



# INCLUSION, TOGETHERNESS AND PREVENTION OF POLARIZATION

## IN HIGH SCHOOLS

Prevention Practice Guide  
for the Education Community

March 23, 2021



Institut de recherche sur l'immigration et  
sur les pratiques interculturelles et inclusives  
Collège de Maisonneuve

Éducation  
et Enseignement  
supérieur

Québec









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## RESOURCES

This guide was developed by the Institut de recherche sur l'intégration professionnelle des immigrants (IRIPI), in partnership with the Ministère de l'Éducation et de l'Enseignement supérieur (MÉES).

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# Foreword

In 2015, many Collège de Maisonneuve students left or attempted to leave for Syria, a phenomenon that emphasized the need to address radicalization leading to violence. This situation led Collège de Maisonneuve's IRIPI to launch a research initiative funded by the Ministère de l'Éducation et de l'Enseignement supérieur as part of the 2015-2018 Government Action Plan, *La radicalisation au Québec : agir, prévenir, détecter et vivre ensemble*. The first component of this project involved a field study aimed not only at identifying vulnerable areas and risk factors that could be conducive to violent radicalization, but also at determining several ways to protect youth from this phenomenon. Based on these results, which were made public in 2016, IRIPI proposed courses of action to prevent radicalization leading to violence and foster inclusion among students.<sup>1</sup> These recommendations geared to colleges were compiled in a best practice guide published in 2017 and entitled *L'inclusion, le mieux vivre-ensemble et la prévention de la radicalisation*.

In 2017, the Ministère de l'Éducation et de l'Enseignement supérieur and IRIPI agreed to implement a project aimed at adapting this guide to high school-specific issues. The project prompted the development of this guide to support managers, teachers and stakeholders from Quebec secondary school

institutions in their prevention efforts. The prevention activities included in the guide as examples have been developed and tested in close collaboration with school staff involved in the project (teachers, educators and stakeholders). High school education professionals are already familiar with some of these activities. Nevertheless, our goal is to demonstrate how such activities can help prevent polarizing and stigmatizing narratives by tweaking their content and structure in order to foster socialization, social cohesion, critical thinking, self-confidence, openness to diversity and commitment to values such as freedom and respect.

The prevention actions put forward can be implemented "as is" or serve as inspiration to develop other activities.<sup>2</sup> Since these activities promote togetherness and help deter violence, they can also be considered as prevention activities for the purposes of the anti-bullying and anti-violence plan prescribed by the *Quebec Education Act* and *Act Respecting Private Education*.

Given the events that affected the Collège de Maisonneuve community in 2015, religious radicalization and associated forms of violence were the focal point of the first guide entitled *L'inclusion, le mieux-vivre ensemble et la prévention de la radicalisation*. However, the

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<sup>1</sup> The research initiative entitled *Students faced with religious radicalization leading to violence. The more you know, the more you can prevent* took place in 2015. This research project was led by Frédéric Dejean (dir.) and Sarah Mainich, Bochra Manai, and Leslie Touré Kapo (collaborators).

<sup>2</sup> Some of the actions proposed in this guide are integral to the mission of Quebec schools and fall under certain general learning and skills development areas of the Quebec Education Program (QEP).





situation has since changed. The Québec City mosque shooting in January 2017, the Toronto attack perpetrated by a member of the Incel (Involuntary Celibate) group in April 2018 and the rise in popularity of the far right all point to the fact that extremist violence is not exclusive to a specific religion. Racism, xenophobia, antifeminism, homophobia and transphobia are examples of ideologies that

can lead individuals to adopt violent behaviour. Historian Christine Focquenoy Simonnet notes that the term “radicalization” has lost its original meaning and become trite from overuse<sup>3</sup> in political and media spheres, used simplistically in reference to Islamist extremism alone. We therefore opted for the term “polarization” in this guide to avoid restricting the focus to religious radicalization alone.

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<sup>3</sup> Christine Focquenoy Simonnet (2017). “Réhabiliter les faits et développer l’esprit critique, un enjeu pédagogique, éducatif et civique de lutte contre la radicalisation”, *Bulletin de CREAS*, no. 4, p. 22. [https://www.usherbrooke.ca/creas/fileadmin/sites/creas/documents/Publications/Bulletin\\_du\\_CREAS/4/CREAS\\_Bulletin4.pdf](https://www.usherbrooke.ca/creas/fileadmin/sites/creas/documents/Publications/Bulletin_du_CREAS/4/CREAS_Bulletin4.pdf) (French only)



# Background

## INCLUSION, TOGETHERNESS AND PREVENTION OF POLARIZING NARRATIVES AND ATTITUDES

The previous guide from 2017 was published amid special circumstances, not long after a group of Quebec youth aged 18 and 19 left for Syria to join the Islamic State in 2015. Out of the 19 youth who left or attempted to leave the province, 11 were Collège de Maisonneuve students. That is why the issues covered mainly revolved around radicalization leading to violence in Muslim youth and the role of college stakeholders to prevent such violence.

The main concern has since shifted, as recent events indicate that extremist violence is not solely based on religious convictions and affects more than just Muslim youths. Today, interventions in the education community must take the many faces of extremist violence into account, including racism, antifeminism, antisemitism, xenophobia, homophobia and transphobia.

This **guide for secondary school establishments** builds on the “vulnerable areas” identified during the research initiative led by IRIPI at Collège de Maisonneuve in 2015, which remain mostly relevant to help understand the causes of polarization among students. However, the situation in high schools differs from that in colleges, which is why we chose to focus on vulnerability factors rather than vulnerable areas. Such factors are likely to influence student behaviour, more so than negative social experiences. The proposed activities focus on various protection factors that could mitigate the risk of a clash between

individuals or groups, including socialization, sense of belonging to a community, critical judgment, respect for others, tolerance toward uncertainty and self-esteem. The activities in this guide are presented as detailed educational sheets for high school teachers and stakeholders. They can be used “as is” or serve as inspiration to help prevent extremism leading to violence. We hope that this guide will not only empower high school professionals to implement new or updated activities in the classroom and during extracurricular hours in order to achieve the goal of preventing extremism and associated violence, but also fuel the discussion on this societal issue that requires the education community’s active involvement. In this manner, the guide will support education professionals as they work to discourage students from adopting polarizing narratives and attitudes by challenging biases, stereotypes and other reductive or binary worldviews.

Radicalization, polarization and stigma are not easy topics to discuss. Since these issues relate to individual values, convictions and beliefs, and may trigger intense emotions such as indignation, unease, horror or disdain in youth and adults, they must be addressed with great care and tactfulness from an ethical and teaching standpoint. Enlisting an educational service professional is also strongly recommended. Here are some resources that can guide school staff members who wish to facilitate activities on such topics:



**Aborder les sujets sensibles avec les élèves**  
(Discussing sensitive topics with students)

Teaching guide: [https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB\\_-Guide\\_sujets-sensibles\\_final..pdf](https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB_-Guide_sujets-sensibles_final..pdf) (French only)

**La radicalisation menant à la violence chez les jeunes. Comprendre pour mieux agir**  
(Radicalization leading to violence in youth: effective action through understanding)

Guide for school staff: <http://sherpa-recherche.com/wp-content/uploads/Guide-La-radicalisation-menant-%C3%A0-la-violence-chez-le-jeunes.pdf> (French only)

**Mener des groupes de parole en contexte scolaire**  
(Leading support groups in schools)

Guide for teachers and professionals: <http://sherpa-recherche.com/wp-content/uploads/Mener-des-groupes-de-parole-en-contexte-scolaire.pdf> (French only)

**Parler de sujets sensibles ou violents** (Discussing sensitive or violent topics)

Kit containing brochures and videos for parents: <https://sherpa-recherche.com/en/realisations/news/>

**Parler de sujets sensibles avec les jeunes** *Actualité violente, guerres, attentats* (Discussing sensitive topics with youth: Violent news, wars and attacks)

Content geared to teenagers and young adults aged 13 to 21: <http://sherpa-recherche.com/wp-content/uploads/Parler-de-sujets-sensibles-avec-les-jeunes.pdf> (French only)

**Project SOMEONE (SOcial Media Education ON Every day).** Various educational resources provided to counter violent and polarizing narratives shared on public platforms: <https://projectsomeone.ca/fr/resources/> (French only)



# Part 1 – BASIC CONCEPTS

From radicalization and polarization to fundamentalism, extremism, radicalism, supremacy or even terrorism, various terms abound in modern media outlets, political circles and institutions to describe extreme attitudes and behaviours leading to violence. Such terms are often used synonymously in reference to intolerance to differences, which can lead certain people to adopt violent narratives, attitudes or behaviour. “**Radicalization**” is a particularly popular term that media outlets, politicians and institutions use to label extreme attitudes and behaviour. However, we consider this term narrow and problematic due to its religious connotation, specifically in regard to Islam. That is why we have opted for the term **polarization**, a concept that better reflects the wide range of hateful, violent and stigmatizing narratives that are not based purely on religious considerations.

The terms radicalization and polarization are not exactly interchangeable, but they [translation] “mutually reinforce one another. Polarization can go hand in hand with radicalization, which may in turn lead to increased polarization.”<sup>4</sup>

**POLARIZATION** is a process that results in opposition between social groups. The term denotes a change in attitude due to excessive focus on a single issue. Polarization manifests itself as an individual or collective tendency to seek out and interpret information selectively in a way that reinforces beliefs supporting an “us versus them” mindset. A widening gap between two groups could lead people to resort to extreme decisions. Possible signs of this phenomenon include dialogue involving new arguments and counter-arguments, normative pressure, and self-categorization.<sup>5</sup> According to the European Union’s Radicalisation Awareness Network, polarization involves five roles:<sup>6</sup>

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<sup>4</sup> Ponsaers et al. (2011). *Polarisation en radicalisation : une approche préventive intégrale*. Investigation requested by the General Directorate of Security and Prevention. FPS Home Affairs. Gouvernance of Security research group. <http://besafe.jdbi.eu/sites/besafe.localhost/files/kcp/projecten/sambossant/polarisationenradicalisationuneapprochepreventiveintegrale.pdf> (French only), accessed on April 8, 2020.

<sup>5</sup> *Grand dictionnaire de la psychologie* (French only). Paris: Larousse, 2007. Moscovici, Serge and Marisa Zavalloni (1969). “The Group as a Polarizer of Attitudes,” *Journal of Personality and Social Psychology*, 12 (2): 125–135. Lord, Charles G. et al. (1979). “Biased Assimilation and Attitude Polarization: The Effects of Prior Theories on Subsequently Considered Evidence,” *Journal of Personality and Social Psychology*, 37 (11): 2098–2109.

<sup>6</sup> The information in this table comes from the document *Tackling the challenges to prevention policies in an increasingly polarised society*. European Union Radicalisation Awareness Network issue paper, 2016, p. 4. [https://home-affairs.ec.europa.eu/system/files/2020-09/issue\\_paper\\_tackling\\_challenges\\_prevention\\_policies\\_increasingly\\_polarised\\_society\\_112016\\_en.pdf](https://home-affairs.ec.europa.eu/system/files/2020-09/issue_paper_tackling_challenges_prevention_policies_increasingly_polarised_society_112016_en.pdf)

### The Pushers

- Those trying to create polarization, the instigators acting from the poles.

### The Joiners

- Those who have chosen sides and moved toward the pushers; this is polarization taking place.

### The Silent in the middle

- Those not taking part in polarization. They could be neutral, scared or indifferent.
- The Silent in the middle are targeted by the Pushers.

### The Bridge Builders

- Those trying to bring peace and moderation by reaching out to both opposing poles. By doing so, they are underlining the existence of the two poles and adding fuel to the fire.

### The Scapegoats

- Those who are being attacked or blamed for the existence of multiple problems.

## Signs of polarization

No specific type of person is more likely to be swayed by polarizing narratives. Thus, any attempt to screen individuals for problematic attitudes would, at best, yield very limited results and, at worst, fail. Either way, it would be highly inconclusive.

