

**My Home is Manitoba**  
Diversity Awareness for Newcomers

# Facilitators' Guide

Segment 2: Sharing Our Cultures



## ABOUT THE VIDEO

This 4-part video series, commissioned by the Manitoba government, introduces newcomers to their new home and to the many cultures that exist here. It shows Manitobans as a multicultural blend. It teaches that new neighbours may be indigenous, descendants of immigrants or immigrants themselves.

### **Segment 1. Many Cultures, One Neighbourhood**

Manitoba's population includes people from many different countries, cultures, races and religions. Manitobans welcome and celebrate these different cultures and explore the benefits of diversity.

### **Segment 2. Sharing our Cultures**

Although the residents of Manitoba enjoy maintaining their own cultures, they also enjoy blending in, sharing and learning from each other's cultures.

### **Segment 3. The First People of Manitoba**

Diversity has always existed here. Aboriginal people were the first inhabitants of the land known today as Manitoba. First Nations, Métis and Inuit developed unique languages, cultures and spiritual beliefs. However, reserves and residential schools changed Aboriginal culture and ways of life. Although faced with challenges, Aboriginal people today are celebrating their culture and re-defining their role in society.

### **Segment 4. Values We Cherish in Manitoba**

Manitoba has laws which protect your human rights. Those laws give everyone equal opportunity and equal protection. Being aware of your rights and speaking up if you face discrimination helps make our people and our province stronger.

## ABOUT THE GUIDE AND PRESENTATION ACTIVITIES

Welcome and thank you for sharing this video with Manitoba's newcomers. These activities can be used before, during and after viewing each segment. Since each group will have its own language ability, historical background and needs, please feel free to select parts that will work for your audience.

### Details to consider

- *time available*
- *segments you will show*
- *purpose of the viewing*
- *size and make-up of the audience*
- *physical arrangement of the venue*
- *interests and comfort level of participants*
- *your comfort level with potentially controversial topics*
- *your skills as a facilitator*

### Guide to planning your presentation

#### 1. Preview the segment(s) you plan to show.

- *estimated time provided as a guide only*
- *actual time required will depend on number of participants, level of enthusiasm, language abilities, etc.*

#### 2. Be sensitive to the possibility that deeply personal issues may arise.

- *prepare the audience by introducing the context and vocabulary for each segment*
- *provide time after viewing for any discussion required to provide support and closure*

#### 3. Set boundaries for a respectful discussion environment.

- *be clear that although free discussion is desired, everyone is expected to speak with respect*
- *ensure all discussion takes place in an environment of learning and growth*
- *if necessary, pull back discussion and re-direct potentially hurtful conversations*

#### 4. Please consider the environment. Print only what you plan to use.

- *make back-to-back copies and print on recycled paper*
- *set your printer to the quick print option to save ink*

Enjoy the materials and good luck with your presentation.

## BEFORE VIEWING (See Participant Worksheet 1)

### Make introductions (2-10 minutes)

If the group is meeting for the first time, introduce them to each other. If the group is large, have them introduce themselves to the people next to them. Establish and maintain a relaxed, comfortable atmosphere to promote sharing and stimulate discussion. To set the tone for discussions on different cultures, you could display brochures or advertising for local cultural events, or samples of newcomer resources.

### Establish objectives (5 minutes)

Provide the context for the gathering. Who is hosting this video presentation and why? Explain to your group of newcomers that the goals of segment two of this video created by the Manitoba government are:

- to examine the good that comes from sharing between cultures
- to look at solutions to the challenges that may slow or prevent that sharing

### Preview definitions (5-10 minutes)

Before you give participants the definitions questionnaire and ask them to fill in the blanks, ask them what they think these words mean:

**Stereotype   Prejudice   Integration   Intercultural**

You may want to have definitions visible (such as on a chalkboard) so that you can review the meanings after viewing the video. You may even want to encourage people to translate the words if not everyone seems clear about the meanings.

### Preview discussion questions (5-15 minutes)

If you deliver these questions as an oral discussion, you might provide time for participants to think about their answers before they respond. Alternatively, partners or small groups could discuss different questions (provided in written form), with a short time afterwards to debrief with the whole group. The object is to stimulate discussion and activate prior knowledge. There are no right or wrong answers.

