

# ANTI-ISLAMOPHOBIA

## TOOLKIT

For social change  
champions



The Anti-Islamophobia Toolkit was produced  
for OCASI by Bassel Martin

First Edition: February, 2017

## Acknowledgement

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## Credits

We have made a great effort to get in touch with and acknowledge those responsible for the artwork, photographs, and text contained in this toolkit. However, we realize that we may have unintentionally omitted to credit a source or an artist. If you are aware of any piece of work contained here that has not been properly credited, please do let us know so that we can make amends in future editions of this tool.

## Cover artwork

Title: Hijabis

By: LaRita Dixon, USA

With permission

*"In this work, I wanted to show the fun side of Muslims, to show people that we are just like everyone else."* LaRita Dixon.



## ABOUT THIS KIT

**T**his educational toolkit is meant for facilitators and social change champions in their efforts to fight Islamophobia. Our goal is to give users a tool that, on every page, breaks the limited ideas people may have about Islam and about Muslims.

The images we have chosen, the activities we have created, and the little gems of Muslim contributions to the world that are peppered throughout these pages are all meant to challenge stereotypes and myths about the Muslim world.

The impetus for this work began as a response to the Syrian civil war, the resulting humanitarian and refugee crises, and the ensuing rise of Islamophobia in Canada and across the world.

OCASI-Ontario Council of Agencies Serving Immigrants has been one of the many

key players in providing settlement services to Syrian refugees in Ontario. OCASI has also launched public education campaigns targeting Islamophobic attitudes and behaviours in Toronto and in Ontario.

This kit is an extension of OCASI's work and is aimed specifically at youth.

We hope that the document will inspire you and help you bring about change in the minds, hearts, and attitudes of people around you about Muslims and about Islam.

### About the artwork

Title: Technicolor Muslimah

By: Saba Taj, USA

With permission

*"For years, I tortured myself trying to blend in, trying to standout, trying to "find myself" within these little boxes. But it's impossible. Instead, I make art that is, I hope, less categorized and reductive, reflecting that the boundaries we create between us and inside of us are, in fact, an illusion. So my work is not so much about defining Muslim women, or anyone, but undefining them." Saba Taj. [www.artbysaba.com](http://www.artbysaba.com)*





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[www.strongvoice.ca](http://www.strongvoice.ca)

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# ACTIVITY SHEET

## Description

Activity sheets are red and structured in the same way.

Each sheet may contain one or more of these three icons:



Watch a video



Read from the kit or article(s)



Use the photo bank

Activity sheets also include:

**DISCUSSION POINTS:** to trigger conversation

**CREATE:** turn ideas into something concrete

The creativity ideas are only suggestions and the group should collectively decide what to create or not.

# LIST OF ACTIVITIES



Asoomii Jay, Human Rights Activist behind "I am a Muslim" project.

Check it out:

Link: <https://youtu.be/6d746Fckf2A>

And this staged social experiment:

Link: <https://youtu.be/HFDS3YRztpw>

Photo courtesy of Asoomii Jay

## ACTIVITY 1: UNDERSTANDING ISLAMOPHOBIA

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### Learning outcome

Understand what Islamophobia is and how it manifests.

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### Learning outcome

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Photo courtesy of AFP



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### Learning outcome

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### Learning outcome

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### Learning outcome

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### Learning outcome

Understand how all of us can participate in creating an Islamophobia- and racism-free community.

### Did you know that?

The art of paper making came to Europe from the Muslim world in the 13th century. It was learned by the Arabs from the Chinese in the 8th century.

# PART 1

# ISLAMOPHOBIA

Photo courtesy of AFP



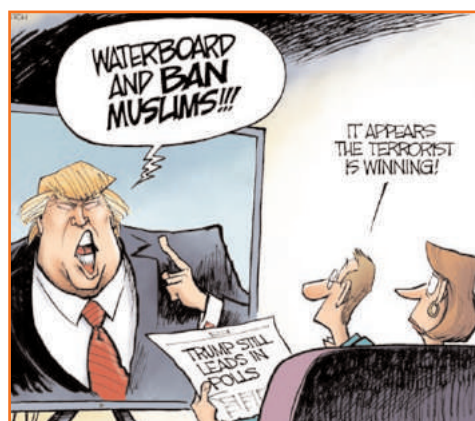
Doaa El-Ghobashy and Nada Meawad of the Egyptian volleyball Olympic team.

It is a prejudice towards or discrimination against Muslims due to their religion, or perceived religious, national or ethnic identity associated with Islam. Like anti-Semitism, racism and homophobia, Islamophobia describes mentalities and actions that demean an entire class of people. Jewish, African-Canadian, Indigenous and other populations throughout history have faced prejudice and discrimination. Islamophobia is simply another reincarnation of this unfortunate trend of bigotry. **Islamophobia is a form of racism because it targets specific racialized communities and, because as a culture, Islam (or the Muslim culture) is seen as inferior to western civilization.**

## How does Islamophobia look like?

Islamophobia is a set of attitudes that incorporate the following beliefs:

1. Islam is monolithic and cannot adapt to new realities.
2. Islam does not share common values with other major faiths.
3. Islam as a religion is inferior to the West.
4. It is archaic, barbaric and irrational.
5. Islam is a religion of violence and supports terrorism.
6. Islam is a violent political ideology.



## Islamophobia as part of a power structure

Like all forms of discrimination, Islamophobia is about power and privilege.

Islamophobia is a contrived fear or prejudice fomented by the existing Eurocentric and Orientalist global power structure. It is directed at a perceived or real Muslim threat through the maintenance and extension of existing disparities in economic, political, social and cultural relations, while rationalizing the necessity to deploy violence as a tool to achieve "civilizational rehab" of the target communities (Muslim or otherwise).

Islamophobia reintroduces and reaffirms a global racial structure through which resource distribution disparities are maintained and extended.

Additionally, it's important to note that though Islamophobia isn't simply about "fear of Islam," this fear of Muslims' religion plays an important role in engendering prejudice and fueling discrimination.

As the earliest uses of the term "Islamophobia" suggest, views about Muslims' religion inform the public's attitudes and actions toward Muslims.

## What is anti-Islamophobia?

Anti-Islamophobia are strategies, theories, actions and practices that challenge and counter Islamophobia, inequalities, prejudices and discrimination based on religion, religious or ethical beliefs, and/or perceived religious, national or ethnic identity.

## Is criticism of Islam or Muslims Islamophobia?

Criticism of Islam should not be automatically conflated with bigotry against Muslims. Islamophobia is not the rational, respectful interrogation and/or criticism of Islam based on factual evidence, just as criticism of the tenets of Christianity, Judaism, Buddhism, Hinduism, and other religions does not necessarily indicate bigotry or prejudice. Islamophobia is the irrational fear of, discrimination against, and antagonism toward Muslims simply for being Muslims.

## Bigotry disguised as criticism

**In some cases, "criticism of Islam" is disguised as bigotry.**

For example, when Islam is singled out for criticism at the exclusion of other religions. Or, when people make blanket generalizations about Islam and justify it as criticism.

## *This is what Islamophobia looks like in Canada*

National Observer

By Fram Dinshaw

November 22, 2015

Muslims across North America are once again facing a spike in bigotry, including a Texas pastor denouncing their faith as “inspired by Satan,” and armed protestors gathering outside a mosque in Dallas.

The Islamophobic outbursts in Texas came just nine days after the Islamic State terrorists murdered 129 people in Paris, prompting Republican presidential hopefuls Ted Cruz, Ben Carson, and Donald Trump to stoke fears about both refugees and Muslims in general.

Trump has called for a compulsory federal database to track all American Muslims and has even proposed making them carry special identification, an idea that some have compared with the Third Reich’s efforts to single out Jews some 80 years ago.

“Certain things will be done that we never thought would happen in this country, in terms of information and learning about the enemy,” said Trump. Nihad Awad, who heads the Council on American-Islamic Relations, described Trump’s statements as “beyond terrifying.”

“We are talking about America in the 21st-century potentially about to be led by dangerous people,” said Awad. Meanwhile the fear continues to spread: a group of six Muslim travellers were prevented from boarding a Southwest Airlines flight from Chicago to Houston by other passengers, causing them to be rebooked.



Photo: Ian Willms. NYT

## **Attaque on a mosque in Quebec**

Flowers left outside the Quebec City mosque for the victims of the mass shooting on January 29, 2017. Six people were killed and 18 wounded.

**IN OTHER NEWS**

*read the full article in the annex...*



## TITLE: UNDERSTANDING ISLAMOPHOBIA



KIT: read pages 11 to 13  
ARTICLE (go to resources): GLOBAL NEWS. *Hate crimes against Muslim-Canadians more than doubled in 3 years*  
By Anna Mehler Paperny  
April 13, 2016

Read pages 11 to 13 and the article.

Discussion points:

1. How would you describe some behaviours or attitudes that may be considered Islamophobic?
2. What is your reaction to the photograph of these two Egyptian Olympians? Does it shake any ideas you may have had about Islam?

Photo courtesy of AFP



Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

## TITLE: CHECK YOUR REACTION



PHOTOS (go to resources):

Woman in niqab

Woman in hijab

Man praying

**Note:**

This activity is to be mainly used with a group that does not include Muslims – to educate non-Muslims about stereotypes. Using this activity with a mixed group may negatively impact Muslims, especially in a classroom setting where all the participants have to interact after the activity.

Alternatively, this activity can be carried out individually and the debrief can be a private reflection on how we create ideas and images about others, especially negative ideas and images.