## VULNERABILITY FACTORS

According to the MEES, vulnerability factors include anything that might affect students' learning or behaviour and could jeopardize their academic success and socialization.<sup>7</sup> The activities we propose are aimed at developing aptitudes to reduce the impact of five vulnerability factors on student behaviour. You will find a description of aptitudes associated with five protection factors in Part 2 of this guide, which focuses on prevention (see pages 13–14).

<sup>7</sup> MEES. (2007). *L'organisation des services éducatifs aux élèves à risque et aux élèves handicapés ou en difficulté d'adaptation ou d'apprentissage (EHDA)*, p. 24. [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/adaptation\\_serv\\_compl/19-7065.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/19-7065.pdf) (French only), accessed on April 4, 2020.



### 1. Media coverage of societal issues and stigmatization

The **first** vulnerability factor at stake has to do with the **media coverage of societal issues** that are directly or indirectly related to minority groups, which may not always reflect how citizens from such groups understand these issues. The way media outlets address controversial topics can further polarize a society and reinforce biases toward certain groups. This results in **stigmatizing narratives** that may be internalized and repeated by members of the majority group and lead marginalized youth from either group to withdraw into themselves or turn to extremist groups for answers to help ease their discomfort.

### 2. Marginalized groups and identity uncertainty

The **second** vulnerability factor stems from group dynamics and how incidents can negatively impact members of an entire group as they strive to build their identity. More specifically, when a **minority or majority group is attacked or condemned**, its members find themselves in a situation of **identity uncertainty** that can lead to extreme opinions at odds with the established public order. Some people may be tempted to respond to **degrading comments, stereotypes or perceived threats** by engaging in more fundamentalist, radical and less tolerant practices.

### 3. Teaching-learning relationships and academic engagement

The **third** vulnerability factor has to do with **teaching-learning relationships**. A student's relationship with their teacher is important not only for their academic success, but also for their mental and emotional well-being. When teaching-learning relationships are **tense and lack trust**, this can affect students' social and academic adaptation, as well as their self-esteem.<sup>8</sup> As a result, they become **isolated or antisocial, withdraw into themselves, lose interest in school or start to lack resilience**—and this makes them vulnerable to various extremist groups. A healthy relationship between teacher and student may help defuse tension and foster a sense of belonging at school, in addition to promoting the educational institution's values and supporting inclusion. In fact, teachers can be a reassuring attachment figure and increase the student's self-esteem, ease their feelings of distress, and help them better control their emotions and thoughts.<sup>9</sup>

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<sup>8</sup> Fredriksen, Katia and Jean Rhodes. (2004). "The Role of Teachers Relationships in the Lives of Students." *New directions for youth development*, 104 (Fall), pp. 45–54.

<sup>9</sup> Fortin, Laurier, Amélie Plante and Marie-France Bradley. (2011). *Recension des écrits sur la relation enseignant-élève*. Commission scolaire de la Région de Sherbrooke research chair on academic success and perseverance. [https://www.csrq.qc.ca/fileadmin/user\\_upload/Page\\_Accueil/Enseignants/Fenetre\\_pedagogique/PEPS/Relation-maitre-eleve.pdf](https://www.csrq.qc.ca/fileadmin/user_upload/Page_Accueil/Enseignants/Fenetre_pedagogique/PEPS/Relation-maitre-eleve.pdf) (French only).

#### 4. Reconciliation of individual identity and diversity

The **fourth** vulnerability factor has to do with the stress that some students feel in reaction to diversity. Identity conflict situations can lead to **identity marginalization** or split identity. For first- or second-generation immigrant students, such **identity struggles (whether personal, cultural, religious, ethnic, social or related to gender)** can be risk factors. These students may feel vulnerable in some aspects of their identity, for instance, when they have to deal with different cultural reference points that seem incompatible with theirs.

#### 5. Search for meaning and involvement with extremist groups

The **fifth** and last vulnerability factor relates to the search for meaning among youth aged 10 to 17. In the absence of caring mentors, personal projects and a **need to serve others, some young people may turn to polarized groups**, which are very active and easy to find on the Internet. Driven by a common goal and putting forth an image of strong circles of support, these extremist groups play on notions of right and wrong to give meaning to certain young people's lives.



## Part 2 – PREVENTION

The second part of this document sets out the basis of the proposed preventive actions. We will begin by explaining how high schools, and more specifically the various figures involved in the education community, play an essential role in preventing polarization. We will then identify the protection factors that must be promoted, developed and consolidated in prevention and awareness activities. Lastly, we will present the guiding principles and goals of preventive action against extremist violence.

Reminder: This guide is consistent with the following lines of prevention discussed in the 2015–2018 Government Action Plan, *La radicalisation au Québec : agir, prévenir, détecter et vivre-ensemble*, which was renewed until March 31, 2019.

- Preventing by striving to better understand the phenomenon, implementing awareness activities for students, and ensuring staff is trained;
- Coexisting in a way that promotes an inclusive society and organizing activities to combat bias and discrimination.

### THE ROLE OF THE INSTITUTION

Before implementing actions to prevent hate speech and extremist or stigmatizing attitudes, the educational institution must determine its capacity for action. School staff should identify the objectives of the intervention and supporting activities, while taking into account the specifics of the institution

(student body demographics, infrastructure, human resources, logistics, etc.). As previously mentioned, insofar as singling out individuals likely to be influenced by polarizing narratives based on their psychological, social and economic traits is simply not possible, high schools must shift their focus on universal prevention actions. This involves working with all young people before they go down a path that could cause them to engage in polarizing rhetoric and practices and take part in associated forms of verbal or physical violence.

Educational institutions must get students to develop the right aptitudes by acting at the vulnerability factor level (as defined on pages 10 and 11) and building on protection factors (as defined on pages 13 and 14). Many activities within the school itself already promote such aptitudes, fostering a protective environment for students from the outset. As long as it supports inclusion and togetherness, a universal prevention approach has the benefit of developing transferrable skills in students and targeting more than one form of social polarization.

The prevention activities proposed in this guide will help establish meaningful human connections that youth can rely on when times get hard. Concretely, the best option is to teach youth resilience skills and facilitate activities that will motivate them to get actively involved in society, while fostering a sense of belonging to their school and Quebec as a whole.



## Key roles of education professionals

Each person in the educational institution—including teachers, administrators, psychologists, psychoeducators, special education teachers, social workers and supervisors—has a role to play in preventing extremism leading to violence. These professionals must have a shared vision of the intervention and guiding principles behind it. This is why staff training can prove useful not only to raise awareness among the many professionals involved, but also to develop a cohesive and coordinated action plan. Moreover, depending on the high school's specific characteristics and connections with external parties, engaging parents, community partners or health and social services workers may prove beneficial.





## PROTECTION FACTORS AND APTITUDES TARGETED BY PREVENTIVE ACTIONS

According to researcher Michel Dorais, **prevention** is [translation] “a set of measures aimed at reducing the number (and therefore the frequency and probability) and severity (the extent or impact) of social problems experienced by a given population.”<sup>10</sup> It also involves “countering and minimizing risks [...] by enhancing what is likely to protect individuals [...] and changing behaviours deemed harmful in a number of ways.” (2017: 9–10). Therefore, the goal of preventive action is to develop the knowledge and attitudes needed to recognize problematic situations. The activities in this guide are designed from a universal prevention standpoint, meaning they reduce risk “BEFORE a problem occurs, by creating the conditions required to avoid it.” (Dorais, 2017: 10–11, capitalization by author).

Keep in mind that to be effective, prevention requires time and repeated action. That is why one-off activities without subsequent efforts can only be considered useful for raising awareness, rather than preventing issues.<sup>11</sup>

Below are **five protection factors and several aptitudes** related to the aforementioned vulnerability factors. These factors and skills can reduce the likelihood of youth repeating or falling victim to harmful behaviour.

<sup>10</sup> Dorais, M. (2017). “Prévenir, mais comment?” (French only), in Dorais, M. (dir.), *Prévenir*, Québec: Presses de l'Université Laval, pp. 5-74.

<sup>11</sup> Dorais, M. (2019). “Comprendre l'action préventive” (French only). Presentation at the symposium titled *Prévenir et évaluer l'impact des actions en milieu d'enseignement*. Collège de Rosemont, Montreal, April 17, 2019.

VULNERABILITY FACTORS	PROTECTION FACTORS	APTITUDES <sup>12</sup>
<b>1. Marginalized groups and identity uncertainty</b>	<b>Self-esteem</b> Recognizing one's own strengths, developing resilience strategies and coping skills, and managing stress and anxiety.	<ul style="list-style-type: none"> <li>Considering personal values and perceptions in relation to those of others.</li> <li>Thinking creatively to deal with uncertainty and adapt to various situations.</li> </ul>
<b>2. Media coverage of societal issues and stigmatization</b>	<b>Media literacy and resilience</b> Decoding, understanding and assessing various messages conveyed in texts and images, and finding ways to respond to bias and denigration.	<ul style="list-style-type: none"> <li>Using critical thinking to better process uncertainty and consider the facts through several lenses, taking into account multiple value systems.</li> <li>Leveraging information and adopting a rational approach to societal issues.</li> </ul>
<b>3. Reconciliation of individual identity and diversity</b>	<b>Social support</b> Counting on fulfilling friendships and relationships, getting social support and connecting with a nonviolent social circle.	<ul style="list-style-type: none"> <li>Communicating ideas, insights, questions and lines of thought appropriately.</li> <li>Managing emotions.</li> <li>Taking a critical look at different approaches.</li> </ul>
<b>4. Teaching-learning relationships and academic engagement</b>	<b>School climate<sup>13</sup></b> Maintaining a positive and friendly teacher-student relationship built on cooperation, sharing and self-assertion, and getting actively involved in academic activities.	<ul style="list-style-type: none"> <li>Managing emotions and recognizing one's individual characteristics.</li> <li>Communicating questions and concerns appropriately.</li> <li>Feeling a sense of belonging to the school community.</li> </ul>
<b>5. Search for meaning and involvement with extremist groups</b>	<b>Involvement in the community and in society</b> Fostering a stronger sense of belonging to the community and to society, and encouraging youth to partake in activities that not only support their community, but also make them feel like full-fledged members of society and valued, responsible citizens.	<ul style="list-style-type: none"> <li>Cooperating and developing social skills aligned with values such as empathy, self-assertion while respecting differences, and constructive openness to pluralism and nonviolence.</li> <li>Communicating appropriately.</li> <li>Coping with unexpected situations and new circumstances.</li> </ul>

<sup>12</sup> These aptitudes are based on the guide *Compétences transversales. Programme de formation de l'école québécoise. Enseignement secondaire*. [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/formation\\_jeunes/3-pfeq\\_chap3.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/3-pfeq_chap3.pdf) (French only), accessed on April 4, 2020.

<sup>13</sup> According to Noémie Baudoin and Benoît Galand, school climate comprises three dimensions: 1) relationships, 2) safety and 3) learning conditions. From Rousseau, Nadia and Gaëlle Espinosa (2018). *Le bien-être à l'école. Enjeux et stratégies gagnantes* (French only). Québec: Presses de l'Université du Québec.



## GUIDING PRINCIPLES FOR PREVENTION ACTIVITIES IN HIGH SCHOOLS

**Involving key professionals is central to prevention:** Since students and staff members are part of the solution, it is only relevant to include them in planned interventions.

**Everyone involved in the educational institution (students, teachers and other stakeholders) must be heard and represented:** It is crucial to ensure that all members of the school community are represented and able to express differing views without being judged.

**The proposed activities must engage skills such as critical thinking, problem solving and proper use of information.** Any teaching approach chosen must allow participants to challenge absolute truths and embrace uncertainty—the goal is to expose students to complex facts and paradoxical viewpoints without sparking confrontation.

**The plurality and diversity of opinions must be respected:** Activities must allow students to develop personal and social skills such as self-actualization, proper communication and openness to ethical dialogue. Hence, the activities implemented should encourage participants to respect multiple opinions in order to avoid a simplistic “us versus them” view. This essentially boils down to deconstructing polarizing narratives.

**Developing a strong sense of belonging is crucial:** For this reason, students should be given opportunities to establish meaningful connections based on inclusion, identify with positive reference groups and exchange with others to create a tightly knit social fabric.

