
ELMWOOD HIGH IDENTITY & EQUALITY CONFERENCE

Dec. 1st, 2011

Grades 9 - 12

9 am to 3 pm

STUDENTS WILL:

demonstrate critical self-reflection of one's own assumptions, stereotypes and social group identities.

deepen their understanding of personal and social responsibility in relationships.

explore how individuals and social systems promote both equitable and inequitable practices in society.

assess the role of beliefs and values in both personal and social group decision making.

demonstrate a sense of personal and social efficacy when addressing social issues and contributing to social change.

KEYNOTE: BRAD TYLER WEST

Brad is a Senior Human Resource consultant with over 22 years professional experience in training and development, diversity management, human resources and communications.

Born and raised in Australia, as part of highly entrepreneurial family, Brad learnt firsthand the value of good communication and strong interpersonal relationships.

Brad has worked with both the private and public sector across North America and the Pacific Rim.

He was recognized as the Asia Pacific Entrepreneur of the Year from the Asper Centre.

Building on his earlier experiences as a champion debater and professionally trained actor, Brad represented Canada in the 2004 International Championships of Public Speaking.

He is an activist and master presenter whose areas of practice include:



◇ Leadership coaching and development

◇ Whole life coaching

◇ Leveraging Diversity & Inclusion Specialist

◇ Employee engagement & multi-generational workforce

◇ Respectful Workplaces /Legislative compliance (LGBTQ)

GRADE 9 PEACEBUILDING WORKSHOPS (U OF W)

List of Facilitators

U of W Youth Peacebuilders	Gr. 9
MTYP	Gr. 10
The Rainbow Resource Center	Gr. 11
LEAF	Gr. 12

The Winnipeg Youth Peacebuilding Project is a collaborative effort to bring youth of diverse backgrounds together with the purpose of inviting them into positive meaningful relationships with each other - overcoming biases, and reinforcing

positive understanding and respect.

The YPP Schools program will deliver and facilitate workshops for all grade 9 TAGs. The purpose of the workshops is to promote dialogue, empathy, and understanding between identity groups and to discuss

peaceful resolutions to identity group conflict. In these workshops students will learn about the construction of identity, identity group, group formation, exclusion/inclusion, stereotyping, diversity, racism, conflict and peacebuilding.

GRADE 10 FORUM THEATRE WORKSHOPS MTYP

MTYP will facilitate games and theatre activities as a forum for engaging students in community dialogue around a central thesis: exploring value within ourselves and others in our community (our struggles with identity and equality).

Theatrical exercises include:

- ⇒ Building Trust through partnering exercises and blind work.
- ⇒ Group Exercises – getting participants to work in small to large groups on simple challenges such as creating frozen objects, locations, stories.
- ⇒ Image Theatre Vocabulary – group storytelling using frozen shapes with your body. Generating characters, relationships and short scenes quickly.
- ⇒ Vocalization Exercises – getting the group comfortable using voice and text in performance.
- ⇒ Building Conflict Scenes – Participants will break off into groups to generate their own scenes about their struggles with finding identity and building community.
- ⇒ Scenes and Discussion – sharing scenes within the groups and discussing the outcome of the scenes.
- ⇒ Closing Circle

GRADE 11 RAINBOW RESOURCE CENTER WORKSHOPS

Vision of the RRC:

A society in which diverse sexual and gender identities, orientations and expressions are included, valued and celebrated as a result of our active commitment to promote and maintain dignity, human freedoms and human rights.

Morning workshops facilitated by The RRC will examine stereotypes around LGBTTQ people, how these affect how we perceive people, and how use of power relates to oppression and social justice .

The afternoon will explore what it means to be an ally, how an ally responds to homophobia, bullying, harassment and discrimination. Students will also examine how GSAs (Gay Straight Alliances) work in schools.

GRADE 12 LEGAL EDUCATING AND ACTION FUND (LEAF) WORKSHOPS

1. “No Means No” Workshop – This program, originally developed by West Coast LEAF, is based on an actual Supreme Court case addressing the issue of “consent”. Students are encouraged to critically examine social conventions, myths and gender stereotypes, the use and abuse of power, the continuum of violence, and the distorted notions of what “consent” is. These topics as well as the legal implications, particularly with regard to sexual assault, are explored through discussion, and role-playing scenarios where stereotypes and prejudice can create vulnerabilities to violence.

Facilitators will:

- Discuss power imbalance, violence, and gender stereotypes
- Examine the damage that gender stereotypes have on students
- Focus on homophobic bullying and the damage that it can cause, not only to that student, but to the community and the school.
- Discuss how power, violence and gender stereotypes all affect consent and assault

2.Hate Speech Workshop - Students will study an actual legal case in Manitoba that involved hate speech (Whatcott Case). Students will have an opportunity to look at the law, examine the fact of the case and make a decision as to how the case should have been handled. Facilitators will:

- Explain the law surrounding human rights, Charter rights, personal rights of everyone
- Present a fact scenario surrounding Hate Speech (Whatcott Case)
- Present the hate speech materials that were distributed in communities and discuss the effect on people in the community – power and hatred lead to violence
- Ask the students to determine a resolution for the case and explain how they would argue it before the courts
- Discuss the case law surrounding hate speech (decisions previously made by lower courts and their rationale for their decision making)



- Present the upcoming decision of the Supreme Court and ask the students determine an appropriate outcome for the case based on the law.