**Instructions:**

1. Make copies of the photos so each person gets a full set.
2. Make sure that each person has a paper and pen. No names on the paper.
3. Tell the group that each person will receive a set of three photos.
4. Hand them out face-down.
5. Before asking people to turn the photos over, instruct them not to think but write down their immediate reactions to what they see.
6. Give the group 1 to 2 minutes to complete this task.
7. Collect the papers.
8. On a flip chart, write down a selection of what people came up with. 9. Group words or phrases into "positive" and "negative."

**Discussion points:**

1. Why do we react in these ways?
2. Does anyone recall when they reacted in any of these ways for the first time?
3. Has anyone's reactions to similar images (on TV, in the newspaper) or to people who look like this changed over time?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

**TITLE: What do you think when you look at me?**

VIDEO (go to resources)  
TED TALKS with Dalia Mogahed

Show the video (17 minutes).

Discussion points:

1. Why did Dalia decide to wear the hijab?
2. How did the 9/11 attack affect Muslims?
3. How do people get radicalized?
4. What does she mean by “consuming fear”?
5. Aside from Islam and Islamophobia, how else do we “consume fear”?
6. How is Islamophobia racialized?
7. What arguments can you make to counter Islamophobia?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

## TITLE: A HIJAB STORY



ARTICLE (go to resources): CTV. *Judge rules Quebec woman should not have been barred from court for wearing hijab*  
Canadian Press  
October 6, 2016

Photo courtesy of Graham Hughes. CP



Rania El-Alloul

Read the article.

Discussion points:

1. Who is Rania Al-Alloul?
2. Why is this ruling significant?
3. How would you react if you could not wear something that is important to you?
4. What does it mean when we say "Islamophobia plays itself out on the bodies of women"?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

## TITLE: ENGENDERED ISLAMOPHOBIA



ARTICLE (go to resources): THE WASHINGTON POST.

*How Muslim women bear the brunt of islamophobia*

By Rana Elmir

September 16, 2016

See also: *Why I intend to wear a niqab at my citizenship ceremony*

Read both articles.

Discussion points:

1. What are the key points made by Rana Elmir?
2. Why are Muslim women more vulnerable to Islamophobic attacks?
3. What are the key arguments presented by Zunera Ishaq?
4. Why does a simple item of clothing provokes so much attention, resistance, and hate?
5. Can you think of any other visible expressions (or symbols) of faith or culture that provoke similar reactions? (Explore current and historical contexts).

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other



## WHAT ARE MICROAGGRESSIONS?



The term microaggression was used by Columbia professor Derald Sue to refer to “brief and commonplace daily verbal, behavioural or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults toward people of colour.”

### Types of microaggressions

#### Endorsing religious stereotypes

Statements or behaviours that communicate false, presumptuous or incorrect perceptions of certain religious groups (e.g., stereotyping that a Muslim person is a terrorist or that a Jewish person is cheap).



Photo courtesy of Gay Star News

## Exoticization

Instances where people view other religions as trendy or foreign (e.g., an individual who dresses in a certain religion's garb or garments for fashion or pleasure).

## Pathology of different religious groups

Statements and behaviours in which individuals equate certain religious practices or traditions as being abnormal, sinful or deviant (e.g., telling someone that they are in the "wrong" religion).

## Assumption of one's own religious identity as the norm

Comments or behaviours that convey people's presumption that their religion is the standard and behaves accordingly (e.g., greeting someone with "Merry Christmas" or saying "God bless you" after someone sneezes conveys one's perception that everyone is Christian or believes in God).

## Assumption of religious homogeneity

Statements in which individuals assume that every believer of a religion practices the same customs or has the same beliefs as the entire group (e.g., assuming that all Muslim people wear head coverings).

## Denial of religious prejudice

Incidents in which individuals claim that they are not religiously biased, even if their words or behaviours may indicate otherwise.

*Source*

*Subtle and Overt Forms of Islamophobia: Microaggressions toward Muslim Americans. Kevin L. Nadal*



Belly Dancer. Leon-Francois Comerre (1850-1916).

Exotification is a powerful way to simplistically interpret racialized groups and conveniently slot them into stereotypes.

### Did you know that?

Many names of textiles used commonly in English are derived from Arabic: cotton, muslin (from Mosul), damask (from Damascus), tabby (from Attabiyyah, a section of Baghdad), gauze, chiffon, satin and mohair.

## TITLE: INTERSECTION OF CONCEPTS



PHOTOS (go to resources):  
Smell like rice  
Why do you sound white?

Show the photos.

Discussion points:

1. What specific microaggressions face Muslim people?
2. What microaggressions do you face, or have faced?
3. What microaggressions you think faces the person in the photograph?

Photo courtesy of Gay Star News



"Ramadan: a month where Muslims leave behind their sins to fast and pray. That was until Omar Mateen entered Pulse nightclub. As a bisexual Muslim feminist, the Orlando shootings cut me in two. Both marginalized communities who I belong to mourned across the globe."

GAY STAR NEWS. *How Orlando unexpectedly united Muslims and LGBTIs*  
By Joy Muhammed  
August 13, 2016

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

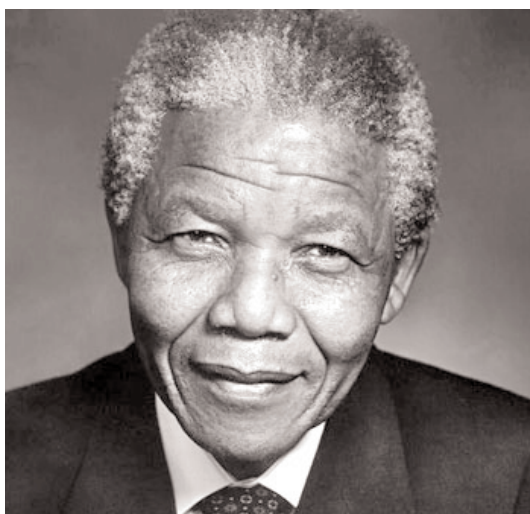
## Intersection of concepts also looks like this...





# PART 2

## RELATED CONCEPTS



**“And if they can  
learn to hate,  
they can be  
taught to love”**

**Nelson Mandela**

### **Racism**

Racism is a product of the complex interaction in a given society of a race-based worldview with prejudice, stereotyping and discrimination. Racism can be present in social actions, practices, or political systems (e.g., apartheid) that support the expression of prejudice or aversion in discriminatory practices.

The ideology underlying racist practices often includes the idea that humans can be subdivided into distinct groups that are different in their social behaviour and innate capacities and that can be ranked as inferior or superior. *(continue...)*



Photo courtesy of AFP

**Arab spring in Tunisia  
brought an end to decades  
of dictatorship.**



*(continued from previous page...)*

Racist ideology can become manifest in many aspects of social life. Associated social actions may include xenophobia, otherness, segregation, hierarchical ranking, supremacism, and related social phenomena.

As such, Islamophobia is a form of racism and, not only “discrimination” or “dislike” or “fear” of Muslims.

## Is there such a thing as reversed racism?

No. Given the structure of power and the systemic modes of oppression that exist in our society, “reverse racism” is a fallacy. It is a convenient and easy reply of white people when they are challenged to examine their own privilege based on the colour of their skin.

### XENOPHOBIA

Fear and hatred of strangers or foreigners or of anything that is strange or foreign.



Xenophobia. Trevor Lunde. With permission

### RUMORS



An unofficial interesting story or piece of news that might be true or invented, and quickly spreads from person to person.

## Orientalism

Is a way of seeing that imagines, emphasizes, exaggerates and distorts differences of Arab peoples and cultures as compared to that of Europe and the U.S. It often involves seeing Arab culture as exotic, backward, uncivilized, and at times dangerous. Edward W. Said, in his ground-breaking book, *Orientalism*, defined it as the acceptance in the West of “the basic distinction between East and West as the starting point for elaborate theories, epics, novels, social descriptions, and political accounts concerning the Orient, its people, customs, ‘mind,’ destiny and so on.”



A map of the British Empire from 1886. Notice how all the “nations” of the world have their gaze fixed on Britannia. All the images around the map represent exoticized/orientalist representations of the various peoples in the world under British subjugation.

## Racialization

In sociology, racialization or ethnicization is the processes of ascribing ethnic or racial identities to a relationship, social practice or group that did not identify itself as such. Racialization and ethnicization are often born out of the interaction of a group with a group that it dominates and ascribes identity for the purpose of continued domination. While it is often born out of domination, the racialized and ethnicized group often gradually identifies with and even embraces the ascribed identity and thus becomes a self-ascribed race or ethnicity. These processes have been common across the history of imperialism, nationalism, and racial and ethnic hierarchies.

### *How Islamophobia is driving young Canadian Muslims to reclaim their identity*

CBC

By Shanifa Nasser

April 27, 2016

Laya Behbahani never questioned her Canadianness until a recent incident at the Vancouver airport.

The 31-year-old lecturer at Simon Fraser University in Burnaby, B.C., was born in Iran and moved to Canada when she was 13. While going through the passport check after returning home from a trip, she said, she was pulled aside by a border services agent and questioned about her religion and why she frequently travels outside the country.

At one point, Behbahani said, the agent asked her: "How Canadian do you really feel?" "It made me stop and wonder, 'Why would you ask me that? Would you ask someone without a headscarf that question?'" she said.

The majority of young Muslims in Canada feel Muslim first and Canadian second, an Environics Institute survey released Wednesday suggests. Some experts suggest that's because young Muslim Canadians feel a strong societal pressure to have to answer for violence perpetrated by extremists in the name of Islam and are struggling to reclaim their Muslim identity for themselves.