**Giving staff members a space to hold discussions and obtain information is key:** All staff members must have access to reliable and verified information about polarization. Moreover, they should have opportunities to meet in designated spaces to share their experiences, concerns or needs.



### Goals of prevention activities

- 1) **Provide** spaces where different groups can express their identities and engage in dialogue.
- 2) **Propose** opportunities to develop a sense of belonging and find positive alternatives to engage with others.
- 3) **Present** ways to get involved in the fight against discrimination and ostracism.
- 4) **Work** on inclusion issues.
- 5) **Strengthen** the sense of belonging to Quebec society through citizen-led projects.
- 6) **Improve** critical thinking about social media content, international politics and the pressures of group dynamics.
- 7) **Develop** resilience strategies to deal with sensationalist messages and detect areas of vulnerability more effectively.
- 8) **Promote** dialogue on various forms of exclusion such as ostracism, stereotypes, discrimination, sociopolitical injustice and social inequality.



## Recommendations

**A) Hearing students out:** All students should be afforded a place and time to express themselves and share their views, feelings and reactions to given events. This recommendation is based on the premise that students are “experts” on their situation inside and outside the classroom. As such, they want to be heard and should be taken seriously.

**B) Portraying the school as a focal point:** School is a place where people from different socio-economic, ethnocultural and religious backgrounds converge. Teachers should increase the number of initiatives aimed at bridging the gaps between school community members (students and staff) and encouraging them to embrace diversity.

**C) Highlighting the fact that cultural groups and identity are ever-changing:** When people move between different cultural groups, they develop what might be called “identity flexibility.” Students’ affiliation groups should not be seen as closed silos. On the contrary, these groups should empower them to reach out to others. Movement between groups is a safeguard against extremism.

**D) Use the classroom as a focal point for action:** Teachers and stakeholders are very important role models for students. The classroom is a key area for intervention, and it should be given a central place in measures aimed at preventing polarization. Teachers must be well equipped to discuss sensitive topics and recognize the impact their words and lessons can have on certain students. Cultivating inclusion and promoting togetherness must be given top priority in the classroom.

# Part 3 – ACTIVITIES

The activities included in this section were tested by Montreal high school teachers and stakeholders in 2020. They successfully addressed the needs and expectations of students, teachers and stakeholders in the schools where the tests took place. These activities, which draw on a variety of existing practices in the education community, have been adapted with a view to preventing polarization.

## A FEW EXAMPLES OF THEMES

The following prevention and awareness activities can be applied to many themes. They were designed to help students collaboratively build knowledge by comparing and contrasting their respective insights, representations and ideas.<sup>14</sup> This approach promotes diversity by shifting the focus away from their own life experience.<sup>15</sup> Here is a list of themes:

- Identities (personal, social, cultural, religious and collective)
- Inclusion and togetherness
- Discrimination, racism, violence, ostracism and exclusion
- Political news and historical context
- Justice and injustice

- Media and social media
- Propaganda, critical discourse analysis and critical assessment of group dynamics
- Representation, authorities, voices and language
- Engagement and solidarity
- Behavioural competencies
- Self-esteem

## Navigating this guide






In this guide, you will find five preventive actions addressing the vulnerability factors and protection factors discussed above. The goal is to seek student input on violent extremism, deconstruct stereotypes, learn to respect differences, prevent isolation and marginalization, and foster inclusion. Each preventive action is followed by a project sheet and a sample activity on a specific theme. The project sheets are based on organizer comments and lessons learned from test activities.

<sup>14</sup> Kozanitis, A. (2005). *Les principaux courants théoriques de l'enseignement et de l'apprentissage : un point de vue historique*. Downloadable document available at <https://www.polymtl.ca/appui-pedagogique/ressources-pedagogiques/documents-consulter> (French only).

<sup>15</sup> More specifically, researchers and participating school staff have focused their reflections on social constructivism and interculturalism as teaching approaches.



The table below provides a summary of activities in Part 3 of this guide.

Quick reference	Vulnerability factors	Protection factors	Preventive action	Project sheet	Page	Sample activity	Page
	Teaching-learning relationships and academic engagement	School climate	Seeking student input on violent extremism	Understanding and recognizing the many faces of polarization	19	A play about polarization	22
						Youth Forum: Thinking Democracy Differently	26
	Media coverage of societal issues and stigmatization	Media literacy and resilience	Deconstructing stigma	Shattering stereotypes	34	Identifying messages in images	37
						The 30-second fact check	44
	Reconciliation of identity and diversity	Social support	Learning to respect differences	Respect in everyday life	47	Respect in relationships	50
	Search for meaning and involvement with extremist groups	Involvement in the community and in society	Preventing isolation and marginalization	Serving the community together	56	Building community ties through youth cooperatives	59
						Building community ties through sports competitions	66
	Marginalized groups and identity uncertainty	Self-esteem	Fostering inclusion	Let's talk about diversity	69	Black history in Quebec and Canada	72

# Presentation of activities

This section includes several activities first developed in one high school, then tested in six others schools.





# UNDERSTANDING AND RECOGNIZING THE MANY FACES OF POLARIZATION

Method	Target age group	Duration
Theatre performance, documentary or movie	15 to 17 years	120 to 180 minutes (spread over more than one session)

## BACKGROUND

News such as the Paris terrorist attacks in 2015, the Québec City and Christchurch mosque shootings in 2017 and 2019 respectively, and the van attack committed in 2018 by a member of the Involuntary Celibate (Incel) group in Toronto shows that violent extremism presents itself in many forms, with a host of possible causes and consequences. Given these circumstances, youth must be properly equipped to take a step back and critically consider the vast amount of information at their disposal, which is sometimes just one side of the story or reflects a controversial subjective view on a sensitive topic.

## SUMMARY

During this activity, students will watch a play, movie or documentary chosen to spark discussion on the different forms of extremism: its social, economic, religious and psychological causes, and its violent or nonviolent consequences. Live theatre, movies and documentaries are useful discussion tools, as they present true or fictional accounts of people who espoused extreme ideologies. Through actor performances, this activity provides a visible representation of emotions that youth experience in their lives.

## TEACHING OBJECTIVES

### General goal

Empowering students to better understand the intricacies of violent extremism by developing their analytical thinking.

### Specific goals

- Identify the various forms, causes and consequences of extremism leading to violence.
- Clarify concepts associated with the topic.
- Discuss the legality, legitimacy and acceptability of extremist ideologies.
- Engage students by getting them to help organize the activity.

## THEMES

- Extremism based on ethnic or racial considerations
- Extremism based on religious beliefs
- Extremism based on a social or political agenda
- Extremism based on gender considerations

## CROSS-CURRICULAR COMPETENCIES (QEP)

- Use information
- Exercise critical judgment
- Achieve his/her potential
- Solve problems
- Use creativity





## UNDERSTANDING AND RECOGNIZING THE MANY FACES OF POLARIZATION

### REQUIRED MATERIAL

- ☐ Television or computer with DVD player  
or
- ☐ Performance hall with sound and lighting equipment  
and
- ☐ One sheet of paper and pencil for each student

### RECOMMENDATIONS

- Certain theatre companies perform plays about radicalization, polarization or extremism for youth aged 15 to 17 years. You must contact these companies ahead of time to find out what they offer and at what cost.
- It is best to conduct a preparation workshop before the screening or performance to familiarize youth with key concepts.

### RESOURCES

#### Movies:

*(Suggestions pending approval)*

#### Documentaries:

*Your Last Walk in the Mosque* [2018] Canada. 50 min.

*Brésil : les nostalgiques de la dictature* [2019] France (French only), 12 min. (<http://www.les-docus.com/bresil-les-nostalgiques-de-la-dictature/>)

*Néo-fascistes, populistes: faut-il en avoir peur?* [2018] France (French only), 80 min. (<http://www.les-docus.com/neo-fascistes-populistes-faut-il-en-avoir-peur/>)

*Charlottesville: Race and Terror* [2017] Vice-News. United States. 22 min.

*The Antifascists* [2017] Sweden. 75 min. (<https://www.youtube.com/watch?v=XYHnd4boUoM>)

*T'es où Youssef?* [2017] Quebec (French only), 82 min.

*The Glass Ceiling* [1992] Quebec. 27 min. ([https://www.nfb.ca/film/glass\\_ceiling/](https://www.nfb.ca/film/glass_ceiling/))

#### Plays:

*Qui a tué Freebird?* [2018] Quebec (French only), 50 min.

*Embrigadés (Us Before Them)* [2018] Quebec. 60 min.



## 1. A PLAY ABOUT POLARIZATION

Method	Target age group	Duration
Theatre performance	15 to 17 years	180 minutes (spread across 3 sessions)
<b>Background</b>	Theatre is an effective medium to portray reality and spark reflection on current social and political issues. It allows students to explore different types of violent extremism.	
<b>Teaching objectives</b>	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>→ Identify various forms of polarization, vulnerability and violent extremism;</li> <li>→ Understand how people are affected by hurtful words and gestures;</li> <li>→ Take a thoughtful stance on the legality, legitimacy and acceptability of ideologies.</li> </ul>	
<b>Theme</b>	Violent extremism based on religious, racial and political considerations	
<b>Required material</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Performance hall (with sound and lighting equipment)</li> <li><input type="checkbox"/> One activity assessment grid for each student</li> <li><input type="checkbox"/> One pencil and sheet of paper for each student</li> </ul>	
<b>Resources</b>	<p><b>Collectif Les Pentures</b> Source: <a href="https://lespentures.wordpress.com/embrigades/">https://lespentures.wordpress.com/embrigades/</a> (French only)</p> <p><b>Centre for the Prevention of Radicalization Leading to Violence</b> Source: <a href="https://info-radical.org/en/prevention-en/prevention-activities/">https://info-radical.org/en/prevention-en/prevention-activities/</a></p>	

## TEACHING CONTEXT BEFORE THE ACTIVITY

<b>Why this activity?</b>	Theatre places more emphasis on characters, so it may be a better option than movies or documentaries to illustrate the complex series of events leading up to violent extremism.
<b>Considerations</b>	<ul style="list-style-type: none"> <li>→ As they cannot always tell the difference between the actor and their character, some students may react negatively to certain scenes or lines. Remind them that actors are simply playing a role.</li> <li>→ The activity does not take place in the classroom, but in an amphitheatre. Students may be tempted to chatter, which is distracting for performers. For this reason, several school staff members must be present to ensure students behave properly during the activity.</li> </ul>
<b>Teaching approach</b>	<ul style="list-style-type: none"> <li>→ A prior workshop will be given in every Secondary IV class to introduce the play and familiarize students with the topic and key concepts and ideas.</li> <li>→ Facilitators should plan some time after the play to discuss the story and identify the factors contributing to violent extremism.</li> </ul>

<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ You can refer to the teaching guide <i>Vivre ensemble</i>. Aborder les sujets sensibles avec les élèves (French only) to prepare for a discussion with youth on violent extremism and associated ideologies.</li> <li>→ Feel free to reach out to specialized school staff for help.</li> <li>→ Hiring a theatre company can be expensive. Therefore, you should plan ahead and seek out sponsors for your event (international cooperation organizations, government officials, school boards, municipalities, etc.).</li> </ul>
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## TEACHING CONTEXT DURING THE ACTIVITY

<b>Presentation of the activity</b>	<ul style="list-style-type: none"> <li>→ For good measure, make sure the students attended a one-hour preparatory workshop before the performance. Familiarize the students with relevant concepts such as extremism, extremist violence, polarization and radicalism. Provide some examples and read the play synopsis aloud.</li> <li>→ You should warn students that the play deals with some violent topics and may include offensive language. Feel free to give students the opportunity to sit out the activity if it makes them feel uncomfortable (due to past traumas or if they are highly sensitive, for example). Should this be the case, refer the student to a counselor to discuss the issue.</li> <li>→ Announce that the play will last 60 minutes and be followed by one hour of discussion.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>→ The preparatory workshop will prepare students for the questions and discussion period after the performance.</li> </ul>
<b>Plenary session</b>	<ul style="list-style-type: none"> <li>→ Participating students will gather in the school amphitheatre to watch the play.</li> <li>→ Take a few minutes to remind students about the theme of the play and instruct them on how to behave during the live performance.</li> <li>→ It would be worthwhile for staff members involved with the students to watch the theatre company's play as well.</li> </ul>
<b>Useful tips</b>	You can invite support staff to get involved in the activity.