- *The video opens with a reference to finding common ground. What does this expression mean? Can you give an example?*
- *What sort of cultural events or celebrations have you attended since coming here?*
- *Has moving here made you come out of your comfort zone? In other words, has it helped you to try new things even though you might be a little afraid?*
- *What does the word inclusiveness mean to you?*

### Allow for personal reflection (3-10 minutes)

See participant worksheet 1.

- *Think of ways that a common value like respect or dignity can look, sound and feel different here than in your homeland? (ex: Some people show respect by making intermittent eye contact. Other cultures consider it rude to look someone in the eye.)*
- *In the video, you will hear that Manitoba is an intercultural province. What does that mean to you? (Answers will vary.)*

## DURING VIEWING (See Participant Worksheet 2)

### Provide instructions (5-10 minutes)

Before you show the video, provide the instructions for the activities below, which viewers may complete during or after the video. Consider pausing the video at certain points, or perhaps replaying certain scenes afterward.

### Activity 1. Find out who's who

Before starting the video, distribute the names of the video's characters among the participants. For example, you may have these prewritten on index cards, which you can distribute to groups or pairs. Assign viewers one or more characters to observe and ask them to be prepared to discuss their characters after the viewing. Tell viewers you will ask them to introduce their assigned characters and report what they find interesting. This segment features the following characters:

- *Shahina Saddiqui*
- *Daniel Negussie*
- *Louise Simbandumwe*
- *Barb Dixon*

### Activity 2. Missing Words Puzzle - see worksheet 2

(re Louise Simbandumwe's quote below – video time 12:28)

Depending on the language ability of your group, consider having the words shown below written on a board, or printed and cut out, like puzzle pieces. Remember to scramble the order of the words. Have participants complete this activity in teams or pairs.

Missing Words from Louise's quote: **alone common parent issues learn**

#### Facing common challenges

*"One of the biggest problems that newcomers face when they first arrive is a lot of us feel very isolated and alone and so by reaching out to other communities, it's a way to break some of that isolation and to create new friendships. But there's also many common challenges that newcomers often face, with things like finding employment, understanding the laws in Canada, knowing how to parent in Canada, knowing how to deal with family issues. And many communities, some of whom have been here longer, have been dealing with these issues and have developed ways of trying to address that and so I think it's really great to learn from each other and in some cases speak with a common voice when we're looking for changes."* — **Louise Simbandumwe**

### Activity 3. Missing words exercise for definitions (video time 14:25)

Provide teams or pairs with a cloze version of the definitions that they can complete during the video (see participant worksheet). You may decide to pause the video to allow for writing time. Return to this after viewing to ensure groups have the correct definition. You may choose to provide the missing words (below) for the definitions.

**Integration:** people of many backgrounds blending with the broader society while maintaining their culture

**Intercultural:** people from different cultures, races and religions sharing and learning from each other

#### Note:

*Although the video introduces the words stereotype and prejudice here, they are explained again in Segment 3: The First People of Manitoba.*

## AFTER VIEWING (See Participant Worksheet 3)

### Debrief activity 1 (5-10 minutes)

Debrief the “Find out who’s who” activity with questions such as:

- What did you like about your character?
- What did the character say that stands out for you the most?

### Discuss topics (10-30 minutes - see worksheet 3)

1. How did Shahina and Daniel choose to share their culture with others? How do you share your culture with others? How do you learn about other people’s cultures?
2. Shahina said, “We need to not be afraid to talk about our challenges, to talk about our values, our culture.” What challenges have you faced coming here, and how have you overcome them?
3. Barb Dixon talks about culturally appropriate communication. What do you think this means? (Note she also says communication does become easier.)
4. Daniel said, “We are now in Manitoba, in Canada – one of the best countries to live in, with a lot of values of human dignity and respect and freedom. So we have to be a part of that.” What does he mean?
5. You may want to discuss the meanings of the words inclusive and exclusive.
6. Louise talked about learning from other communities. What kinds of things have you learned from others since coming here?
7. See Shahina’s quote below. Do you agree with Shahina that you learn to appreciate your own culture by learning about the culture of others? What have you learned to appreciate since coming here?