Among young respondents who said their citizenship and their faith were important parts of their identity, 61 per cent said being Muslim was the most important part of their identity and six per cent said being Canadian was the most important. Twenty-six per cent said both were important.



**IN OTHER NEWS**

*read the full article in the annex...*



## TITLE: INTERSECTION OF CONCEPTS



KIT: read pages 22 to 25

Read pages 22 to 25.

Discussion points:

1. Why can we say that: "Islamophobia is a form of racism?"
2. How does Orientalism apply to Indigenous peoples or Black-Canadians?
3. This picture is from the Arab spring in Tunis. What values do you share with the people in the photograph?

Photo courtesy of AFP



Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

# PART 3

## STEREOTYPES



“The Arab man has been and still is continuously represented in films, TV shows, news and other media narratives as a one-dimensional character. During the early 1920s with movies such as *The Sheik* and *The Son of the Sheik* or in the 2000s with movies such as the popular *Gladiator*, those stock characters haven’t necessarily changed. They’re more or less the same, just packaged differently with some modern twists.”

Source: *Schemamag.ca*

As for the Arab/Muslim female she is frequently either the sensual seductress, belly dancer, or the oppressed and powerless veiled woman.

### Stereotype

is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

### What is a media myth?

is created when groups are misrepresented because of the extreme action of a few in that group. This extreme action dominates the media.





## Media coverage of Islam

Media coverage of Islam-related issues has changed dramatically since the beginning of the new millennium, both in quantity and quality. The events of September 11, 2001, thrust Islam into the global media forefront: not only did coverage of Islam drastically increase, particularly in news and entertainment media, but the way in which Islam was framed by the media changed as well. The American-led ‘War on Terrorism’ led to an increase in Islamophobia (fear or hatred of Islam) across the globe. This increase in Islamophobia was in turn reflected in the way media outlets addressed and stereotyped Muslim populations. While some deliberately framed Islamic coverage positively in an attempt to counter Islamophobia, many of the portrayals of Muslims contributed to the formation of harmful Islamic media stereotypes. The most prevalent Islamic stereotype is the radical Muslim

insurgent, bent on waging jihad, or holy war, against the West. This stereotype usually represents violence as an inseparable part of being Muslim, as well as religion as justification for violent actions.

*Source: From Media Smart. Canada's Centre for Digital and Media Literacy.*



*Stereotyping is alive and well when it comes to Muslim and Sikh religious symbols in Canada: poll*

The Province

By Gordon McIntyre

Nov 25, 2014

One-third of British Columbians believe radicalized people live among us, according to a poll commissioned by The Province.

The survey of 1,600 Canadian residents was conducted by the Angus Reid Institute, a non-partisan, not-for-profit research organization, in conjunction with the Canadian Race Relations Foundation and The Laurier Institution.

Based on the survey, The Province has a four-part series on homegrown terrorism. Today, in Day 3 of the series, we examine how tolerant Canadians are of various religious symbols.

Nearly 90 per cent of Canadians have no problem with a nun wearing her habit in public. Nor with a public display of a crucifix or a Star of David.

And 80 per cent support the wearing of a kippa (a Jewish cap) in public, while three-quarters have no problem with the wearing of a hijab, the scarf many Muslim women wear to cover their heads and chest, according to a poll by the Angus Reid Institute.

But when it comes to wearing a Niqab, which covers a woman's face, or carrying a kirpan, the ceremonial dagger baptized Sikhs are commanded to wear, three-quarters of Canadians are opposed.

In B.C., there is a bit more tolerance than exists nationally, with two in five supporting the right to sport a niqab or kirpan.



**IN OTHER NEWS**

After the terrorist attack on a mosque in Quebec City in January 2017, many Canadians expressed solidarity with the Muslim community.

*read the full article in the annex...*

The poll mentioned in the previous article gives a snapshot of how Canadians feel about religious symbols:

**Hijab**

73 per cent support, 27 per cent oppose

**Nun's habit**

88 per cent support, 12 per cent oppose

**Niqab**

27 per cent support, 73 per cent oppose

**Kippa**

80 per cent support, 20 per cent oppose

**Kirpan**

29 per cent support, 71 per cent oppose

**Star of David**

86 per cent support, 14 per cent oppose

**Crucifix**

89 per cent support, 11 per cent oppose

## TITLE: WHAT 'S WRONG WITH THIS PICTURE?



PHOTOS (go to resources):  
Mecca Cigarettes 1915 advertising

Make a copy of this image for each of the participants or project it.

Discussion points:

1. Describe the images in the advertising?
2. What does the font suggest? Why was it chosen?
3. What does "Mohammedan's faith" refer to?
4. Is there a difference between Mohammedan and Muslim?
5. Do you find this ad offensive? Why? Why not?

American Tobacco Company. Mecca cigarettes advertising, 1915



Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

## TITLE: REAL OR FAKE NEWS?



ARTICLE (go to resources): NPR. *Fake or real? How to self-check the news and get the facts*

By Wynne Davis  
December 5, 2016

Read the article.

Discussion points:

1. What are the tips that can help you identify fake news?
2. How can you tell if a piece of news has bias, even if it is based on facts?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other





Kulsoom Abdullah of Atlanta competes during the national weightlifting championships in 2011, in Council Bluffs, Iowa. Abdullah is the first woman to compete in the championships while wearing clothing that covers her legs, arms and head, in keeping with her Muslim faith, after the International Weightlifting Federation ruled on her behalf that athletes could wear a full-body outfit.

## TRUE or FALSE?

Adapted from Show Racism the Red Card. [theredcard.org](http://theredcard.org)

### 1. Islam means surrender or submission to the will of god.

#### TRUE

The word *islam* means in Arabic to surrender or to submit. A Muslim is a follower of Islam or, who professes to be a Muslim, no matter the degree of their religiosity.

### 2. Islam is the world's second biggest religion.

#### TRUE

Christianity has 2 billion followers; Islam has 1.3 billion followers, and Hinduism has 900 million.

### 3. All Muslims are Arab.

#### FALSE

While Islam is often associated with Arabs, they make up only



A detail from the Palestinian painter Laila Shawa's "Impossible Dream."

15% of the world's Muslim population. The country with the largest population of Muslims is Indonesia. Large numbers of Muslims are found in Asia (69% of the population is Muslim), Africa (27% are Muslim), Europe (3% are Muslim) and other parts of the world.

**4. Muslims worship a different god to Christians and Jews.**

**FALSE**

"Allah" simply means god in Arabic and the roots of the Islamic, Jewish and Christian faiths are the same.

**5. The Muslim holy book is called the Qur'an.**

**TRUE**

**6. In recent history, women have been head of state in four Islamic countries.**

**TRUE**

Photo by Nadia Helmy Ahmed. With permission



"I try to challenge the cultural discourse about what Muslim women should act like. And exhibit leadership through my sport and encourage other women to be strong norm breakers." Nadia Helmy Ahmed, Photographer, Denmark

Contemporary Muslim women heads of state have included Megawati Sukarnoputri of Indonesia, Benazir Bhutto of Pakistan, Tansu Ciller of Turkey, and Khaleda Zia and Sheikh Hasina Wazed of Bangladesh.

## 7. Muslims and Arabs have only come to Canada in the last 50 years.

### FALSE

Exactly a century and a quarter ago, amid the numerous immigrants then pouring into Canada, a 19-year-old youth landed in Montreal. It was 1882, just six years after the establishment of Canada as a federal state, and Abraham Bounader from Zahle, a small town in The Lebanon (then part of Syria) overlooking the fertile Beka' valley, had become Canada's first Arab immigrant. By 1901, there were 2,000 others of Arab origin in Canada, by 1941 this number

had grown to about 12,000 persons, and today it is estimated that there are about 600,000 Canadians of Arab origin (i.e., about 1.8% of Canada's total population).

#### 8. Islam is a violent religion that encourages terrorism.

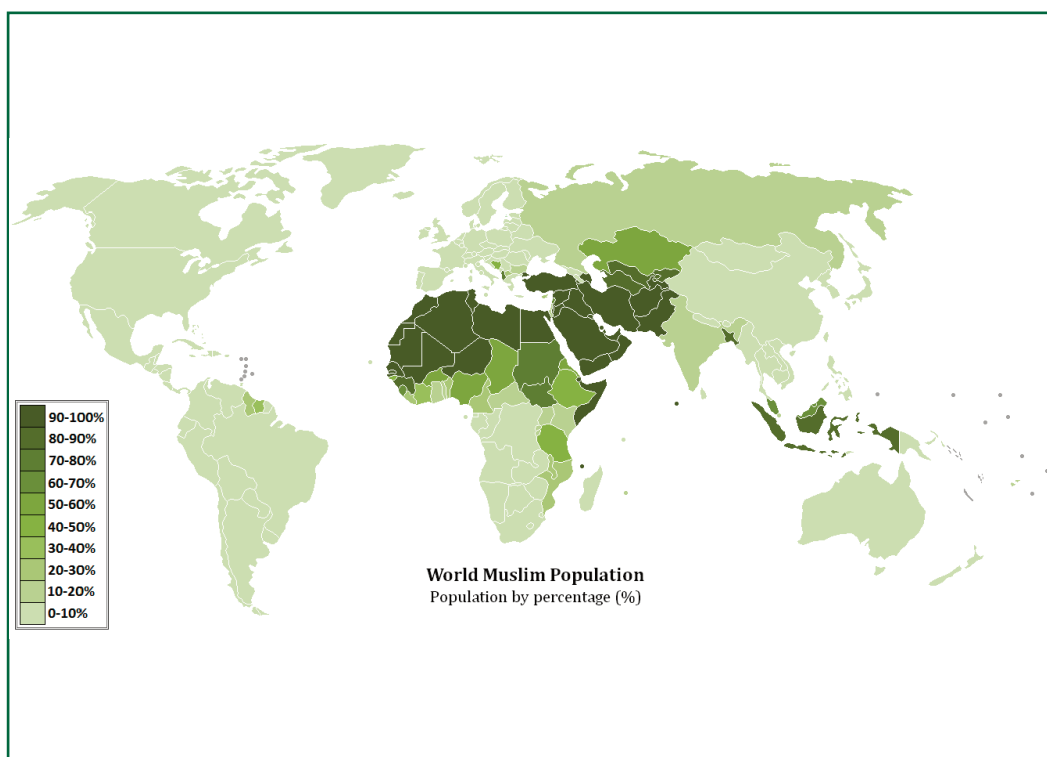
**FALSE**

By an overwhelming majority, Muslim leaders around the world reject violence. Jihad, so often associated with terrorism, is understood by the majority of Muslims as an internal, self-reflective struggle to overcome human weakness.