## TEACHING CONTEXT AFTER THE ACTIVITY. CONSOLIDATION

<b>Activity recap</b>	Initiate a discussion with students on the play they just saw. Make sure they understood the story and ask them to identify violent extremism factors in the characters' storylines.
<b>Activity assessment</b>	You can ask students for feedback on the activity using the assessment grid in the appendix.
<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ Take the opportunity to involve actors in the discussion.</li> <li>→ If you are using the assessment grid below, you can print out copies for the students and hand them out to participating classes.</li> </ul>





## APPENDIX 1: ACTIVITY ASSESSMENT GRID

<b>Did you enjoy this activity?</b> (Circle the emoji that best reflects how you feel)					
<b>A play is a good way to start a discussion on violent extremism.</b>	Totally agree	Somewhat agree	I don't know / prefer not to say.	Somewhat disagree	Totally disagree
<b>What did you like best about this activity?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>				
<b>What did you like least about this activity?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>				
<b>Did the subject matter of the play and discussion make you feel uncomfortable? If so, why? Would you like to talk about it with someone?</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
<b>What would you do if you heard someone use extremist language?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>				
<b>Do you feel better equipped to understand and respond to polarizing or stigmatizing language and narratives?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>				
<b>Would you recommend this activity to your peers?</b>	Yes	No	Maybe		



## 2. YOUTH FORUM: THINKING DEMOCRACY DIFFERENTLY<sup>16</sup>

Target age group	Duration
Secondary V Ethics and Religious Culture students	From January to April each year
<b>Background</b>	<p>→ Across the globe, we have witnessed cases of youth becoming radicalized and engaging in various forms of violent extremism. Although it affects only a small minority of youth, this alarming phenomenon poses a real threat to our democratic societies. Beyond the legitimate safety concerns at hand, long-term efforts are required to educate young citizens on the matter.</p> <p>→ The <i>Forum Jeunesse: Penser la démocratie autrement</i> (Youth Forum: Thinking Democracy Differently) will encourage youth to take a critical look at various situations that are directly or indirectly associated with radicalization and violent extremism (social polarization, lack of tolerance, etc.). This in-class civic discussion, which is geared toward college philosophy students and those taking the Secondary V Ethics and Religious Culture course, aims to raise awareness about current democratic issues in our society and abroad.</p>
<b>Teaching objectives</b>	<p>→ In keeping with the prerogatives of each level of education, the Youth Forum ties into the Secondary V Ethics and Religious Culture course given in high schools. Its purpose is to cultivate dialogue and ethical reflection skills in youth, while preventing social polarization and developing a sense of togetherness in high schools.</p> <p>→ After engaging in reflection with their teachers, students will be invited to a Youth Forum. Working together across education levels, students will prepare to take a public stand together on a determined issue with their teachers' support. We strongly believe that through ethical reflection and dialogue, students will make a big leap in their training as young citizens, as they form their own opinion on the assigned ethical and political issue.</p>
<b>Theme</b>	<p>→ The Forum theme is determined each year by participating teachers.</p> <p>→ The theme of the 2020 edition was: "Is there still a place for dreamers in this day and age?"</p>

<sup>16</sup> @Benoît Mercier, Pierre-Olivier Bois and Pierre Desprès (Collège Montmorency).



### Method

- During winter semester each year (from January to April), philosophy and Secondary V Ethics and Religious Culture teachers will weave the chosen theme into their curriculum. Partner institutions of the project (mainly the PÉS group, OSR and Collège Montmorency) offer a set of teaching tools (<https://info-radical.org/en/>) for participating teachers, who are free to use them as they wish during sessions dedicated to the theme and for academic assessment purposes.
- Public lectures on the annual theme will be given in participating colleges and high schools during the same winter semester. The Forum coordinator will invite speakers and ensure these activities run smoothly.
- In class, teachers will invite students showing the most interest to take part in the annual *Forum jeunesse: Penser la démocratie autrement* event held in April at Collège Montmorency.
- In partnership with the Collège Montmorency management team, the coordinator will ensure the civic debates run smoothly all day.

### Required resources

- Conference rooms and related equipment for a series of lectures in general and vocational colleges and high schools
- Recording studio (Cégep Montmorency) to record the videos mentioned in the set of teaching tools
- Facilities and equipment required to hold a day of debates at Collège Montmorency

### People involved

- Public speakers and panellists (number may vary based on the number of lectures scheduled at each Forum edition). For the most part, speakers will come from academia.
- Facilitators to guide debates at the Youth Forum. These will be students from Université Laval's Philosophy for Children program.
- Writers contributing to the set of teaching tools, who are mainly from OSR and the PÉS group.
- Students and teachers from the food service management program at Collège Montmorency, who will prepare and serve meals during the Youth Forum.
- Film department students and teacher for video production.
- Philosophy teacher from Collège Montmorency who will act as the Forum coordinator.



## TEACHING CONTEXT BEFORE THE ACTIVITY

<b>Why this activity?</b>	This annual activity will provide various platforms (classroom, lectures and Youth Forum) where students can discuss current ethical and political issues and reflect on various aspects of political violence (lack of tolerance, social polarization, etc.) in our society.
<b>Considerations</b>	Develop high school students' civic awareness as they speak up as young citizens.
<b>Teaching approach</b>	<ul style="list-style-type: none"> <li>→ Teachers will organize debates in class.</li> <li>→ Students will attend public lectures to open their eyes to new perspectives on a given theme.</li> <li>→ The Youth Forum will involve a day of debates where participants will be in charge of the topics discussed.</li> </ul>
<b>Useful tips</b>	

## TEACHING CONTEXT DURING THE ACTIVITY

<b>Presentation of the activity</b>	<ul style="list-style-type: none"> <li>→ The <i>Forum jeunesse. Penser la démocratie autrement</i><sup>17</sup> (Youth Forum: Thinking Democracy Differently) is an annual event where Secondary V and college students can debate on a specific theme for an entire day.</li> <li>→ The three past editions of the Youth Forum brought together students from most participating institutions. About 70 to 90 students attend the Forum each year with their teachers.</li> </ul>
<b>Format</b>	To be determined
<b>Plenary session</b>	<ul style="list-style-type: none"> <li>→ Students will deliberate in small groups. They will take a stand on a number of issues and present their conclusions during the plenary session. At the end of the day, participants will unanimously agree on a set of proposals. Depending on how the Forum unfolds, these proposals can be presented to elected officials, political representatives, etc.</li> </ul>
<b>Useful tips</b>	To be determined

## TEACHING CONTEXT AFTER THE ACTIVITY. CONSOLIDATION

<b>Activity recap</b>	Once a year, the coordinator and heads of organizations affiliated with the Forum (OSR, PÉS and Collège Montmorency) prepare a detailed review of the various Youth Forum components (set of teaching tools, lectures and Forum day). This review is submitted to the Collège Montmorency management team.
<b>Activity assessment</b>	See the assessment grid in the Appendices below.
<b>Useful tips</b>	To be determined

<sup>17</sup> <https://www.cmontmorency.qc.ca/etudiants/vie-etudiante/evenements/forum-jeunesse-penser-la-democratie-autrement/>



# SHATTERING STEREOTYPES

## Method

Analyzing images, texts or videos

## Target age group

13 to 17 years

## Duration

Three 75-minute sessions

## BACKGROUND

Public discussion spaces are filled with biases and stigmatizing language about certain social groups, including women, Muslims, immigrants, homosexuals, Indigenous peoples, and individuals experiencing poverty. These reductionist and scornful narratives are risk factors because they increase polarization within society, increase the tendency to withdraw from others, and push victims to engage in radical or violent practices and behaviour. Youth can fall victim to such polarizing narratives as members of a marginalized group or internalize them and repeat the pattern. This tendency to be influenced by stigmatizing discourse and see social realities as black and white can be amplified by a lack of critical thinking due to immaturity. Hence, increasing or developing critical reasoning in individuals helps prevent violent extremism.

## SUMMARY

This critical thinking exercise may require one or more sessions. Working alone or in groups, students will be asked to analyze an image, a text or a video to identify and deconstruct problematic elements that prevent people from living together harmoniously (e.g., stereotypes, biases, exaggerated or reductionist views).

## TEACHING OBJECTIVES

### General goal

Empower youth to recognize and qualify simplistic or stigmatizing narratives.

### Specific goals

- Develop the ability to identify stigmatizing content.
- Develop the ability to deconstruct stigmatizing narratives.
- Promote dialogue and collaboration.

## THEMES

This activity is designed to break down simplistic and stigmatizing narratives about the following groups:

- Immigrants and foreigners
- Women
- Visible, ethnic and religious minorities
- Sexual minorities (LGBTQ+)
- Youth or students
- People experiencing poverty
- Others

## CROSS-CURRICULAR COMPETENCIES (QEP)

- Use information
- Exercise critical judgment
- Cooperate
- Communicating appropriately.



## SHATTERING STEREOTYPES

### REQUIRED MATERIAL

- ☐ A computer and projector to present the video or image to be analyzed
- or
- ☐ One colour-printed handout per student of the image or text to be analyzed
- and
- ☐ One question matrix per student (see appendix)
- ☐ One activity assessment grid for each student (see appendix)
- ☐ One sheet of paper and pencil for each student

### RECOMMENDATIONS

- Do a trial run of the activity once with the entire class, then let the students repeat the exercise on their own or in smaller groups.
- Focus on teamwork to promote the exchange and convergence of ideas.

### RESOURCES

#### **Vivre ensemble. Aborder les sujets sensibles avec les élèves (Togetherness: Discussing sensitive topics with students).**

Theme: Togetherness, diversity

Authors: The Commission scolaire Marguerite-Bourgeoys and the Centre d'intervention pédagogique en contexte de diversité

Source: [https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB\\_-Guide\\_sujets-sensibles\\_final..pdf](https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB_-Guide_sujets-sensibles_final..pdf) (French only)

#### **Quand le voile est pris dans une bulle (The burqa in comic books)**

Theme: Religious stereotypes

Author: Francis Desharnais

Source: <http://valerieamiriaux.com/actualite/burquette-quand-le-voile-est-pris-dans-une-bulle/> (French only)

Francis Desharnais, Burquette, [https://www.nfb.ca/interactive/burquette\\_en/](https://www.nfb.ca/interactive/burquette_en/)

#### **A Human Rights-Based Approach to Education for All**

Theme: Equal rights

Authors: United Nations Children's Fund / United Nations Educational, Scientific and Cultural Organization

Source: <https://unesdoc.unesco.org/ark:/48223/pf0000154861>

#### **QuébécoisEs, musulmanEs et après? (Muslims in Quebec: So what?)**

Theme: Togetherness, Islamophobia

Authors: Centre Justice et Foi teaching platform

Source: <https://cjf.qc.ca/vivre-ensemble/plateforme-pedagogique/> (French only)

#### **Récit National, Univers social (National narrative, social universe)**

Theme: Gender equality

Author: Ministère de l'Éducation, du loisir et du sport and Commission scolaire de la Pointe-de-l'Île

Source: <http://www.recitus.qc.ca/sae/secondaire/femmes>

#### **Persévérer dans l'égalité. Guide sur l'égalité filles – garçons et la persévérance scolaire (Persevering through equality: A guide to gender equality and school retention)**

Theme: Gender equality

Authors: Complice – Persévérance scolaire Gaspésie – Les Îles and Montreal Hooked on School

Source: [https://www.reseaeussitemontreal.ca/wp-content/uploads/2018/10/Perseverer\\_dans\\_l\\_egalite.pdf](https://www.reseaeussitemontreal.ca/wp-content/uploads/2018/10/Perseverer_dans_l_egalite.pdf) (French only)

#### **Canadian Diversity/Diversité Canadienne**

Theme: Training and experience of professional educators in Ontario and Quebec

Authors: OFDE and CEETUM

Source: [https://www.elodil.umontreal.ca/fileadmin/documents/Articles\\_et\\_Documentation/Autres\\_references/Articles-Scientifiques/Diversite-canadienne-2015-171.pdf](https://www.elodil.umontreal.ca/fileadmin/documents/Articles_et_Documentation/Autres_references/Articles-Scientifiques/Diversite-canadienne-2015-171.pdf)



