (English)
2. **Event Date:** October 22, 2019
3. **Brief Description of the Event:**

We hosted 3 variations of the same workshop throughout different times during the day for Grade 7 (SEC I), 8 (SEC II), and 10 (SEC IV) students. The timing is based on the existing class period, as students experienced the workshop during their regular 55 minute class period. Each group of students began the workshop with an ice breaker to match the terms "stereotype," "prejudice," and "discrimination" with the definition of the term. Then, in table groups of 4-5 students that were pre-arranged by Dr. Sabrina Jafralie and Mr. Navid Moein (the students' existing classroom teacher), the students reviewed one case study from the "Do the right thing" student guide. Guiding questions were given to help them analyze the case study. The Grade 10 students were given Part I and II questions, where Part I encouraged them to consider the perspectives of the group/individual that was discriminated against and Part II encouraged them to consider the perspectives of those who were causing harm. An "empathy exercise" led them to position themselves in the historical time period to further consider each group perspective. In contrast, the Grade 7 and 8s only engaged in a mix of the Part I, II, and empathy questions. They applied their knowledge by creating a Public Service Announcement skit that was later presented to the class and marked as part of the class participation evaluation. Surveys, cookies, juice, and stickers were given to students at the end of the workshop. One sticker listed the local helpline numbers to give students the resources to respond or discuss discriminatory issues they face or hear about. The other sticker listed quotes to encourage them to "do the right thing." The 4 quotes are listed at the end of the slide deck. The presentation slide deck was submitted separately along with this report.
4. **Speakers & Moderators:** Dr. W. Y. Alice Chan, The Centre for Civic Religious Literacy (CCRL) executive director; Dr. Sabrina Jafralie, CCRL co-founder; and Mr. Navid Moein, student-teacher attending McGill University
Keynote Speaker: n/a
5. **Audience:**
 - a. **Number of the attendees:** 92
 - b. **Who were the main audience?** Grade 7, 8, and 10 students at Westmount High School, Montreal
6. **Strategic Impact**

CRRF Strategic Objectives 2017-2020

The CRRF will ...

- 1) Identify key issues of racism and racial discrimination
- 2) Be recognized as the leading national comprehensive resource on racism, race relations, best practices and recommended solutions
- 3) Engage Canadian Youth and other groups in addressing racism and race relations using a variety of means
- 4) Develop and promote education on the content of the Charter of Rights and Freedoms and the Multiculturalism Act, their inherent values as a source for building a common understanding of our individual responsibilities, and as a tool for exploring the nature of rights and their limits in Canada with respect to speech, religious beliefs and discrimination

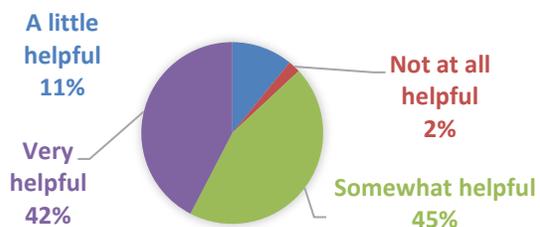
a. Which of the above strategic objectives were met?

1, 3, 4. CRRF and CCRL were not described in detail for the students, as we only had 55 minutes for each workshop and focused more on the content opposed to describing the organization names and work. However, the logo for both organizations was included in the slide deck.

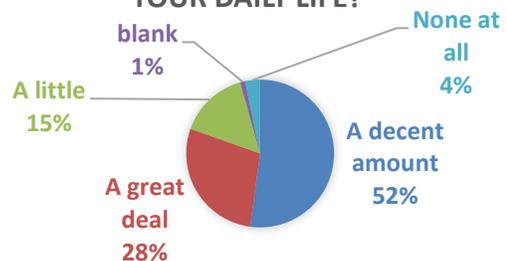
b. Please assess the strategic impact. Describe why (or why not) the event was a success? How did you measure the success? What metrics were used to measure success? (Please do not exceed half a page.)