*Note: Replay the quote while you discuss this.*

#### **Shahina’s quote (video time 3:11)**

*“The world is becoming a global village and we can’t live in our little silos. The languages, the literature, the culture, the doors that open, the windows that open when you interact with other cultures; it makes you not only appreciate different cultures, it also makes you appreciate your own. So you become stronger for who you are. And I think that’s the uniqueness of Canada, because it embraces through multiculturalism the many, many different faces of humanity. It just helps us grow, and become more welcoming.” — Shahina Sadiqui*

### Follow-up Internet search (10-30 minutes)

If there is internet access onsite, or as follow-up, have participants investigate some of these websites, individually or with a partner or group:

- Manitoba Interfaith Council
- Parenting in Manitoba
- Manitoba Event calendar
- Manitoba Multiculturalism Secretariat

# WORKSHEET 1

## FOR SEGMENT 2: SHARING OUR CULTURES

### Objectives for this segment:

- to examine the good that comes from sharing between cultures
- to look at solutions to the challenges that may slow or prevent that sharing

### Discuss before viewing

1. What does the expression finding common ground mean? Can you give an example?

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2. What sort of cultural events or celebrations have you attended since coming here?

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3. Has moving here made you come out of your comfort zone? In other words, has it helped you to try new things even though you might be a little afraid?

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4. What does the word inclusiveness mean to you?

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### Personal reflection

1. Think of ways that a common value like respect or dignity can look, sound, and feel different here than in your homeland.

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2. Manitoba is an intercultural province. What does this mean to you?

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# WORKSHEET 2

## FOR SEGMENT 2: SHARING OUR CULTURES

### While viewing the video, look for Louise Simbandumwe

Listen to what Louise says about the challenges newcomers face. Fill in the missing words in Louise's quote below.

#### Facing Common Challenges

*"One of the biggest problems that newcomers face when they first arrive is a lot of us feel very isolated and \_\_\_\_\_ and so by reaching out to other communities, it's a way to break some of that isolation and to create new friendships. But there's also many \_\_\_\_\_ challenges that newcomers often face, with things like finding employment, understanding the laws in Canada, knowing how to \_\_\_\_\_ in Canada, knowing how to deal with family issues. And many communities, some of whom have been here longer, have been dealing with these \_\_\_\_\_ and have developed ways of trying to address that and so I think it's really great to \_\_\_\_\_ from each other and in some cases speak with a common voice when we're looking for changes."*

— Louise Simbandumwe

#### Definitions

**Integration:** People of many \_\_\_\_\_ blending with the broader \_\_\_\_\_ while maintaining their culture.

**Intercultural:** \_\_\_\_\_ from different cultures, races and \_\_\_\_\_ sharing and \_\_\_\_\_ from each other.

# WORKSHEET 3

## FOR SEGMENT 2: SHARING OUR CULTURES

### Discussion questions after viewing

1. How did Shahina and Daniel choose to share their culture with others? How do you share your culture with others? How do you learn about other people's cultures?

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2. Shahina said, "We need to not be afraid to talk about our challenges, to talk about our values, our culture." What challenges have you faced coming here, and how have you overcome them?

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3. Barb Dixon talks about culturally appropriate communication. What do you think this means? (Note she also says communication does become easier.)

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4. Daniel said, "We are now in Manitoba, in Canada – one of the best countries to live in, with a lot of values of human dignity and respect and freedom. So we have to be a part of that." What does he mean?

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5. Discuss the meanings of the words **inclusive** and **exclusive**.

6. Louise talked about learning from other communities. What kinds of things have you learned from others since coming here?

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7. Do you agree with Shahina that you learn to appreciate your own culture by learning about the culture of others? What have you learned to appreciate since coming here?

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### Follow-up Internet Search

If there is internet access onsite, or as follow-up, you may want to investigate these websites:

**Manitoba Interfaith Council**

[manitobainterfaithcouncil.ca/](http://manitobainterfaithcouncil.ca/)

**Parenting in Manitoba**

[manitobatriplep.ca/](http://manitobatriplep.ca/)

**Manitoba Event calendar**

[canada.travelall.com/mb/eventcalendar.htm](http://canada.travelall.com/mb/eventcalendar.htm)

**Manitoba Multiculturalism Secretariat**

[gov.mb.ca/chc/multi\\_sec/index.html](http://gov.mb.ca/chc/multi_sec/index.html)