## 1. IDENTIFYING MESSAGES IN IMAGES

Method	Target age group	Duration
Analyzing images	13 to 15 years	Three 75-minute sessions
<b>Background</b>	Images are all but neutral and serve to convey messages. We sometimes see stereotypes and biases toward certain social groups in images such as photographs, drawings, caricatures, comics, Japanese anime and video games.	
<b>Teaching objectives</b>	<p>At the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>→ Assess information conveyed through images;</li> <li>→ Identify stigmatizing content;</li> <li>→ Deconstruct biases and stereotypes.</li> </ul>	
<b>Theme</b>	Xenophobia	
<b>Material</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Two images containing a xenophobic message</li> <li><input type="checkbox"/> A computer and projector to show the images on the board</li> <li><input type="checkbox"/> One question matrix per student (Appendix 1)</li> <li><input type="checkbox"/> One activity assessment grid for each student (Appendix 2)</li> <li><input type="checkbox"/> One sheet of paper and pencil for each student</li> </ul>	
<b>Resources</b>	<p><b>Comprendre pour mieux agir. La radicalisation menant à la violence chez les jeunes. La radicalisation menant à la violence chez les jeunes. Guide à l'intention du personnel scolaire (Effective action through understanding. Radicalization leading to violence in youth. Guide for school staff)</b></p> <p>Theme: Radicalization leading to violence</p> <p>Authors: Geneviève Audet (Université du Québec à Montréal and Sherpa), Réginald Fleury (pedagogical advisor in intercultural education) and Cécile Rousseau (McGill University and Sherpa)</p> <p>Source: <a href="http://sherpa-recherche.com/wp-content/uploads/Guide-La-radicalisation-menant-%C3%A0-la-violence-chez-le-jeunes.pdf">http://sherpa-recherche.com/wp-content/uploads/Guide-La-radicalisation-menant-%C3%A0-la-violence-chez-le-jeunes.pdf</a> (French only)</p> <p><b>Répertoire de ressources. Annexe aux modules de formation « Comprendre pour mieux prévenir : la radicalisation violente chez les jeunes » (Resource directory. Appendix to the training modules entitled “Effective prevention through understanding: violent radicalization among youth”)</b></p> <p>Theme: Violent radicalization</p> <p>Authors: RAPPWS</p> <p>Source: <a href="http://sherpa-recherche.com/wp-content/uploads/Guide-ressourcesSHERPA-RAPS.pdf">http://sherpa-recherche.com/wp-content/uploads/Guide-ressourcesSHERPA-RAPS.pdf</a> (French only)</p>	



## TEACHING CONTEXT BEFORE THE ACTIVITY

<b>Why this activity?</b>	Working with images is an effective way to capture the attention of younger high school students.
<b>Considerations</b>	<ul style="list-style-type: none"> <li>→ Choose two images suited to the grade level of your students.</li> <li>→ Some images may offend certain youth. Keep this in mind when choosing images and give the students a trigger warning.</li> <li>→ Some students could agree with simplistic, polarizing and stigmatizing content. Feel free to intervene tactfully when they make problematic comments, without discouraging other students from expressing themselves and participating in the activity. You should be prepared in case this happens.</li> </ul>
<b>Teaching approach</b>	<ul style="list-style-type: none"> <li>→ You can apply strategic teaching principles such as modelling, guided exercise and individual exercise.</li> <li>→ To help generate discussion, images should have a connection to students' everyday lives.</li> <li>→ Feel free to enlist the support of school social workers for this activity.</li> </ul>
<b>Useful tips</b>	We recommend projecting the image on the board so the entire class can see it.

## TEACHING CONTEXT DURING THE ACTIVITY

<b>Presentation and format (Part 1)</b>	<ul style="list-style-type: none"> <li>→ Schedule time to explain instructions and expectations.</li> <li>→ Project the first image on the board.</li> <li>→ Following the steps in the matrix from Appendix 1, ask students to answer the image analysis questions out loud (description, message, author and recipient).</li> </ul>
<b>Guided group practice (Part 2)</b>	<ul style="list-style-type: none"> <li>→ Divide the class into several groups.</li> <li>→ Project the second image on the board for the duration of the activity.</li> <li>→ Assign different parts of the question matrix to each group. One group will describe the image while the others respectively identify the author, the message conveyed in the image and the way this message is received.</li> <li>→ Once this is done, mix up the groups so that each includes a student who described the image, one who identified and analyzed the author, one who focused on the message, and another who looked at how the message is received. Students in each group will share and discuss their answers.</li> <li>→ Ask each group to present their results to the class.</li> </ul>
<b>Individual exercise (Part 3)</b>	<ul style="list-style-type: none"> <li>→ Ask the students to find an image and analyze it at home, using the question matrix to explain how it carries stigma and bias.</li> <li>→ In class, get each student to present their image and analysis to their classmates.</li> <li>→ Discuss the images and analyses with the students.</li> </ul>
<b>Useful tips</b>	Arrange tables and chairs so that students can work in groups.



## TEACHING CONTEXT AFTER THE ACTIVITY. CONSOLIDATION

<b>Activity recap</b>	<ul style="list-style-type: none"> <li>→ Review the concepts discussed during the activity.</li> <li>→ Ask students about their takeaways from this activity.</li> <li>→ Make sure the activity goals have been achieved.</li> </ul>
<b>Validating key learnings</b>	Ask students what they think about the activity by answering the questions in the assessment grid (Appendix 2).

**APPENDIX 1: QUESTION MATRIX****IMAGE**

1. *Describe the image:*

1.1 What type of image is it? (Photograph, drawing, painting, poster, etc.)

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1.2 What's in the image? (People, colours, setting, scenery, etc.)

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1.3 Does the image contain text? If so, what does it say?

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**AUTHOR**

2. *Identify who shared the information:*

2.1 Is the author an established individual or organization?

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2.2 Who is behind this information? Are the author's name, position and contact details provided, along with the name of the organization they work for?

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**MESSAGE**

3. *Ask yourself what is being communicated:*

3.1 What is the topic?

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3.2 What message does the image intend to convey?

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3.3 Does the image make sense without the text?

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---

4. *Ask yourself why this information is being disseminated:*

When was the image created and/or disseminated?

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4.1 Who is the target audience for this image?

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4.2 Is the image disseminated for advertising, informational, scientific, political, electoral or entertainment purposes?

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## RECIPIENT

5. *In what way is the message reductionist?*

5.1 What information strikes you as plausible? True? False?

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5.2 Which part of the document is reductionist or seems to convey a bias? Why do you consider it reductionist?

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5.3 How might the content be stigmatizing? Which argument(s) can you make to nuance or counter its reductionist quality?

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6. *Describe how you feel when you see this image:*

6.1 What impression(s) do you get from this image?

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6.2 Can it affect or hurt people? Why?

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## APPENDIX 2: ACTIVITY ASSESSMENT GRID

<p><b>Did you enjoy this activity?</b> (Circle the emoji that best reflects how you feel)</p>	<div style="display: flex; justify-content: space-around; align-items: center;">     </div>		
<p><b>What did you like best about it?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p><b>What did you like least about it?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p><b>Did the subject matter in the image make you uncomfortable? If so, why?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p><b>If one of your friends were to share an image like the ones you analyzed in class, what would you do?</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p><b>Would you recommend this activity to your peers?</b></p>	<p>Yes</p>	<p>No</p>	<p>Maybe</p>

## 2. THE 30-SECOND FACT CHECK<sup>18</sup>

Target age group	Duration
Secondary Cycle II	1 hour
<b>Background</b>	With information circulating at lightning speed on social media and the Web, there is a pressing need to provide young people with the necessary tools to distinguish truth from falsehood and counter misinformation.
<b>Teaching objectives</b>	Develop critical thinking skills, analyze information, learn to recognize news sources, and determine whether a piece of information is credible and reliable.
<b>Theme</b>	Misinformation
<b>Method</b>	Workshop led by a journalist from the Fédération professionnelle des journalistes du Québec.
<b>Required material</b>	<input type="checkbox"/> Laptop computer and monitor
<b>Resources</b>	1 journalist

### TEACHING CONTEXT BEFORE THE ACTIVITY

<b>Why this activity?</b>	This activity will help students develop critical thinking skills, learn to identify news sources and better understand how media outlets work.
<b>Considerations</b>	Engage students using examples pulled from current events. Help them understand what journalism and quality information are all about.
<b>Teaching approach</b>	Workshop led by a professional journalist and featuring a PowerPoint presentation validated by the Fédération professionnelle des journalistes du Québec's 30-second fact check project team.
<b>Useful tips</b>	The journalist must contact the teacher in advance to establish the length of the workshop and the main topics that will be covered. The journalist can then adjust their workshop accordingly.

<sup>18</sup> @Fédération professionnelle des journalistes du Québec.



## TEACHING CONTEXT DURING THE ACTIVITY

<b>Presentation of the activity</b>	Workshop given by a journalist using PowerPoint slides.
<b>Format</b>	The PowerPoint presentation must contain many examples to help present the content effectively.
<b>Plenary session</b>	Question period with students after or during the session. To be determined with the teacher.
<b>Useful tips</b>	Facilitate exchanges among students.



## TEACHING CONTEXT AFTER THE ACTIVITY. CONSOLIDATION

<b>Activity recap</b>	Additional sheets for teachers from the <a href="https://30secondes.org">30secondes.org</a> website.
<b>Activity assessment</b>	Survey for the teacher and journalist.
<b>Useful tips</b>	Do the exercises provided in the additional sheets.





## APPENDIX 2: ACTIVITY ASSESSMENT GRID

<b>Did you enjoy this activity?</b> (Circle the emoji that best reflects how you feel)	   		
<b>What did you like best about it?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>		
<b>What did you like least about it?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Did the content make you uncomfortable? If so, why?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>		
<b>If one of your friends were to share fake news similar to what you analyzed in class, what would you do?</b>	<hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Would you recommend this activity to your peers?</b>	Yes	No	Maybe



# RESPECT IN EVERYDAY LIFE

## Method

Scenarios; analysis of current events; images; forum theatre; improvisations based on situations experienced at school

## Target age group

14 to 17 years

## Duration

50 minutes

## BACKGROUND

Differences in opinion are part of the fabric of democracy. Conflicting ideas are therefore not uncommon. However, when emotional and social tensions escalate, things can get out of hand. This polarization of opinions in society can lead to violence when taken to the extreme. Hence, it is important to talk to students about the sensitive issues that affect their daily lives and instill in them certain values, such as respect, equality and inclusion.

## SUMMARY

For this activity, a small group of students and a few teaching staff members will work together to tackle a theme related to respect for others and equality. The activity will be based on a theme that the organizers will have determined in advance.

## TEACHING OBJECTIVES

### General goal

Develop awareness of differences

### Specific goals

- Provide students with a safe, respectful space to exchange ideas and express themselves.
- Encourage students to think about respect for others;
- Build trust between the adults and students at school.

## THEMES

- Relationships and gender equality
- Online harassment and cyberbullying
- Discrimination and racism in everyday life
- Video games, sexism and violence
- Humour, stereotypes and bias

## CROSS-CURRICULAR COMPETENCIES (QEP)

- Exercise critical judgment
- Achieve his/her potential
- Communicate appropriately



## RESPECT IN EVERYDAY LIFE

### MATERIAL

- ☐ May vary according to the chosen method (scenario printouts, images, etc.)
- ☐ One activity assessment grid for each student (Appendix 2)

### RECOMMENDATIONS

- Focus on discussions conducive to exchanges and converging ideas.
- Involve adults based on the discussion topics selected. These may be specialized education technicians, youth workers in addiction prevention, social workers, sexologists, psychologists, psychoeducators or even spiritual life and community involvement facilitators.
- Select topics that are interesting and relevant to youth, always bearing in mind that the purpose of the activity is to get participants to let their walls down by exposing them to other people's stories.
- Feel free to encourage students and staff to submit ideas for topics to be discussed in the conversation at the beginning of each step.
- Promote the activity to students using booths, flyers, posters, intercom announcements, word-of-mouth, etc.
- Assess participants' satisfaction after each activity and adjust the next discussion activity based on the feedback received.