Students were given a survey with the following five questions in order to measure the workshop success. Here is a summary of their responses:

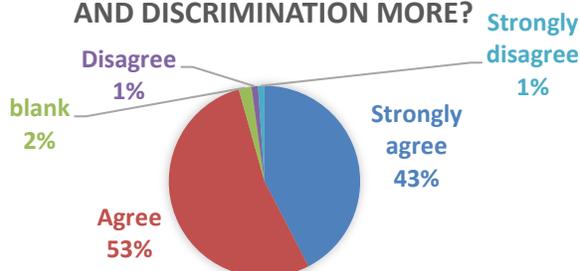
1. HOW HELPFUL DID YOU FIND THIS WORKSHOP?



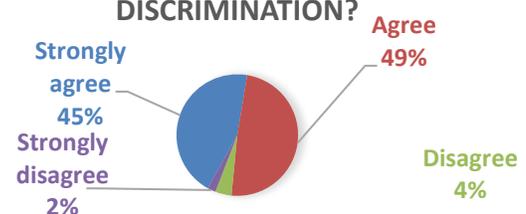
2. HOW MUCH OF THE MATERIAL PRESENTED TODAY CAN BE USED IN YOUR DAILY LIFE?

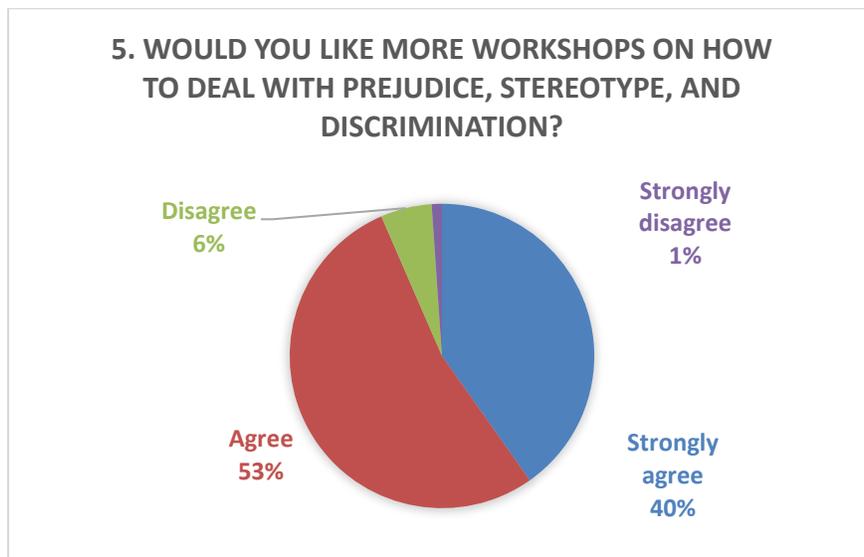


3. AFTER THIS WORKSHOP, DO YOU UNDERSTAND PREJUDICE, STEREOTYPE, AND DISCRIMINATION MORE?



4. AFTER THIS WORKSHOP, DO YOU FEEL MORE CONFIDENT SUPPORTING PEOPLE WHO EXPERIENCE PREJUDICE, STEREOTYPES, OR DISCRIMINATION?





c. How can this event be improved in the future?

Responses to survey question #2 show that future workshops need to:

- Discuss the importance of understanding different perspectives and give examples of when and how it can be done in daily life
- Help students analyze and identify potential forms of discrimination, prejudice, or stereotype in their daily life and how to break them down and why

Additionally, group discussion showed that it is more beneficial for students to all review one case study as whole so that they are more engaged and learn about the historical cases in more detail. In Period 1, we initially distributed 6 case studies among the Grade 10 student groups and discussed the general responses to the group discussion questions without delving into the details of each case, as each group had a different case. In Period 2, we shared 2 case studies with the Grade 8 students. In the final two periods of class with the Grade 7 and Grade 10 students, we reviewed a single case with the overall class. This engaged the students better and their group discussion was more in-depth.

Overall, we found it very beneficial to offer a workshop to support teachers during their existing class period. It minimized coordination of students, allowed teachers to include the workshop material into existing curriculum and assessment, thereby minimizing interruption to their already limited class time to cover required curriculum. Working with teachers and facilitators in the specific school environment also enabled us to create appropriate table groups and relate the content directly to the school setting and community.