#### 9. Muslims believe in forced marriage.

**FALSE**

The Qur'an states that a woman has the right to choose her own partner and the vast majority of Muslims do not believe in forced marriages. Muslims who do practice this don't use Islam to justify it but local cultural practices.



## TITLE: COMPLEX IDENTITIES



KIT: read pages 28 to 37

Read pages 28 to 37.

**Instructions:**

Pair people up and have them interview each other. Once done, the interviewees can present the interviewed to the group. Make copies of the Interview Handout (resources).

**Interview questions:**

1. Where is your family originally from? (Come up with two interesting facts about this place).
2. Where are you from? (Come up with two interesting facts about this place).
3. What do your parents do?
4. What are your dreams? List three.
5. How do you identify yourself?
6. What is a very little known fact about you?

**Discussion points:**

1. What shapes us?
2. What commonalities exist among people here?
3. What alliances and solidarities can be forged?

**Alternative activity:**

Each participant can interview a member of their community. A recently arrived refugee, immigrant or a community leader.

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other



**TITLE: NEW MUSLIM COOL**

VIDEO (go to resources)  
NEW MUSLIM COOL

Watch the video.

Discussion points:

1. What is your immediate reaction to the video?
2. What could have led this man from a life of crime to a life of a devout Muslim?
3. How many identities does NMC have? How many identities do you have?
4. Have you felt an urge to make radical changes in your life? Did you make these changes? Yes or no? Why?
5. What does the photograph tells us about this family?

Optional: Implement New Muslim Cool lesson plan (resources).



Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

### TITLE: TORONTO FOR ALL (A)



PHOTOS (go to resources):  
Go Back Where You Came From poster ad

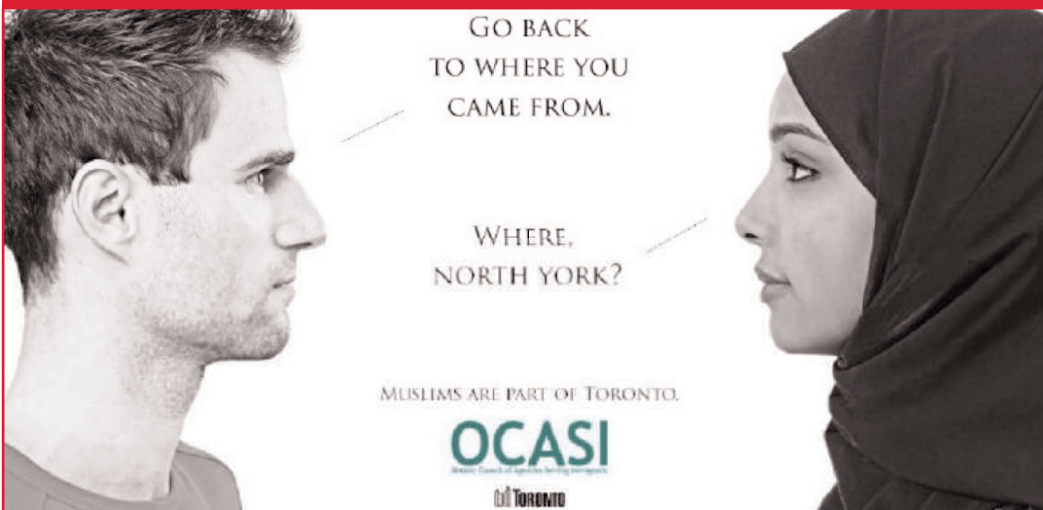
Show image of the poster ad.

Discussion points:

1. What is your immediate reaction to this image?
2. How would you describe the tone of the interchange between the man and the woman?
3. What does the white man assume about the woman?
4. This ad has been described by some as anti-white. Name three ways this description fails to understand what racism really is?
5. How would you adapt this image to fit your particular geographic location?

Show the two other variations:

1. What is your immediate reaction to these images?
2. What do the white woman and the Asian man assume about the other characters?
3. What comments can be made about the identities of each of the four people?



Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

## TITLE: TORONTO FOR ALL (B)



PHOTOS (go to resources):  
Go Back Where You Came From poster ad (alternative images)

### Discussion points:

See previous page.



Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

# PART 4

## CURRENT CONTEXT



In early September 2015 the body of three-year-old Alan Kurdi washed ashore on a Turkish beach. His family was just one of thousands fleeing the brutal conflict in Syria in search of safety in Europe, and in Canada.

Thousands of refugees, particularly women and children remain in countries close to conflicts where they are at risk of gender based violence including rape and being forced into sexual exploitation. Canadians reacted to this tragedy with an overwhelming expression of good will through offers to sponsor and assist refugees. Amnesty International welcomes the government's announcement that it has reached its goal to resettle 25,000 Syria refugees. The response to the Syrian refugee crisis thus far, indicates that with time, resources and commitment Canada can resettle refugees in a timely manner.

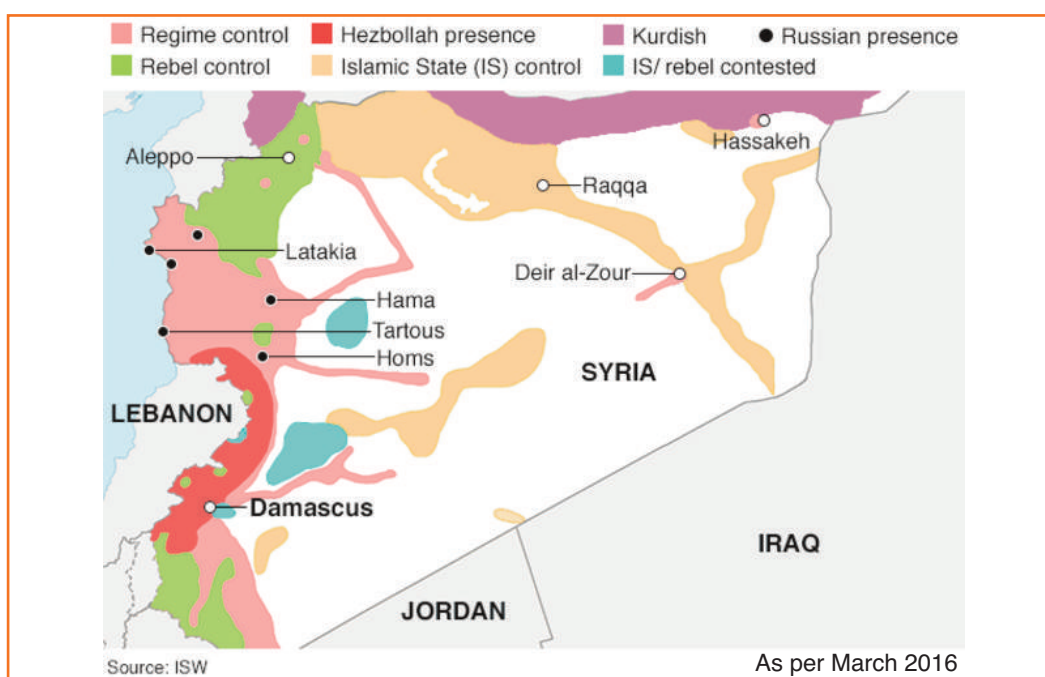


With no immediate end in sight to the crisis in Syria, and ongoing resettlement needs of refugees from other world regions, the government must develop longer term plans for substantial resettlement efforts in the coming years. In order to meet these needs, significant resources are needed to ensure that resettlement is done successfully, sustainably and on a non-discriminatory basis.

The conflict in Syria has resulted in the largest refugee crisis since World War II. Over four million people have fled the fighting with more leaving every day. Most are in the neighbouring countries of Turkey, Lebanon and Jordan where resources are stretched beyond the breaking point.

A growing number of refugees are faced with the impossible choice of remaining in desperate conditions or making terrifying journeys and risking their lives to escape endless suffering.

*Source: Amnesty International Canada*



## What is a refugee?

Refugees are people fleeing conflict or persecution. They are defined and protected in international law, and must not be expelled or returned to situations where their life and freedom are at risk.



*Syria: The story of the conflict*

BBC

Produced by: Lucy Rodgers, David Gritten, James Offer  
and Patrick Asare

11 March 2016

More than 250,000 Syrians have lost their lives in four-and-a-half years of armed conflict, which began with anti-government protests before escalating into a full-scale civil war. More than 11 million others have been forced from their homes as forces loyal to President Bashar al-Assad and those opposed to his rule battle each other – as well as jihadist militants from so-called Islamic State. This is the story of the civil war so far, in eight short chapters.