### RESOURCES

**Comprendre pour mieux agir. La radicalisation menant à la violence chez les jeunes. Guide à l'intention du personnel scolaire (Effective action through understanding. Radicalization leading to violence in youth. Guide for school staff)**

Theme: Radicalization leading to violence

Authors: Geneviève Audet (Université du Québec à Montréal and Sherpa), Réginald Fleury (pedagogical advisor in intercultural education) and Cécile Rousseau (McGill University and Sherpa)

Source: <http://sherpa-recherche.com/wp-content/uploads/Guide-La-radicalisation-menant-%C3%A0-la-violence-chez-le-jeunes.pdf> (French only)

**Répertoire de ressources. Annexe aux modules de formation « Comprendre pour mieux prévenir : la radicalisation violente chez les jeunes » (Resource directory. Appendix to the training modules entitled "Effective prevention through understanding: violent radicalization among youth")**

Theme: Violent radicalization

Authors: RAPS

Source: <http://sherpa-recherche.com/wp-content/uploads/Guide-ressourcesSHERPA-RAPS.pdf> (French only)



## RESPECT IN RELATIONSHIPS

Method	Target age group	Duration
Scenarios (see examples in Appendix 1)	14 to 17 years	50 minutes
<b>Background</b>	<p>The December 1989 shootings at Polytechnique Montréal and the 2018 van attack in Toronto by a member of the misogynistic, male supremacist Involuntary Celibate group are proof that Canada is not immune to violence against women. As the #MeToo movement reminded us in 2018-2019, the media coverage of these tragedies tends to mask the more subtle forms of violence (verbal, psychological and physical) perpetrated against women and sexual minorities (gays, lesbians, transgender people, etc.) in all areas of everyday life.</p>	
<b>Teaching objectives</b>	<p>At the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>→ Promote values and attitudes based on respect and gender equality;</li> <li>→ Recognize and prevent intolerant discourse and violent behaviour;</li> <li>→ Recognize if they are victims of gender-based violence.</li> </ul>	
<b>Theme</b>	Equality in gender relations	
<b>Material</b>	No specific material required	
<b>Resources</b>	<p><b>Vivre ensemble. Aborder les sujets sensibles avec les élèves (Togetherness: Discussing sensitive topics with students).</b></p> <p>Theme: Togetherness, diversity</p> <p>Authors: The Commission scolaire Marguerite-Bourgeoys and the Centre d'intervention pédagogique en contexte de diversité</p> <p>Source: <a href="https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB_-Guide_sujets-sensibles_final..pdf">https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB_-Guide_sujets-sensibles_final..pdf</a> (French only)</p> <p><b>Mener des groupes de parole en contexte scolaire (Leading support groups in schools). A guide for teachers and professionals</b></p> <p>Theme: Intervention in schools</p> <p>Authors: The Commission scolaire Marguerite-Bourgeoys, the Centre d'intervention pédagogique en contexte de diversité and the Université de Montréal</p> <p>Source: <a href="http://sherpa-recherche.com/wp-content/uploads/Mener-des-groupes-de-parole-en-contexte-scolaire.pdf">http://sherpa-recherche.com/wp-content/uploads/Mener-des-groupes-de-parole-en-contexte-scolaire.pdf</a> (French only)</p>	





## TEACHING CONTEXT BEFORE THE ACTIVITY

<b>Why this activity?</b>	Scenarios allow students to experience situations they may encounter in every-day life and are a great way to get a discussion going.
<b>Teaching considerations</b>	<ul style="list-style-type: none"> <li>→ Create scenarios based on situations youth experience in real life. See Appendix 1 for examples.</li> <li>→ Bear in mind that these scenarios may be upsetting to some students.</li> <li>→ Some may not approach certain situations in a serious manner.</li> <li>→ Students may be reluctant to share their opinions, which is why it's important to create an environment conducive to dialogue.</li> </ul>
<b>Teaching approach</b>	<ul style="list-style-type: none"> <li>→ For optimal results, no more than 15 students should take part in the activity to ensure that everyone has a chance to express themselves in a calm atmosphere.</li> <li>→ Students are encouraged to make choices and justify them.</li> <li>→ The activity can take place over one or more sessions, at your discretion. Each workshop should address only one aspect of gender relations.</li> </ul>
<b>Useful tips</b>	You can involve students by setting up a suggestion box to inspire them to come up with scenarios for the activity.

## TEACHING CONTEXT DURING THE ACTIVITY

<b>Presentation of the activity</b>	Provide instructions and explain what is expected, emphasizing the importance of tolerance, listening and respect for others.
<b>Format</b>	<ul style="list-style-type: none"> <li>→ One of the adults in charge will present a scenario as an example and describe the activity's main steps.</li> <li>→ Each of the scenarios must describe a fictional but concrete example of a problematic or even toxic gender relation.</li> </ul>
<b>Group work</b>	<ul style="list-style-type: none"> <li>→ Hand out the scenarios to the students.</li> <li>→ Each scenario must be read out loud and followed by a discussion.</li> <li>→ Ask the students to make connections between the scenario and examples from their daily lives.</li> <li>→ Make sure students understand the values involved.</li> </ul>
<b>Plenary session</b>	Ask the students questions to discuss the following topics as a group: trust, control, verbal and physical abuse, pressure and harassment, honesty, support, miscommunication, respect, humiliation, and sexual orientation.

<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ Set the rules for respectful dialogue from the outset, and do not hesitate to reiterate them.</li> <li>→ Consider arranging the chairs in a circle, which is more conducive to discussion than the usual arrangement in rows.</li> <li>→ Present the scenarios dynamically. For example, you could write them on a giant cube and have the students take turns to throw it and read the situation that comes up. You could also write them down, put them in a box and ask each student to choose one at random.</li> <li>→ Provide the students with a safe, respectful space to exchange ideas and express themselves.</li> </ul>
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## TEACHING CONTEXT AFTER THE ACTIVITY. CONSOLIDATION

<b>Activity recap</b>	<ul style="list-style-type: none"> <li>→ Go over the values discussed during the activity.</li> <li>→ Discuss with the students what they learned from the activity.</li> </ul>
<b>Activity assessment</b>	<ul style="list-style-type: none"> <li>→ Invite the students to define the values covered in the scenarios.</li> <li>→ Ask the students to assess the activity (Appendix 2).</li> </ul>
<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ Break down the concepts being discussed in a playful way.</li> <li>→ Invite students to assess the characters' attitudes by identifying positive and negative points.</li> </ul>



## APPENDIX 1: EXAMPLES OF SCENARIOS

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### Scenario 1

Laura and William have been dating for three months. They met at a party with friends and have been inseparable ever since. William isn't particularly fond of Laura's friends. In fact, he often feels very intimidated by their strong feminist views. He believes that women should support men, not compete against them. To avoid arguments with William, Laura starts seeing her friends less and less frequently, until she cuts all ties with them. Her self-confidence dwindles, and she ends up believing that William is right in his opinions.

**Topics:**

- Power dynamic: William pushes his views on Laura.
- Control: William decides whom Laura can spend time with.
- Verbal abuse and symbolic violence: William's idea of women's roles is dangerous for Laura.

**Possible answers:**

- Laura should confront William and tell him that his criticism of feminist ideas is unfounded, but defend him in front of her friends.
  - Laura should confront William and break up with him.
  - Laura should stay with William and try to change his behaviour.
- 

### Scenario 2

Axel and Philip are at a party with good friends. After supper, they decide to play cards. They're having fun, but every time Axel plays a hand, Philip laughs and says something along the lines of, "You suck, faggot!" Everyone around the table laughs, including Axel, but he feels uncomfortable. He tries to talk to Philip, but each time Philip responds with more cruel jokes and gestures about Axel's sexual orientation.

**Topics:**

- Respect: Philip disrespects Axel by insulting him.
- Humiliation: Philip belittles Axel, which makes him feel uncomfortable in front of the others.
- Harassment: Philip is always making sexually explicit jokes.

**Possible answers:**

- Axel should speak up in front of everyone and tell Philip that he doesn't like his homophobic jokes.
  - Axel should distance himself from Philip.
  - Axel should avoid talking about it so as not to "kill the mood."
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**Scenario 3**

Marie-Eve and Igor have a presentation to prepare for history class. Marie-Eve doesn't take the work seriously, whereas Igor—a newcomer from Russia—wants them to do well on the assignment. He tries to talk to Marie-Eve, but she doesn't listen to him and constantly makes fun of his accent. She even mocks him by calling him Putin. Igor tries to bring it up with Marie-Eve several occasions, but she replies that he's just an immigrant and that he has no business lecturing her. Igor is unhappy, but he doesn't dare speak about it with the teacher.

**Topics:**

- Violence: Marie-Eve is verbally abusive toward Igor.
- Harassment and bullying: Marie-Eve looks down on Igor because he's an immigrant.
- Humiliation: Marie-Eve refuses to call Igor by his actual name.

**Possible answers:**

- Igor should talk it over with the teacher but continue to work with Marie-Eve.
- Igor should stop working with Marie-Eve and explain his reasons to the teacher.
- Igor should get used to this type of humour and language.



## APPENDIX 2: ACTIVITY ASSESSMENT GRID

<b>Did you enjoy this activity?</b> (Circle the emoji that best reflects how you feel)			
<b>What did you like best about it?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>What did you like least about it?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>Name three important things you learned from this activity.</b>	1. <hr/> 2. <hr/> 3. <hr/>		
<b>Did you feel comfortable enough to say what you wanted?</b>	Yes	No	Prefer not to say – I don't know.
<b>Would you recommend this activity to your peers?</b>	Yes	No	Prefer not to say – I don't know.
<b>Are there any topics you would like to discuss in future lunch-and-learn sessions?</b>	1. <hr/> 2. <hr/> 3. <hr/>		





# SERVING THE COMMUNITY TOGETHER

## Method

Creating a cooperative; organizing sporting events

## Target age group

14 to 17 years

## Duration

Long term (one year)

## Background

In recent years, cooperative entrepreneurship initiatives have been on the rise in Quebec and elsewhere. They represent innovative alternatives to the prevailing entrepreneurial model, going beyond the individualistic, opportunistic and profit-maximizing rationales that undermine social cohesion. The Ministère de l'Éducation et de l'Enseignement supérieur supports the development of cooperative entrepreneurship projects in high schools, as they encourage students to collectively serve the community by carrying out a joint initiative. Not only do the cooperatives that students create under the school staff's supervision contribute to developing their organizational, managerial and innovative skills, but they also help them find their place at school and in society. Cooperatives provide a means to learn about collective and democratic decision-making, in addition to fostering meaningful action through a social commitment to the school or any other community. Thus, social and cooperative entrepreneurship initiatives are proving to be an original way of preventing social polarization by countering some vulnerability factors (search for meaning and lower sense of belonging to the community) and fostering certain protective conditions for students (social commitment).

## Summary

The "Serving the community together" activity aims to empower youth to collectively take action to improve the quality of life in their community. School staff must accompany and supervise students as they carry out their cooperative project. This activity requires students' regular involvement over the long term (at least one year).

## Teaching objectives

### General goal

Create opportunities to foster solidarity among youth and cultivate a sense of belonging to the community and to society.

### Specific goals

- Encourage strong social ties among students and positive, trusting relationships with school staff.
- Introduce students to democratic dialogue in managing and implementing projects.
- Develop students' ability to define common goals and aspirations to serve the community.



## SERVING THE COMMUNITY TOGETHER

### Themes

- Sports competitions
- Help with homework
- Recycling and energy conservation
- Cultural and intercultural events
- Support for seniors

### Cross-curricular competencies (QEP)

- Cooperate
- Communicate appropriately
- Use information
- Solve problems
- Use creativity
- Adopt effective work methods

### Material

As the activity requires

### Recommendations

- Any chosen entrepreneurial project must encourage cooperation between participants.
- Outside the classroom, students are free to participate or not in proposed activities. That is why it is important to first consider their level of interest before determining the type of cooperative entrepreneurship project to carry out.

