

Imagine Culture Teaching Tools: Intermediate

These tools are designed to support submissions to the **Passages Canada Imagine Culture Contest – Intermediate category** (Grades 7 to 9 / Secondary I to III in Quebec).

Submissions must address the theme below. [Passages Canada](#) speakers can be invited free of charge to speak to your class, as an accompaniment to these resources, by following the link to our website. The rubric used to judge submissions can be found in the appendices.

Guidelines:

- Photograph submissions must include a brief caption written by the student describing the piece and how it relates to the theme (no more than 200 words). Photograph must be submitted as a .jpeg or .png file. Video is not accepted at this time. See [Rules and Regulations](#) for guidelines regarding photo permissions and other details.

Prizes:

- Full contest details are available at: <http://passagestocanada.com/assume-culture-contest/>

Theme: Cultures within us and around us.

Snap a photo that explores the cultural traditions in your family, school, or community. Tell us your image's story in a short caption. Think about your favourite food, a treasured object, a family photo album, buildings in your neighbourhood, local festivals; or even just look in the mirror– what stories of cultural heritage are told by these people, places and things?

Think about the following:

How do we express culture in our daily lives here in Canada? What examples can you come up with of the ways that your family, school or community expresses their cultural traditions?

Have you shared in someone else's culture or traditions? Tell us about that experience.

Is there an immigration story in your family, amongst your friends, or in your community that you can share?

Canada has been a place where different cultures have come together for hundreds of years. Is there a historical cultural moment you can share?

Why should we try to learn about cultures different than our own? How can it help us fight **racism** and **discrimination***? Is there an example you can share from your community?

***Note: Terms in bold are defined in the glossary at the end*

Suggested Activity: Immigration stories in our community

- As a class, review how to write good questions (think of the 5 Ws). Have the class brainstorm interview questions they would ask an immigrant to Canada who has chosen to settle in their community. Questions may include, why did s/he choose Canada? Why did s/he choose this part of Canada? What challenges did s/he face once s/he arrived? How did s/he sustain his or her culture, language, and traditions, if at all? What is s/he most proud of about his or her background?
- Have students go home and learn about the **diversity** and **multiculturalism** in their own families and communities. If students have family members or friends who are immigrants, have them interview those individuals about some of the challenges they may have faced in coming to Canada, using the questions developed in class as a starting point. If their ancestors are immigrants, have them research what challenges those ancestors may have faced. If interviewing family or researching ancestry is not possible for some students, have them select a group of their choosing to research. If your class hosts a Passages Canada speaker with an immigration story, or views a video interview from Passages Canada's [beCOMING Canada series](#), students may choose to focus on his or her experience.
- Ask students to come back to class with at least five facts, written down in bullet point format, about the individual or group they researched.
- Divide the students into groups of four and ask them to each share at least two (or more!) of their five facts with the group.
- Have groups brainstorm suggestions for what might have helped the people they have studied overcome the challenges they faced. Assign the following roles in the group: timekeeper, scribe, presenter, and task-minder. Ask groups to record their thoughts and then share with the class.

Contest Submission Idea:

Have students take a photograph of a person, place, or thing in their family, school or community that represents an immigration story. If your students' ancestors came to Canada several generations ago, encourage them to take a photograph that represents their family history, or a photo that represents the immigration history within their wider community. Here are some ideas of what to photograph:

- An important object or family heirloom that tells an immigration story
- A portrait of a person in your family or community who has an immigration story. The location of the photo might represent an important place, or moment of their life in Canada.
- An old family photograph
- A place in your community that represents a cultural group that came to Canada from elsewhere. This could include a monument or a statue, or even a neighbourhood with strong ties to a specific cultural group. Include some information about the history of the place, or the community.

Suggested Activity: Tackling racism and discrimination in our schools and communities

*How would you respond to **racism, discrimination, and bullying** in your local school or community? Think about some practical actions that could be taken. Explain why it is important to address racism, discrimination, and bullying in our schools and communities. Discuss how learning about different cultures helps us to combat racism.*

- Review the use of a Venn diagram as a class with a simple comparison (e.g. characteristics of the student at current age versus a younger age). For more information on Venn diagrams, visit this site: <http://www.purplemath.com/modules/venndiag.htm>
- Next, have students individually create a triple Venn diagram in their notebooks. The circles can be labelled school, community, and country, respectively. Individually or as a group, have students brainstorm examples of racism and discrimination that are encountered at school, in the community, and Canada-wide. The Venn diagram can be used to show how some of these situations have occurred in one or more of these places. If you have hosted a Passages Canada speaker who faced racism and discrimination, have students add the speaker's experiences to the Venn diagram.
- Divide the students into groups and assign each group an area of the Venn diagram to focus on. Assign the following roles in the group: timekeeper, scribe, presenter, and task-minder. Groups must create a list of 5 practical actions that could be taken to address the racism and discrimination encountered in their assigned area (school, community, or Canada). Ask groups to record their thoughts and then share with the class. Class contributions can be used to create a master diagram.

Contest Submission Idea:

Create a submission that demonstrates the actions that can be taken to tackle racism and discrimination encountered at school, in the community, and/or across Canada and why it is important to address these issues.

- Have students take a photo of something that is making their school and community a better, more **inclusive** place for everyone. Students are also welcome to imagine actions they could take to make their school and community a more inclusive place, and photograph their imagined solutions.
- Have students take a photo that would be an effective image for an anti-racism, discrimination, and bullying campaign
- One way to combat prejudice and stereotypes is by learning about different cultures. Ask your students if they have participated in a culture that was different than their own, or if they can find an example of this in the community. Ask them to document this experience with a photograph.

Suggested Activity: Finding and expressing our cultural identity

*How would you describe your cultural **identity**? Think about your language, your culture, and your ancestors' history and customs. Consider the symbols and values you cherish. How are these ideas connected to your actions on a daily basis?*

Know-Wonder-Learn Chart

Brainstorm in the 'Know' column the elements that make up your cultural identity (e.g. language, history, customs, cultural objects, symbols, and values) and give an example for each of how it is part of your daily life. In the 'Wonder' column, put what you want to find out about your cultural identity. Leave the 'Learn' column blank.

Know	Wonder	Learn

Being Canadian

Have students research the answers to the questions they put in the 'Wonder' column of their Know-Wonder-Learn chart. Students can be directed to use the following websites or other resources on the web:

- The Canadian Encyclopedia: www.thecanadianencyclopedia.com
- Black History in Canada website: www.blackhistorycanada.ca
- Asia Canada website: www.asia-canada.ca
- Aboriginal Arts and Stories: www.our-story.ca
- Citizenship Challenge: www.citizenshipchallenge.ca

Once students have gathered their information, they should fill in the 'Learn' column of their table. Students should work together in groups to share their cultural identity. Students can write three similarities and three differences they noticed about their identity compared to that of their peers.

Contest Submission Idea:

A day in the life: Students can choose one element of their identity and take a photograph exploring how they express this piece of their identity on a given day. This could include a photograph of a traditional food, item of clothing or household object that is representative of or significant in their culture

Glossary of Terms

Discrimination

The exclusion of individuals or groups from full participation in society.

Diversity

Being different, varied. A range of individuals and groups with different characteristics.

Identity

One's individuality or personality. The characteristics that make us who we are.

Multicultural

Describes a society that is made up of ethnic or cultural variety and differences.

Racism

Hostile attitude or behavior to members of other groups, based on the belief that one race is better than another.