## 1. Uprising turns violent

Pro-democracy protests erupted in March 2011 in the southern city of Deraa after the arrest and torture of some teenagers who painted revolutionary slogans on a school wall. After security forces opened fire on demonstrators, killing several, more took to the streets.

The unrest triggered nationwide protests demanding President Assad's resignation. The government's use of force to crush the dissent merely hardened the protesters' resolve. By July 2011, hundreds of thousands were taking to the streets across the country.

Opposition supporters eventually began to take up arms, first to defend themselves and later to expel security forces from their local areas.

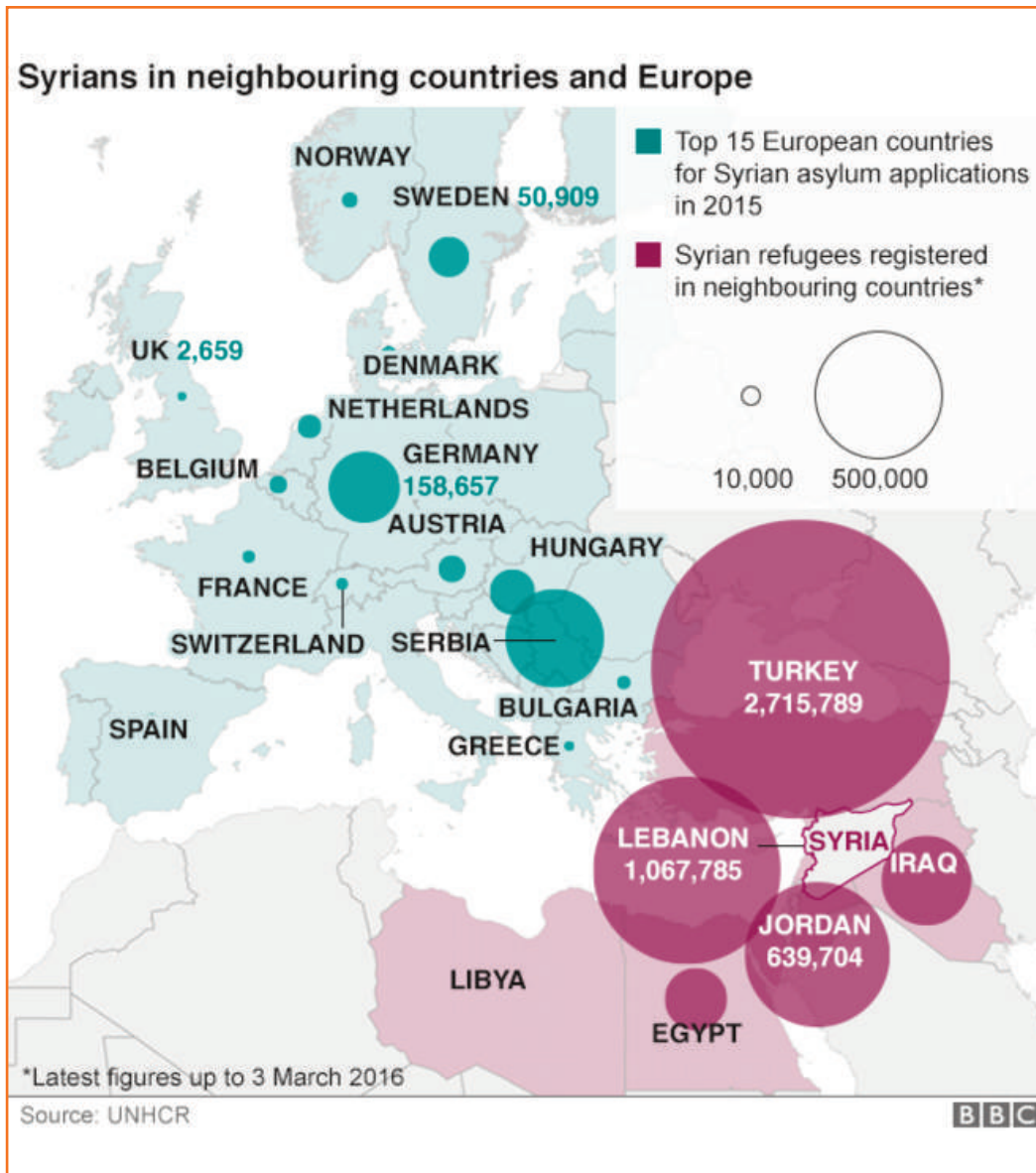
**IN OTHER NEWS****The big numbers**

Syrian refugees who have arrived in Canada since November, 2015:	35,147
Government-assisted:	18,433
Privately sponsored:	13,138
Blended (selected by government, partly funded by private sponsors):	3,576
Refugees approved who haven't yet travelled to Canada:	4,135
Applications in progress:	20,096

Source: *The Globe and Mail*. January 5, 2017*read the full article in the annex...*

## The biggest humanitarian crisis since WWII

### Refugee crisis in numbers



According to the UN, around 250,000 people have been killed and 13.5 million people are in urgent need of humanitarian assistance inside Syria. More than 50% of Syria's population is currently displaced. One-in-every-two of those crossing the Mediterranean this year – half a million people – were Syrians escaping the conflict in their country.

## TITLE: WHAT WOULD YOU TAKE



VIDEO (go to resources)  
LE MONDE: THE SYRIAN CIVIL WAR



KIT: read pages 42 to 45  
ARTICLE (go to resources): BBC. *Syria: The story of the conflict*  
By Lucy Rodgers, David Gritten, James Offer and Patrick Asare  
11 March 2016

Watch the video (5 minutes), read the pages and the article.

**Instructions:**

Have the group interview a recently arrived refugee. Or, if possible, have each group member commit to volunteering for a refugee for a week (helping with daily tasks such as shopping, registering children at school, getting a driving license, looking for a job, attending ESL classes, etc.).

**Discussion points:**

1. How was your experience shadowing a refugee for a week?
2. If you had to leave your home and never return, and if you could pack only one suitcase, what would you take?
3. If your life had to stop right now because you would be in a refugee camp for five years, what would you lose?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other



## How do Canadians feel about immigration and Muslims

From a 2016 Ontario-wide survey commissioned by OCASI

**72%**

Feel immigrants play a valuable role in society

**74%**

Feel we need to focus on taking care of the people here instead of spending resources on refugees.

**70%**

Feel refugees often become productive members of society.

**71%**

Feel that if more refugees continue to settle in Ontario, our infrastructure and public services will be severely strained.

**71%**

Feel immigration is a core value of our cultural identity.

**53%**

Feel we should only allow immigrants from countries that have similar values to our own.

### Did you know that?

The Book of Roger is a famous geography book written by Al-Idrisi in 1154 for Roger II of Sicily. The maps in this book were copied unchanged for three centuries. The book appeared in Rome towards the end of the 16th century. And in 1619 it was published in Paris.

**58%**

Feel it is part of our responsibility to bring in refugees.

**74%**

Feel we need to be more strict about what kind of immigrants we accept.

**32%**

Ontarians clearly have an unfavourable opinion about Islam.

**75%**

Feel that Muslim immigrants have fundamentally different values.

## KEY CONCLUSIONS

1. Immigrants are perceived as being valuable but less worthy than people who already live here.
2. There are imbalances in the worth of immigrants relative to “the people here.”
3. They are seen as valuable to society but less deserving of our resources.
4. Acceptance of immigrants is not without limits.
5. Islam is seen as a culture that fosters gender inequality.
6. 32% of Ontarians have clearly an unfavourable opinion of Islam.
7. More than 50% of Ontarians believe Islam encourages violence.
8. 75% of Ontarians feel that Muslim immigrants have fundamentally different values.



# IN THE NEWS



[Hate crimes against Muslim-Canadians more than doubled in 3 years](#)

By Anna Mehler Paperny April 13, 2016, Global News

[6 anti-Muslim incidents in Ontario since Paris attacks 'I feel like we're being judged for something we had nothing to do with.' Shara Fathima tells CBC](#)

CBC News Posted: Nov 21, 2015 5:00 AM ET Last Updated: Nov 21, 2015 1:38 PM ET

[How Islamophobia is driving young Canadian Muslims to reclaim their identity](#)

Pressure to answer for Islamic extremism might explain why young Muslims feel more Muslim than Canadian

By Shanifa Nasser, CBC News Posted: Apr 27, 2016

[Anti-Muslim hate crimes on the rise, but bystanders sometimes stay silent. So-called 'bystander effect' means we don't always step up when we see discrimination.](#)

By Asha Tomlinson / Marketplace, CBC News Posted: Feb 26, 2016 5:00 AM ET Last Updated: Feb 26, 2016 5:00 AM ET

[This is what Islamophobia looks like in Canada](#)

By Fram Dinshaw in News, Politics, November 22nd 2015, National Observer

**TITLE: ARTICLES, A REVIEW**

ARTICLES: (go to resources) read articles on page 49

Make the articles on page 47 available to the group. Alternatively, select the key points from these articles and write them on a flip chart.

Discussion points:

1. What are the general themes of the articles?
2. What could you do (in your own context: school, work, community centre) to counter Islamophobia?
3. Have you been a victim of a racist aggression? Did anyone intervene? Yes or no? How did that make you feel?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other



# BILL C-51

## 6 Things you need to be concerned about

1. Bill C-51 drastically expands the definition of 'security.'
2. It gives the government too much discretion to pick and choose which individuals and groups to target for further scrutiny.
3. It will severely chill freedom of expression.
4. It will allow government institutions like Health Canada

and the Canada Revenue Agency to share information about you with the RCMP.