### Resources

#### Entrepreneurial awareness guide

Theme: Youth entrepreneurship

Authors: Ministère de l'Éducation et de l'Enseignement supérieur

Source: [https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/education/jeunes/pfeq/PFEQ\\_sensibilisation-entrepreneuriat\\_EN.pdf](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sensibilisation-entrepreneuriat_EN.pdf)

#### Carrefour Jeunesse Emploi (youth employment centre)

Type of resource: conferences, visits and personalized mentoring for young people, teachers and youth workers.

Link: <https://www.cjecdn.qc.ca/entrepreneuriat/> (French only)

#### Conseil québécois de la coopération et de la mutualité (Quebec Council of cooperation and mutuality)

Type of resource: A tool for young people aged 12 to 21 and relevant professionals

Link: <https://www.jeunecoopcollegial.coop/>



## BUILDING COMMUNITY TIES AT SCHOOL.

### 1. YOUTH COOPERATIVE

Method	Target age group	Duration
Youth cooperative	12 to 17 years	Approximately 45 minutes per week
<b>Background</b>	<p>A cooperative approach to socialization provides students with an opportunity for healthy, respectful interactions with each other and the adults who supervise them. Engaging young people in this way allows them to set up a cooperative decision-making structure and divide up the tasks and responsibilities involved in managing their cooperative. Through this initiative, students can have fun while learning about exercising democratic power and developing a sense of solidarity and personal and mutual responsibility. The cooperative approach is therefore an interesting way to prevent extremism leading to violence, as it promotes collaboration, communication, dialogue, a sense of belonging and social cohesion.</p>	
<b>Teaching objectives</b>	<p>At the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>→ Develop their ability to interact with peers;</li> <li>→ Learn about themselves and build self-confidence;</li> <li>→ Improve communication skills;</li> <li>→ Learn to think about the greater good;</li> <li>→ Learn to accept differences;</li> <li>→ Build trust with fellow students and school support staff.</li> </ul>	
<b>Theme</b>	Environment	
<b>Category</b>	Extracurricular activity	
<b>Material</b>	<input type="checkbox"/> Gardening tools	
<b>Resources</b>	<p><b>Conseil québécois de la coopération et de la mutualité (Quebec Council of cooperation and mutuality)</b></p> <p>Theme: Tips for starting a youth cooperative</p> <p>Source: <a href="https://www.cqcm.coop/education/jeune-coop/">https://www.cqcm.coop/education/jeune-coop/</a></p>	
	<p><b>Youth service cooperatives</b></p> <p>Theme: Learning more about cooperation and the social economy</p> <p>Source: <a href="https://ccjeunes.org/publications/les-cooperatives-jeunesse-de-services/">https://ccjeunes.org/publications/les-cooperatives-jeunesse-de-services/</a></p>	
	<p><b>Entrepreneurial awareness guide</b></p> <p>Theme: Youth entrepreneurship</p> <p>Authors: Ministère de l'Éducation et de l'Enseignement supérieur.</p> <p>Source: <a href="https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sensibilisation-entrepreneuriat_EN.pdf">https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sensibilisation-entrepreneuriat_EN.pdf</a></p>	
	<p><b>Carrefour jeunesse-emploi Côte-des-Neiges, Ville Mont-Royal, Outremont (Youth employment centre for Côte-des-Neiges, Town of Mount Royal and Outremont)</b></p> <p>Theme: Personalized <u>mentoring</u> for young people, teachers and youth workers to help them incorporate entrepreneurship into their action plans.</p> <p>Source: <a href="https://www.cjecdn.qc.ca/entrepreneuriat/">https://www.cjecdn.qc.ca/entrepreneuriat/</a> (French only)</p>	



## TEACHING CONTEXT BEFORE THE ACTIVITY

<b>Why this activity?</b>	Cooperatives teach students to value community, responsibility, solidarity and dialogue. In fact, youth volunteer cooperatives are a good way of getting young people involved and fostering civic education.
<b>Considerations</b>	<ul style="list-style-type: none"> <li>→ The purpose of this activity is to implement measures that foster connections between different social and ethno-cultural groups of participants. As such, allowing students to team up with their friends may not be ideal.</li> <li>→ Things may be said about other cultural groups that could offend certain people. You must be ready to intervene if need be.</li> <li>→ Expect low student participation rates on sunny days and/or if the activity was not properly advertised, or if other activities are taking place at school at the same time.</li> </ul>
<b>Teaching approach</b>	<ul style="list-style-type: none"> <li>→ Propose a range of environmental activities such as cleaning up neighbourhood parks and streets, planting flowers and trees, painting benches, helping seniors keep their yard clean, recycling, etc.</li> <li>→ Feel free to ask the students to suggest activities. Some of them might think of activities from their native country that they wish to share with their peers.</li> <li>→ You can also encourage students to create a Facebook page or blog where they can present activities, post photographs and share their thoughts.</li> </ul>
<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ Agree on activity locations with the youth cooperative's decision-making committee.</li> <li>→ Feel free to inform students about the activity through various information channels within the school.</li> <li>→ Plan the activity carefully and clarify your objectives to avoid excluding certain groups of students, which would be counterproductive in preventing social polarization.</li> </ul>

## TEACHING CONTEXT DURING THE ACTIVITY

<b>Presentation of the activity</b>	Introduce and explain the principles of cooperatives and social economy.
<b>Format</b>	Teach students how to coordinate with each other.
<b>Group work</b>	<ul style="list-style-type: none"> <li>→ Have participants team up.</li> <li>→ Help more isolated students to find a team if they wish to participate.</li> <li>→ Keep a close eye on the groups, join their discussions and offer to work with them, as needed.</li> </ul>
<b>Plenary session</b>	Encourage discussions after each activity.
<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ Encourage the students to organize ethnic picnics during activities. This will be a great opportunity for them to learn more about one another and form new friendships.</li> <li>→ Encourage teamwork and mutual support.</li> </ul>



## TEACHING CONTEXT AFTER THE ACTIVITY. CONSOLIDATION

<b>Activity recap</b>	<ul style="list-style-type: none"> <li>→ Ask students about the differences they have identified, including complementary points within their team.</li> <li>→ Ask students what they learned about their neighbourhood.</li> </ul>
<b>Activity assessment</b>	Ask students what they think about the activity by answering the questions in the assessment grid (see relevant appendix).
<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ Assess the activity at the end of the term.</li> <li>→ Have students write a story or essay about their experience. You can organize a workshop where students read what they have written, then post the best pieces on the Facebook page or blog.</li> </ul>



## APPENDIX 1: ACTIVITY ASSESSMENT GRID

<b>Did you enjoy this activity?</b> (Circle the emoji that best reflects how you feel)	   		
<b>What were the highlights of the activity for you?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>What did you like best about it?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>What did you like least about it?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>Name three important things you learned during this activity.</b>	1. <hr/> 2. <hr/> 3. <hr/>		
<b>Do you have any suggestions regarding this activity? If so, what are they?</b>	1. <hr/> 2. <hr/> 3. <hr/>		
<b>Would you recommend this activity to your peers?</b>	Yes	No	Maybe





## BUILDING COMMUNITY TIES AT SCHOOL.

### 2. SPORTS COMPETITION

Target age group	Duration
15 to 17 years	Approximately 50 minutes, once or twice a week
<b>Background</b>	Schools often use sports to prevent various forms of violence, including those stemming from violent extremism. Sports help develop social bonds, a collaborative spirit and a sense of belonging. You can further reinforce these objectives by encouraging students to get involved in organizing athletic activities. Combining sports and entrepreneurship gives teachers a powerful tool for social intervention.
<b>Teaching objectives</b>	<p>At the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>→ Form trusting relationships with adult staff;</li> <li>→ Build their self-esteem and look to positive role models;</li> <li>→ Develop communication and dialogue skills;</li> <li>→ Take more initiative;</li> <li>→ Promote inclusion, solidarity and mutual respect with their peers rather than competitiveness.</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>→ Research on the principles of efficiency</li> <li>→ Entrepreneurial approach</li> <li>→ Collaboration and cooperation</li> </ul>
<b>Material</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gym or sports field</li> <li><input type="checkbox"/> Organizing committee meeting place</li> <li><input type="checkbox"/> Equipment suited to chosen activity</li> </ul>
<b>References</b>	<p><b>L'activité physique quotidienne: C'est amusant et bon pour la santé! (Teaching guide: Daily physical activity is fun and healthy!)</b></p> <p>Theme: Sports</p> <p>Authors: Public Health Agency of Canada</p> <p>Source: <a href="https://www.ville.sherbrooke.qc.ca/fileadmin/fichiers/arrondissements/MontBellevue/guide_d%27activite_physique_pour_une_vie_saine_10-14ans.pdf">https://www.ville.sherbrooke.qc.ca/fileadmin/fichiers/arrondissements/MontBellevue/guide_d%27activite_physique_pour_une_vie_saine_10-14ans.pdf</a> (French only)</p>



## TEACHING CONTEXT BEFORE THE ACTIVITY

<b>Why this activity?</b>	Organizing a sports competition on a voluntary basis is often a good way of engaging youth and an opportunity to teach them about togetherness.
<b>Considerations</b>	<ul style="list-style-type: none"> <li>→ Entrepreneurship may lead to a heightened competitive spirit, the exclusion of less capable students and the glorification of individual success. To avoid these negative impacts, which offset the preventive aspect of collaboration, it is important to consider the conditions for a healthy and inclusive entrepreneurial practice.</li> <li>→ Young people risk getting injured when they engage in physical activity and must be supervised by a trained adult.</li> </ul>
<b>Teaching approach</b>	<ul style="list-style-type: none"> <li>→ Ideally, limit the organizing committee to about 15 participants.</li> <li>→ Place the emphasis on collaboration.</li> <li>→ Involve staff trained in physical education, nutrition, health and social intervention.</li> </ul>
<b>Useful tips</b>	Since this activity requires a regular commitment from the adults in charge, as well as access to a suitable space and materials on a weekly basis, it should be planned before the start of the school year or term.

## TEACHING CONTEXT DURING THE ACTIVITY

<b>Presentation of the activity</b>	<ul style="list-style-type: none"> <li>→ Encourage students to think about sporting activities that are accessible to all.</li> <li>→ Inform students about the risk of injury involved in strength training.</li> <li>→ Emphasize the importance of going at their own pace and not judging peers.</li> <li>→ Educate students on the value of mutual support and group training.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>→ The person in charge will work closely with the student organizing committee. They can make suggestions and help organize the sporting event.</li> <li>→ The adult leading the activity will show participants how to train properly. They should explain the risk of injury associated with poor posture during exercise.</li> </ul>
<b>Group work</b>	<ul style="list-style-type: none"> <li>→ During organizing committee meetings, students are invited to share the type of sporting activity they would like to propose to their peers. They are also invited to think about strategies for securing grants, as well as how to assign tasks and responsibilities for managing the event.</li> <li>→ During training sessions, students are encouraged to pair up to motivate and support each other.</li> <li>→ Check in with participants to offer general or specific advice.</li> <li>→ Take time after each session to discuss the day's successes and areas for improvement with the class, as well as explain the values associated with inclusion: sense of belonging at school, respect for differences, mutual support and cooperation to achieve a goal.</li> </ul>
<b>Useful tips</b>	During the activity, students are encouraged to discuss among themselves. Should you notice problematic or even stigmatizing behaviour and language among students as they socialize, do not hesitate to intervene immediately.

## TEACHING CONTEXT AFTER THE ACTIVITY. CONSOLIDATION

<b>Activity recap</b>	Ask students what they learned about the benefits and risks associated with unhealthy competition.
<b>Activity assessment</b>	Ask students what they think of the activity by answering the questions in the grid (see relevant appendix).
<b>Useful tips</b>	Perform an activity assessment at the end of the term.

APPENDIX 1: ACTIVITY RECAP<sup>19</sup>**1. Needs**

In your opinion, which needs does the activity address?

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**2. Values**

Which values did you develop during this activity?

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**3. Strengths**

In your opinion, what are the activity's strengths?

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**4. Turning point**

What was the turning point that led participants to better collaborate during this activity?