5. Canada already has a troubling regime of preventative arrest and detention; Bill C-51 proposes to make it even worse.

6. It would give CSIS the power to act like a police force, while still allowing it to operate secretly as an intelligence gathering service.

*Source: British Columbia Civil Liberties Association. By Alyssa Stryker and Carmen Cheung. Carmen Cheung is a lawyer for the British Columbia Civil Liberties Association. Alyssa Stryker is the organization's caseworker.*

*To find out more about Bill C-51, see the Bill C-51 Primer on: [www.strongvoice.ca](http://www.strongvoice.ca)*

#### Did you know that?

The House of Wisdom is considered the supreme achievement of Baghdad under the Abbasid Empire. This was a centre of learning, translation and manuscript copying. It housed a research laboratory and an observatory. Muslims, Christians, Jews, Zoroastrians, Sabaeans and Hindus scientists, philosophers, doctors, and others harmoniously cooperated in research at the "House." Much of what was achieved there was transferred to Europe over many centuries.

**TITLE: BILL C-51**

KIT: read pages 49 to 50

**Discussion points:**

1. What has motivated the government to create Bill C-51?
2. What arguments can you come up with to counter Bill C-51?
3. What did the Trudeau government promise with regard to Bill C-51?
4. What did the Trudeau government do so far about the Bill?
5. If the Bill stays as is, how can it affect you or somebody you know?
6. How do stereotypes and myths about Islam, as well as the world context, make such legislation possible?
7. Does the Bill represent a form of systemic racism? Yes or no? Why?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other



## TITLE: CITIES FREE OF ISLAMOPHOBIA



ARTICLE (go to resources): CBC. *Calgary among 6 cities to sign charter against Islamophobia*

By Ayesha Clough

Jul 04, 2016

This activity could be first discussed in a group and then developed into a full strategy of how to engage a municipality and introduce a resolution that says “no to Islamophobia.”

The group members can start by interviewing people who brought about change in those six cities.

Discussion points:

1. What do these six cities have in common?
2. How did the change come about?
3. How significant is this change?
4. What else needs to be done so that anti-Islamophobia becomes truly a state of mind?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

## TITLE: BE AN ALLY



ARTICLES (go to resources):

RABBLE.COM. *How not to treat a Muslim*. By: Shenaz Kermalli. November 17, 2015. And RABBLE.COM. *Ten ways to build community*. By Rabble staf. fNovember 15, 2015



VIDEO (go to resources)

5 WAYS TO DISRUPT RACISM

Read the articles and watch the video.

Discussion points:

1. What does it mean to be an ally?
2. In which ways can a non-Muslim be an ally to Muslims?

Create: Poster, Mural, Comic strip, Self portrait, Three-minute video, Presentation, Rap, Skit, Play, Instalation, Sculpture, Other

## ANNEXES

1. Talking to the media
2. Writing a script for a short video explainer
3. Municipal engagement

**TITLE: TALKING TO THE MEDIA****Be prepared**

Develop three to five main points you want to get across in an interview. Role-play with others to practice answering questions. Compile a list of the most difficult questions you could face and how you would respond.

**Understand your audience**

Your audience is not the journalist. Before granting an interview, make sure you understand who is it you want to reach with your message and craft your message accordingly.

**Create sound bites**

Use short, punchy statements to make your point quickly and ensure that it gets quoted. Examples, comparisons or analogies may be useful. Avoid jargon.

**Get right to the point**

Keep your main objective in mind, and state your conclusion up front. Provide examples to support your assertion. Don't wait for the perfect question; seize any opportunity to state your message. Reframe questions to serve your message.

**Project confidence**

Make eye contact with the interviewer and smile to project confidence and credibility. Don't smile if the subject is truly grave, but otherwise, smile as they ask questions, and also, when appropriate, during your response and when you finish.

**Relax and take your time**

Speak in a concise but conversational style that conveys your expertise. Pause when needed to gather your thoughts. Let the interviewer finish each question before responding.

**“No Comment” does not exist**

It suggests guilt or concealment. Even a few words are better than none, if only to explain why you can't discuss the subject. Don't be afraid to say, “I don't know” and offer to seek out the answer.

**TITLE: TALKING TO THE MEDIA****Stick to your subject**

No matter what you are asked, don't let the interviewer derail you. When necessary, respond first, then make a transition back to your main message.

**Don't speculate**

Steer clear of hypotheticals or possible scenarios unless they truly emphasize a positive message that you are trying to convey. Don't feel obligated to answer a question that should more correctly be asked of someone else. At the same time, correct a false premise or incorrect information, especially if it undermines your main message.

**Don't get cornered into a "yes" or "no" answer**

Audiences and sometimes the media want simple answers to complex issues. Don't lecture, don't use jargon, and don't talk down to the audience. At the same time, avoid "yes" or "no" answers. Stop, think, and explain a complex issue simply and clearly. You can always say: "This issue is complex..." and get back to your key messages.

**Don't be contentious or hostile**

Journalists have the last word when it comes to editing the interview, so it is best not to get into an angry debate. Better to simply reaffirm your main message no matter what is asked or said.

**Provide visuals for TV**

Television dominates the news. Prepare or suggest visuals for television interviews. Reporters usually need help with pictures as much as they need your words. Choose visuals carefully for maximum impact.

**Radio interview**

On radio, speak slowly and modulate your voice. Do not be monotonous. Make sure you repeat the message frequently (people are tuning in all the time). Remember, your audience is not the journalist but those listening out there.



**TITLE: WRITING A SCRIPT FOR A SHORT VIDEO EXPLAINER****1. Keep the explainer script short**

The length of your script will depend on your audience. A captive audience in an auditorium endures about six to eight minutes before beginning to drift. An Internet surfer popping by your website tends to check out after two to four minutes depending on how compelling your material is and whether or not he or she needs your product.

**2. Put your message in the first 30 seconds**

Reduce the message of your entire video to one sentence and get that sentence somewhere in the first 30 seconds of the script. This tells the audience what to pay attention to in the video.

**3. Speak directly to the audience**

The easiest way to speak to an audience is to use personal pronouns like “you” and “your.” Another way to engage your audience is to show them things they care deeply about. Don’t waste time telling your audience what they already know. Focus instead on what they need to know about you that will bring them to trust you and to take the action you want them to take. Don’t talk down to your audience or over their heads.

**4. Find the right tone**

Have a mental picture of your audience in mind when selecting the tone of your video. Write a one-sentence summary describing why you are making the video and what you want the viewer to do at the end of it. This will suggest a tone for your finished video. You may decide you want a talking head in an office, a brief classroom-style presentation, a light hearted romp, a bold outdoorsy documentary or a colorful animated review.

If you have story-driven characters, imagine real people as mental place-holders. It’s much easier to write realistic dialogue if you are writing for someone whose habits and mannerisms you know well. The tone you choose for your video will then drive your choice of setting, narrator or cast, tempo, pace and type of dialogue for the script.

**TITLE: WRITING A SCRIPT FOR A SHORT VIDEO EXPLAINER****5. Tell a story**

Most explainer video scripts present a problem (Bob is tired), introduce a solution (Bob drinks organic, sugar-free, calorie-free, nutrition-free energy drink), explain how it works (OrganiBrew is all natural...blah blah blah), and drive viewers to action (buy OrganiBrew at your local gas station).

Dry facts, statistics and definitions are okay in the classroom, but unless your video is for students imprisoned in a classroom, avoid lifeless content whenever possible. Instead, use the power of the screen to show your audience actual people you work with or people who have benefited in some way from your work or from similar work by others. Human beings create stories about themselves to help them define who they are. The better you tell stories about yourself, the more likely your viewers are going to understand what you or your organization is offering and what it can do for them.

**6. Use humour wisely**

Humour is a great tool for story-telling so long as the humour supports your message. Make sure your attempts at humour fit seamlessly within the story you're trying to tell, and keep in mind that misplaced or poorly timed humour can be distracting and may actually put off your target audience.

**7. Pace yourself**

Keep dialogue to between 125 and 150 words a minute. And while you might be able to speak 200 or more words per minute on your own, keep in mind that the voiceover needs time to breathe, allowing viewers to absorb what you're saying (this is especially true if the content is particularly dense or technical in nature). Machine gun fire dialogue quickly overwhelms viewers, causing abandonment and decreased comprehension.

When producing an explainer video, don't skimp on the script. Take the time necessary to do it right. Get feedback from friends and co-workers, and make sure it's engaging and easy to understand.

*Adapted from How to Write a Killer Explainer Video Script  
By Andrew Follett, Founder and CEO at Video Brewery*

**TITLE: MUNICIPAL ENGAGEMENT**

**Before you decide to engage your municipality on any issue, keep in mind the following:**

**Have a clear, actionable goal**

- Make sure you know what you're asking for.
- Be articulate and clear about it.
- Know exactly why you want a change to take place.

**Have a communication strategy**

- Craft a clear message and supporting points.
- Develop a Question and Answer document.
- Have trained spokespeople ready.
- Know how to engage the media.
- Send your message out many times, in many different ways.
- Focus on face-to-face communication.
- If possible, create a website and put together a social media strategy.

**Amplify your voice**

- Strategically select key influencers who believe in your cause. Community leaders, business leaders, artists and other celebrities.
- Start a petition of concerned citizens going.

**Identify the right office**

- Find out who you should be talking to.
- Who will be able to move your issue forward.
- Who can make decisions that can impact your issue.
- Whose responsibility it is.

**Document your issue impeccably**

- Rely on facts, letters, photographs, laws and examples, not opinions and grandstanding statements.
- Focus on the problem and gather as much supporting proof and as many tools as you can to help get the problem solved.

**Be professional and understanding**

- Approach the conversation as a negotiation.
- Be professional, honest and transparent.

**TITLE: MUNICIPAL ENGAGEMENT**

- Offer your documentation.
- Let them know that if they can't help you, you'd like them to direct you to a department that can.
- Get follow-up dates and commitments.
- Write down the names of the people you speak to and when you spoke to them.
- Get commitments in writing if at all possible.

**Go visit in person**

- Call the official's office, let them know that you have an issue you would like to discuss with them, and get on their calendar.
- If you can't get a private audience and you want to talk to someone in person, go to the next public meeting, council session, town hall meeting, or open forum for your community.
- If you're going to speak in front of a city council, bring whatever supporting documents you want to show off (and copies to give away), and get ready in advance.

## RESOURCES



**The media articles in this section are associated with the activities in the kit.**

**We are also including additional articles for some of the activities. You will find those on [www.strongvoice.ca](http://www.strongvoice.ca).**

**They are indicated as [WEBSITE]. The website also include articles not listed here.**

### **ACTIVITY 1**

#### **GLOBAL NEWS**

Hate crimes against Muslim-Canadians more than doubled in 3 years

By Anna Mehler Paperny

April 13, 2016

#### **CBC [WEBSITE]**

6 anti-Muslim incidents in Ontario since Paris attacks

November 21, 2015

#### **NATIONAL OBSERVER [WEBSITE]**

This is what Islamophobia looks like in Canada

By Fram Dinshaw

November 22, 2015

#### **THE HUFFINGTON POST [WEBSITE]**

Islamophobia is Now a Canadian Concern

Posted: 10/18/2016 10:22 am EDT Updated: 10/18/2016 10:34 am EDT

By Samer Majzoub

### **ACTIVITY 2**

#### **THE HUFFINGTON POST**

End Islamophobic Coverage of Muslim Sexual Violence Survivors

Posted: 10/05/2016 11:31 am EDT Updated: 10/05/2016 11:38 am EDT



## RESOURCES



### ACTIVITY 4

CTV

Judge rules Quebec woman should not have been barred from court for wearing hijab

Canadian Press

October 6, 2016

### ACTIVITY 5

THE WASHINGTON POST

How Muslim women bear the brunt of Islamophobia

By Rana Elmir

September 16, 2016

TORONTO STAR

Why I intend to wear a niqab at my citizenship ceremony

By Zunera Ishaq

March 16, 2015

### ACTIVITY 6

TORONTO STAR

Muslim and LGBTQ communities stand together against hatred and prejudice after

Orlando shooting

By Geoffrey Vendeville

Sun., June 26, 2016

### ACTIVITY 8

RABBLE.CA

Being Muslim in Canada: Subverting stereotypes and challenging narratives

By Azeezah Kanji

January 14, 2016

## RESOURCES



### THE PROVINCE [WEBSITE]

Stereotyping is alive and well in Canada

By Gordon McIntyre

November 24, 2014

### ACTIVITY 9

NPR

Fake or real? How to self-check the news and get the facts

By Wynne Davis

December 5, 2016

### ACTIVITY 10

CBC

How Islamophobia is driving young Canadian Muslims to reclaim their identity

By Shanifa Nasser

April 27, 2016

RABBLE.CA

Being Muslim in Canada: Subverting stereotypes and challenging narratives

By Azeezah Kanji

January 14, 2016

### ACTIVITY 12

TORONTO STAR

Why do anti-racist ads challenge white mindsets and not others?: opinion

By Shree Paradkar

June 20, 2016

TORONTO STAR

Anti-Islamophobia ad campaign draws heated debate online

By Christopher Reynolds

June 20, 2016

## RESOURCES



### ACTIVITY 13

BBC

Syria: The story of the conflict

11 March 2016

Produced by Lucy Rodgers, David Gritten, James Offer and Patrick Asare

CTV

Syrian refugees in Canada facing obstacles to integration: Senate committee

By Josh Dehaas

July 4, 2016

THE NATION [WEBSITE]

For the 15 Years Since 9/11, the US Has Waged an Endless Campaign of Violence in the Middle East

By Tom Engelhardt, September 8, 2016

TORONTO STAR [WEBSITE]

Ontario facing 'epidemic of Islamophobia' survey finds

By Nicholas Keung

July 4, 2016

### ACTIVITY 14

GLOBAL NEWS

Hate crimes against Muslim-Canadians more than doubled in 3 years

By Anna Mehler Paperny

April 13, 2016

CBC

How Islamophobia is driving young Canadian Muslims to reclaim their identity

By Shanifa Nasser

April 27, 2016

## RESOURCES



CBC

Anti-Muslim hate crimes on the rise, but bystanders sometimes stay silent

By Asha Tomlinson

February 26, 2016

NATIONAL OBSERVER [WEBSITE]

This is what Islamophobia looks like in Canada

By Fram Dinshaw

November 22, 2015

CBC [WEBSITE]

6 Anti-Muslim incidents in Ontario since Paris attacks

By Shara Fathima

November 21, 2015

### ACTIVITY 15

TORONTO STAR

Why security shouldn't be left to security services

By Michelle Shephard

October 24, 2016

### ACTIVITY 16

CBC

Calgary among 6 Canadian cities to sign charter against Islamophobia

By Ayesha Clough

Jul 04, 2016

### ACTIVITY 17

RABBLE.CA

How not to treat Muslims after the Paris attacks

By Shenaz Kermalli

November 17, 2015

## RESOURCES



RABBLE.CA

Ten ways to build community between Muslims and non-Muslims

By Rabble Staff

November 15, 2015

RABBLE.CA [WEBSITE]

Dear non-Muslim allies, here's how you can help

By Sofia Ali-Khan

December 10, 2015



## RESOURCES



The videos in this section are associated with the activities in the kit. You can view them by following the link or by going to [www.strongvoice.ca](http://www.strongvoice.ca).

On the website you can also view additional videos.

### ACTIVITY 3

TED TALKS WITH DALIA MOGAHED

LINK

[https://www.ted.com/talks/dalia\\_mogahed\\_what\\_do\\_you\\_think\\_when\\_you\\_look\\_at\\_me?language=en?utm\\_source=tedcomshare&utm\\_medium=referral&utm\\_campaign=tedsread](https://www.ted.com/talks/dalia_mogahed_what_do_you_think_when_you_look_at_me?language=en?utm_source=tedcomshare&utm_medium=referral&utm_campaign=tedsread)