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**5. Obstacles**

Which obstacles stood in the way of collaboration, mutual support or goal achievement?

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**6. Change**

How has the activity changed your behaviour?

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<sup>19</sup> See Fortin, André (coord.). 2018. *Guide pratique sur l'impact* (Practical guide to impact), p. 70.



## APPENDIX 2: ACTIVITY ASSESSMENT GRID

<b>Did you enjoy this activity?</b> (Circle the emoji that best reflects how you feel)	   		
<b>What did you like best?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>What did you like least?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>Name three important things you learned during this activity.</b>	1. <hr/> 2. <hr/> 3. <hr/>		
<b>Would you recommend this activity to your peers?</b>	Yes	No	Maybe







## Educational sheet 5



# LET'S TALK ABOUT DIVERSITY!

### Target age group

14 to 17 years

### Duration

4 to 6 sessions

### BACKGROUND

How can we ensure visibility for other cultures? The purpose of this activity is to teach young people to appreciate minority groups' contribution to advancing knowledge and building Canadian and Quebec society. Creating an inclusive society means recognizing minorities' scientific, cultural, historical and political contributions to society. This is a crucial step, as it promotes acceptance of diversity and a sense of belonging among minorities. It also prevents social polarization, which fuels stereotypes and bias about minority groups and contributes to a feeling of exclusion among members of these groups.

### SUMMARY

The "Let's talk about diversity" activity delves into how minority groups contributed to the history and development of Canadian and Quebec society. The activity will revolve around a predetermined theme, take place over several periods and combine classroom lectures, team-based research and oral presentations in groups.

### TEACHING OBJECTIVES

#### General goal

Teach students about the principles and challenges of an inclusive society.

#### Specific goals

- Develop intercultural knowledge and skills
- Foster an inclusive vision
- Develop critical thinking skills
- Identify stereotypes and biases toward minority groups
- Teach students how to do research and select reliable sources

### THEMES

- The history and culture of various minority groups
- Indigenous peoples
- Breakthrough inventions and discoveries of people from minority groups
- The history of immigration in Quebec
- Cultural appropriation
- Others

### CROSS-CURRICULAR COMPETENCIES (QEP)

- Use information
- Exercise critical judgment
- Use information and communication technologies
- Achieve his/her potential
- Cooperate
- Communicate appropriately



## LET'S TALK ABOUT DIVERSITY!

### METHOD

- Carrying out documentary research
- Visiting a museum
- Watching a documentary
- Doing oral presentations
- Making a case to rename a public space to promote inclusion

### MATERIAL

- ☐ Books on history, geography, art, etc.  
and
- ☐ Maps of Montreal, Quebec and the world  
and
- ☐ Images  
or
- ☐ Documentary and video screening system

### RECOMMENDATIONS

- Feel free to reach out to museums and community organizations for material and information relevant to the activity.
- Invite prominent representatives of Quebec minority groups.
- Given that minorities' contribution to sports, music and even culinary arts is generally recognized, it is preferable to focus on scientific, historical, political and economic progress, where minorities' achievements are regularly downplayed or even ignored.

### RESOURCES

#### Intercultural calendar

Theme: A practical tool on cultural diversity in Quebec schools, which lists the main holidays in different religions, as well as historical and cultural celebrations in Quebec, Canada and elsewhere.

Authors: Ministère de l'Éducation et de l'Enseignement supérieur.

Source: [https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/education/diversite/calendrier-interculturel-11x17-en.pdf](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/diversite/calendrier-interculturel-11x17-en.pdf)

**Répertoire de ressources. Annexe aux modules de formation « Comprendre pour mieux prévenir : la radicalisation violente chez les jeunes » (Resource directory. Appendix to the training modules entitled "Effective prevention through understanding: violent radicalization among youth")**

Theme: Managing emotions and stress, solidarity/cooperation/citizenship, identity/diversity/tolerance, religion/spirituality, critical thinking, migration/exile, violent radicalization

Authors: RAPS team, SHERPA research centre

Source: <http://sherpa-recherche.com/wp-content/uploads/Guide-ressourcesSHERPA-RAPS.pdf> (French only)

**Parler de sujets sensibles avec les jeunes. Actualité violente, guerres, attentats (Discussing sensitive topics with youth: Violent news, wars and attacks)**

Themes: Violent news, media and communication, and prevention

Authors: SHERPA.

Source: <http://sherpa-recherche.com/wp-content/uploads/Parler-de-sujets-sensibles-avec-les-jeunes.pdf> (French only)

**Persepolis [2007] France. 95 min.**

Themes: War, freedom, taboos, loneliness, immigration and religion

Authors: Marjane Satrapi and Vincent Paronnaud

Source: <http://www.reseau-canope.fr/atelier-val-d-oise/cinema/Persepolis> (French only)



## BLACK HISTORY IN QUEBEC AND CANADA

Method	Target age group	Duration
Situation setting	14 to 17 years	4 to 6 sessions
<b>Background</b>	<p>Little is known about the history of Blacks in Quebec and their role in shaping the province's society. Black History Month, which we celebrate every February in Canada, is a perfect opportunity to talk to students about the history and contribution of people of African descent in Quebec. In addition to fostering inclusion and developing a sense of belonging, this activity aims to reduce bias toward this minority group.</p>	
<b>Teaching objectives</b>	<ul style="list-style-type: none"> <li>→ Recognize and understand Black people's role in Quebec history</li> <li>→ Highlight at least three elements that have marked Black history in Quebec</li> <li>→ Define and recognize discrimination and racism</li> <li>→ Search for and select reliable sources</li> </ul>	
<b>Theme</b>	Black history in Quebec	
<b>Method</b>	<ul style="list-style-type: none"> <li>→ Documentary research, teamwork and presentation, and small exhibition in the school library.</li> <li>→ Each group can do their presentation on a popular or little-known Black figure from Quebec or Canadian history (Mathieu Da Costa, Marie-Josèphe-Angélique, Viola Davis Desmond, Mattie Mayes, Carrie Best, etc.).</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books (library access)</li> <li>or</li> <li><input type="checkbox"/> Images</li> <li><input type="checkbox"/> Free exhibition space</li> </ul>	

### Teaching Black history in Quebec

Theme: History of Quebec's Black community

Authors: Ministère de l'Éducation et de l'Enseignement supérieur

Source: <https://cybersavoir.cssdm.gouv.qc.ca/educationinterculturelle/enjeux-interculturels/histoire-des-noirs/> (French only)

### Resources

#### Resources provided by the Government of Canada for Black History Month.

Theme: Canada's historic Black communities

Authors: Multiple

Source: <https://www.canada.ca/en/canadian-heritage/campaigns/black-history-month.html>



## Resources

**Vivre ensemble. Aborder les sujets sensibles avec les élèves (Togetherness: Discussing sensitive topics with students).**

Theme: Coexisting in a diverse environment

Authors: Commission scolaire Marguerite-Bourgeoys and Centre d'intervention pédagogique en contexte de diversité

Source: [https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB\\_-Guide\\_sujets-sensibles\\_final..pdf](https://www.cipcd.ca/wp-content/uploads/2014/04/CSMB_-Guide_sujets-sensibles_final..pdf) (French only)

**Parler de sujets sensibles avec les jeunes. Actualité violente, guerres, attentats (Discussing sensitive topics with youth: Violent news, wars and attacks)**

Themes: Violent news, media and communication, and prevention

Authors: SHERPA

Source: <http://sherpa-recherche.com/wp-content/uploads/Parler-de-sujets-sensibles-avec-les-jeunes.pdf> (French only)

**Project SOMEONE** aims to raise awareness, create spaces for pluralistic dialogues and curb hate speech online. The multimedia documents available in the project's Web portal are designed to prevent hate speech and build resilience toward radicalization that leads to violent extremism.

Source: <https://projectsomeone.ca/>

**TEACHING CONTEXT BEFORE THE ACTIVITY**

<b>Why this activity?</b>	<ul style="list-style-type: none"> <li>→ This is a cross- and multi-disciplinary activity.</li> <li>→ The goal is to raise students' awareness of discrimination.</li> <li>→ Students from the African community in Quebec are particularly receptive to this kind of activity, which can have a direct impact on them. It gives them the arguments and tools they need to claim their rightful place in society.</li> </ul>
<b>Considerations</b>	<ul style="list-style-type: none"> <li>→ You should prepare students to talk about a sensitive topic.</li> <li>→ Remember to discuss important issues such as inequality, privilege, discrimination and racism.</li> <li>→ Strive to deconstruct biases and stereotypes.</li> </ul>
<b>Teaching approach</b>	<ul style="list-style-type: none"> <li>→ Hold a workshop beforehand to explain the activity, its objectives and the steps involved.</li> <li>→ Collaborate with other teachers.</li> <li>→ Invite leaders from Quebec's Black community who have made an impact in the areas of arts and culture, education, community action, activism and sports.</li> </ul>
<b>Useful tips</b>	<ul style="list-style-type: none"> <li>→ Feel free to limit the teams' selection to 4 or 5 topics, or ask each team to pick a different presentation topic.</li> <li>→ Should the students make posters as part of their research project, consider enlisting the help of other teaching staff members to display their work in science labs or in the library.</li> </ul>



## TEACHING CONTEXT DURING THE ACTIVITY





<b>Presentation of the activity</b>	<p>This activity will take place over several sessions. Here are the steps to follow:</p> <ol style="list-style-type: none"> <li>1. Provide students with some context and get them to think about certain concepts (modern slavery, racism, segregation, discrimination, inclusion, etc.).</li> <li>2. Students will then team up in groups of two or three. Ask each group to choose a presentation topic relating to the activity's theme.</li> <li>3. Each team will then present its work to the class.</li> <li>4. In the final session, assess students' understanding of the concepts.</li> </ol>
<b>Format</b>	Show students how to conduct research.
<b>Group work</b>	<ul style="list-style-type: none"> <li>→ Let the teams work autonomously, but always be ready to answer their questions.</li> <li>→ Coordinate with school library services to provide students with computers and useful books.</li> <li>→ Check in with each group to make sure they are on the right track.</li> </ul>
<b>Plenary session</b>	Oral presentations
<b>Useful tips</b>	Set aside 5 to 10 minutes for discussion after each oral presentation.

## TEACHING CONTEXT AFTER THE ACTIVITY

<b>Activity recap</b>	<ul style="list-style-type: none"> <li>→ Review the concepts discussed during the activity.</li> <li>→ Make sure students are well equipped to recognize problematic or toxic situations (Appendix 2).</li> </ul>
<b>Activity assessment</b>	Ask students to assess the activity (Appendix 1).
<b>Useful tips</b>	You can ask students to look for examples (images, texts or movies) that embody the concepts specific to this action.



## APPENDIX 1: ACTIVITY ASSESSMENT GRID

<b>Did you enjoy this activity?</b> (Circle the emoji that best reflects how you feel)	   		
<b>What did you like best about it?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>What did you like least about it?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>Did the topic of discussion make you uncomfortable? If so, why?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>How would you react if you heard a classmate make stigmatizing remarks about minority groups?</b>	<hr/> <hr/> <hr/> <hr/>		
<b>Would you recommend this activity to your peers?</b>	Yes	No	Maybe
<b>Are there any topics you would have liked to discuss during this activity?</b>	1. <hr/> 2. <hr/> 3. <hr/>		





## APPENDIX 2: GRID TO ASSESS THE UNDERSTANDING OF ACTIVITY OBJECTIVES

Define the following terms in your own words:

**Discrimination**

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**Racism**

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**Bias**

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**Inequality**

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**Inclusion**

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CRITERIA FOR DETECTING RACISM AND DISCRIMINATION IN EVERYDAY LIFE				
Language				
Gestures				
Practices				
Perception				



## CONCLUSION

This guide for high schools is aimed at encouraging staff to think about ways to cultivate togetherness within their school. The purpose of all the actions carried out and presented in this guide is the same: to give each person the space they need to reach their full potential and flourish, regardless of their background. These activities also underscore the fact that all students, teachers, professionals and administrative staff members have a role to play in preventing extremism and associated forms of violence. This can only be achieved if all departments get involved and share a strong common vision supported by the school's management team.