### ACTIVITY 11

NEW MUSLIM COOL, TRAILER

LINK

<https://youtu.be/leMWi2asGPw>

### ACTIVITY 13

LE MONDE: THE SYRIAN CIVIL WAR

LINK

<https://youtu.be/-l44KUQHoVY>

### ACTIVITY 17

5 WAYS TO DISRUPT RACISM

LINK

<https://www.youtube.com/watch?v=Lcd4VXHTR3Y>

## RESOURCES



**The images in this section are associated with the activities in the kit.**

**You can view and use more images at [www.strongvoice.ca](http://www.strongvoice.ca).**

## RESOURCES



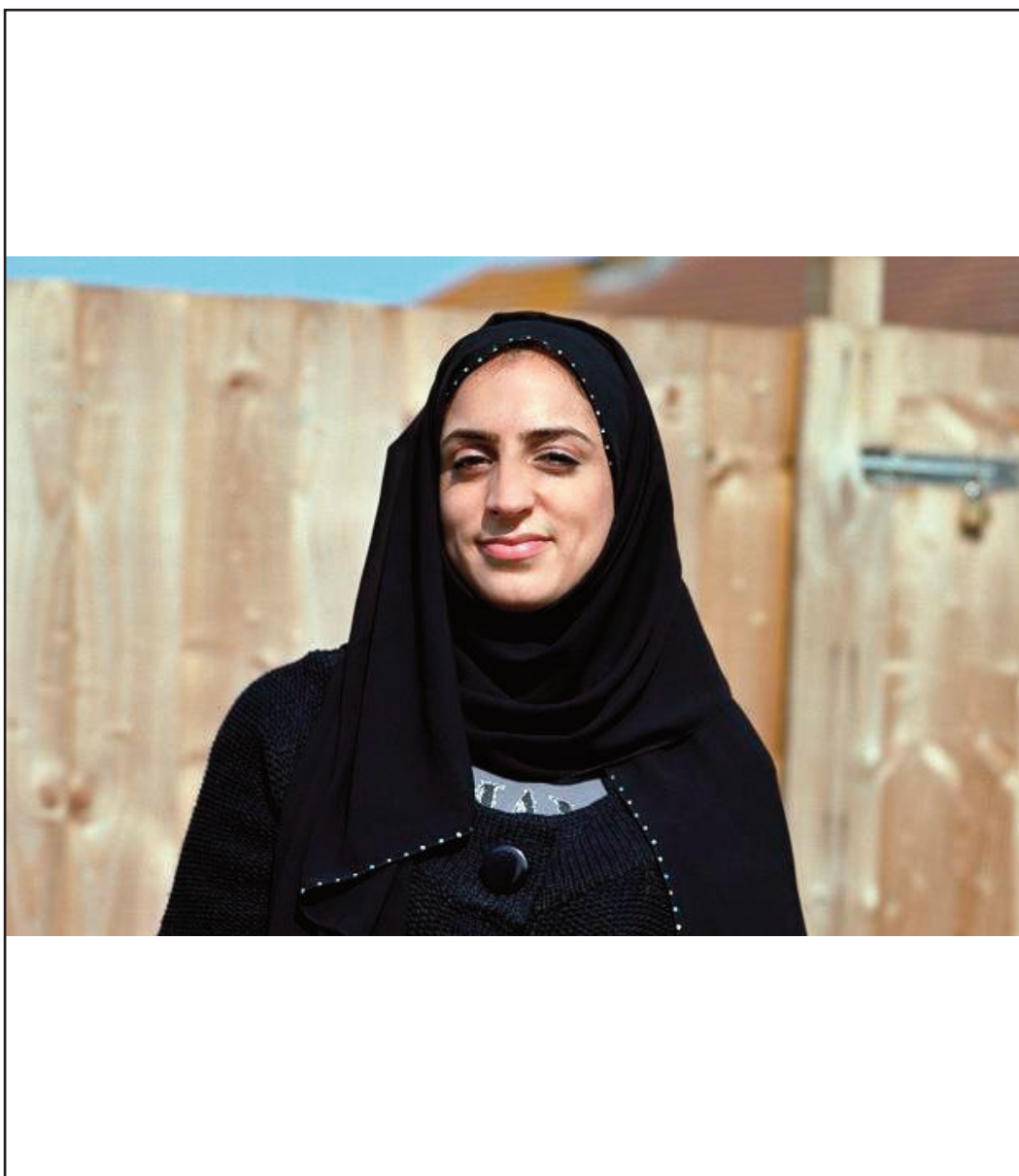
### ACTIVITY 2



## RESOURCES



### ACTIVITY 2



## RESOURCES



### ACTIVITY 2





## RESOURCES



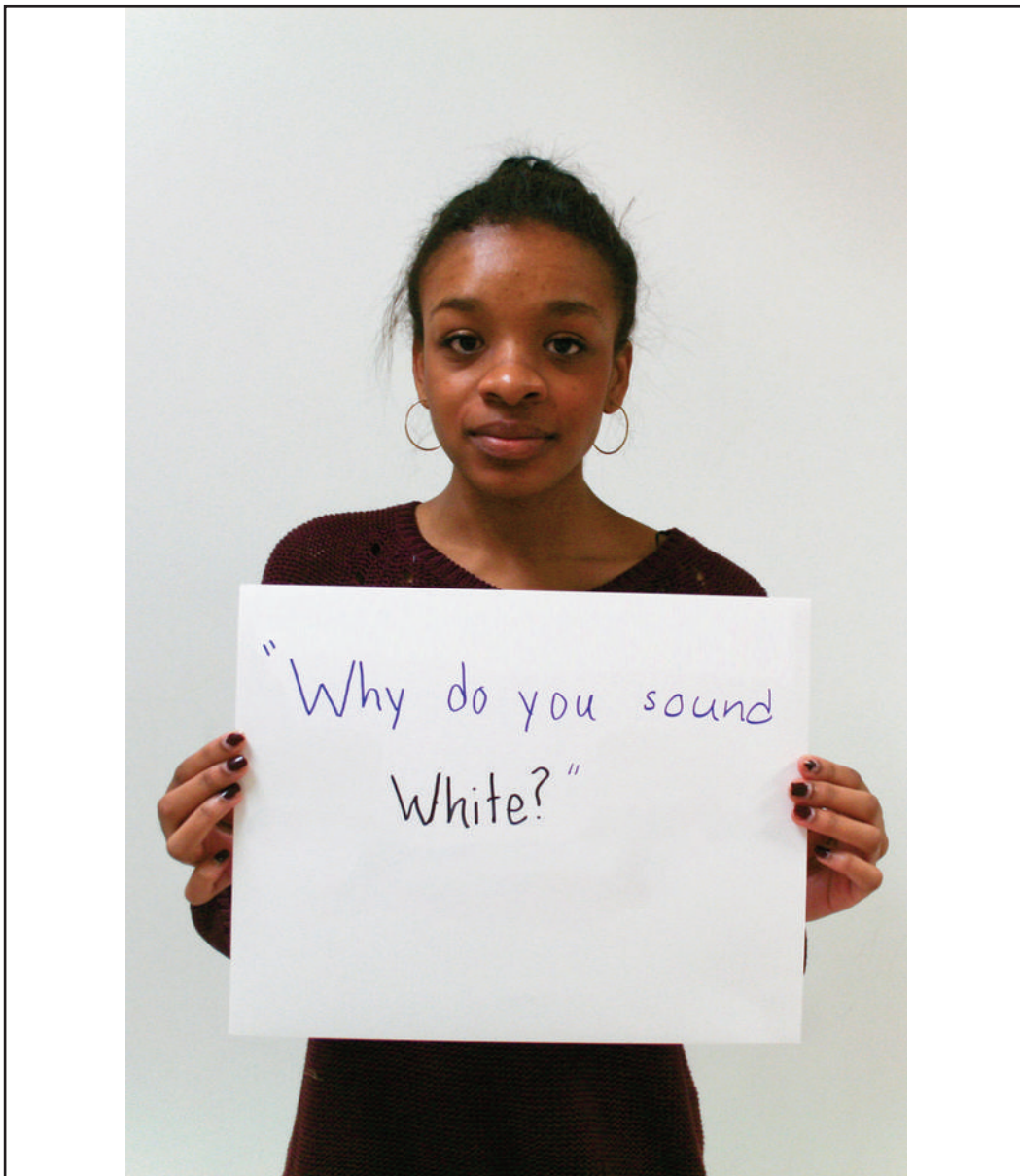
### ACTIVITY 6



## RESOURCES



### ACTIVITY 6



## RESOURCES



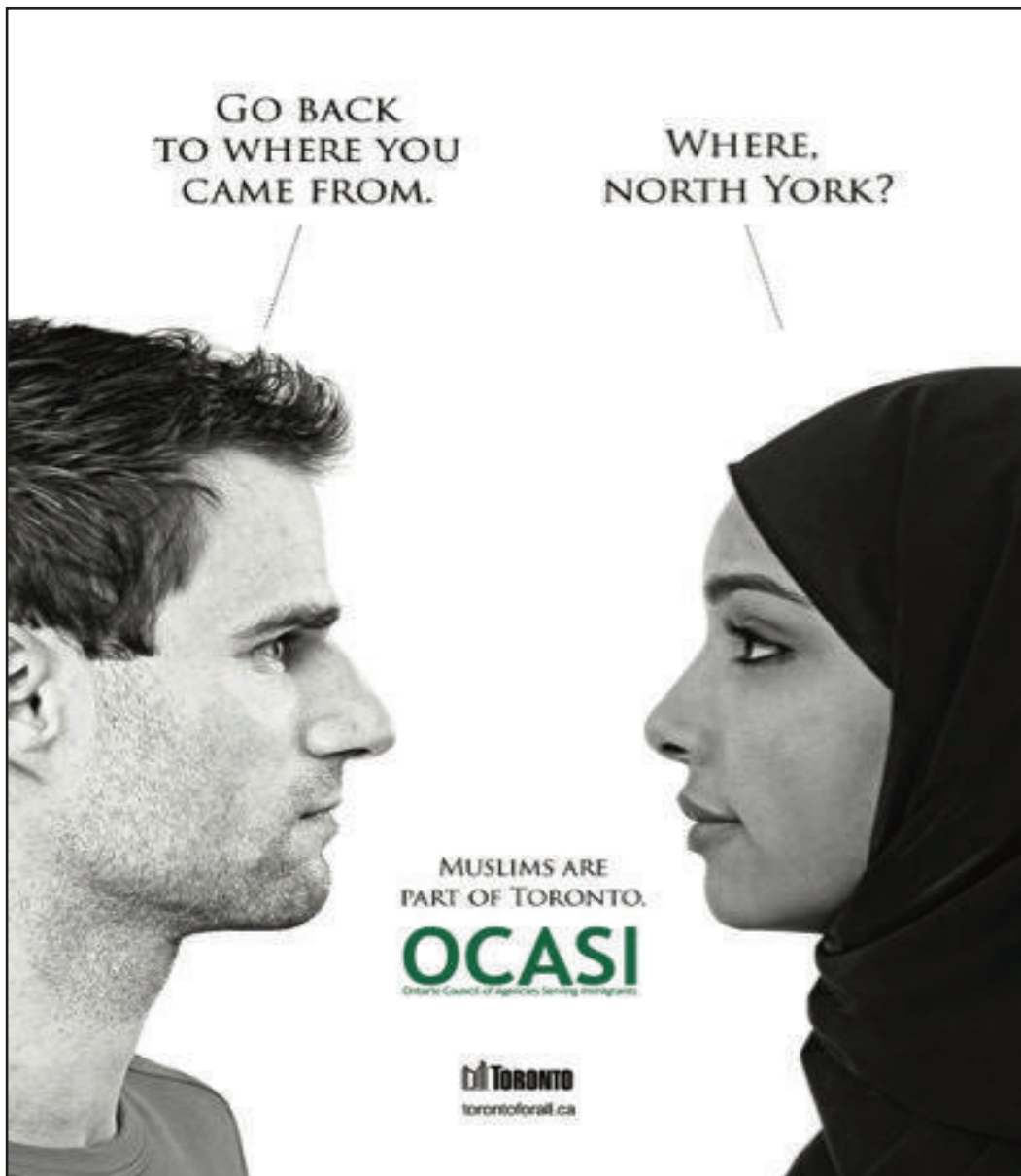
## ACTIVITY 8



## RESOURCES



### ACTIVITY 12





**FOR ADDITIONAL RESOURCES  
GO TO: [WWW.STRONGVOICE.CA](http://WWW.STRONGVOICE.CA)**